



SEND information Report

Who We Are

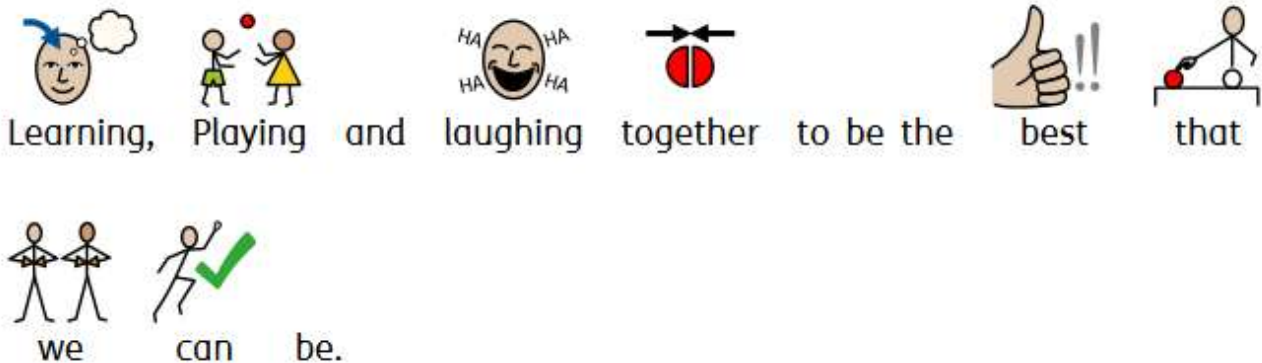


At East Preston Infant School, we are dedicated to creating an inclusive and engaging environment for all children. We make learning exciting by connecting it to real-life experiences and using a cross-curricular approach that includes forest and beach school activities. Our goal is to help every child become a confident, independent learner through strong partnerships with families and the local community.

Here's what we focus on at East Preston Infants School:

- Following the SEND Code of Practice 2015.
- Identifying SEND (Special Educational Needs and Disabilities) early.
- Keeping track of all pupils' progress to spot any additional needs.
- Making sure every child can access the curriculum by removing barriers to learning.
- Supporting and advising staff who work with SEND pupils.
- Providing a dedicated SENDCo to oversee and implement our SEND Policy.
- Working closely with parents to understand their child's needs and include them in every step of their child's education.
- Teaming up with outside agencies for extra support when needed.
- Creating a supportive environment where pupils feel empowered to take part in their own learning.

Our Aim



Special Educational Needs



	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health (SEMH)
	Sensory and Physical

At East Preston Infant School, we support children with a wide range of special educational needs and disabilities (SEND). We take pride in being an inclusive school that values and celebrates diversity and individuality.

SEND is divided into four main areas, as outlined in the SEND Code of Practice 2015:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional, and Mental Health**
- **Sensory and Physical**

Children may experience special educational needs at different stages of their school journey. Our approach ensures that curriculum planning and assessments consider the nature and level of each child's challenges, helping them to thrive.

As stated in the SEND Code of Practice:

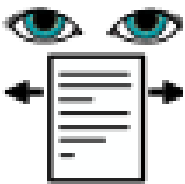
"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- *achieve their best;*
- *become confident individuals living fulfilling lives; and*
- *make a successful transition into adulthood, whether into employment, further or higher education, or training.*

Every school is required to do their utmost to ensure that a child with SEND gets the support they need, meaning doing everything possible to meet their needs." (SEND 0-25 Code of Practice, 2015, p92)

At East Preston Infant School, we are committed to meeting these expectations and supporting every child to reach their full potential.

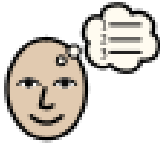
Identifying and accessing



Review

At East Preston Infant School, we work collaboratively to address concerns about children. If a staff member identifies a concern, they discuss it with the parents and follow the Graduated Response approach of 'Assess, Plan, Do, and Review,' using guidance from the [West Sussex County Council's Ordinarily Available Inclusive Practice document](#).

Over a period of approximately half a term, If concerns persist, the teacher discusses these with the SENDCO and parents together to explore the areas identified. We use a range of methods to gather additional information about the child's specific needs, beyond standard assessments.



Strategies

After reviewing this information, the teacher and SENDCO work together to identify strategies to support the child's progress. These may involve introducing new or additional approaches to enhance learning in the classroom. With the agreement of parents, the child can be placed on the School Support (K) stage of the SEND Register.

Children with SEND are identified in various ways, including working below age-related expectations, concerns raised by parents, teachers, or senior leaders, input from external agencies, health diagnosis, or information shared by previous schools or settings.



Next steps

For children at School Support, we document strategies and targets in an Individual Learning Plan (ILP) or a speech and language plan (SALT plan). These plans include short-term objectives, teaching strategies, desired outcomes, and review dates, which are typically updated termly. The speech and language plan may incorporate goals identified by NHS specialists or targets set using the Speech Link program.

If a child continues to show significant challenges despite these interventions, we may consider requesting an Education, Health, and Care Plan (EHCP) from the Local Authority. A comprehensive range of evidence is collected to support this request.

Support



Teachers and support staff



We support pupils with SEND to access the Curriculum through tailored provision that meets their individual needs while considering their parents' views as much as possible.

We aim to include pupils with SEND in the classroom alongside their peers wherever we can. Support in class is planned carefully to make sure lessons are adapted when needed, with Quality First Teaching being at the heart of this approach. This means ensuring that all teaching is of high quality, inclusive, and adapted to meet the diverse needs of every pupil. When necessary, this is supported with additional strategies and interventions. Sometimes, it's more suitable for a child to have support from a Teaching and Learning Assistant or to join a small intervention group in one of our nurture spaces, like The Nest, The Reef, The Oasis, The Rainbow Room, The Beach Hut, or The Treehouse.

For more information, please read the school's [accessibility policy](#). The diagram below further illustrates how Quality First Teaching is implemented in our approach.



Pupils



We value and celebrate each child's perspective on all aspects of school life. Wherever appropriate, pupils will be actively involved in:

- Collecting their views through tools like Lego Classroom or photo elicitation.
- Developing and updating their personal views on learning plans.
- Reviewing and setting targets for their EHCP.
- Participating in review meetings.

Adaptions and interventions



We use a range of strategies in our lessons to make sure learning is inclusive and that all children can fully participate in the classroom.

A range of interventions may be offered:

For Example

Speech and language (SALT) support using speech link which provides evidence-based interventions and standardised screening assessments.

Emotional Literacy Support Assistant (ELSA) is a specially trained member of staff who helps support the emotional well-being of children in schools. ELSAs complete a recognised training course. They support pupils to manage their emotions, cope with challenges, and find solutions to any problems they might face.
















Nurture rooms these are areas that are used to support pupils to access learning and be able to regulate and return to class. These spaces can offer a sensory break to support a pupil's sensory diet.

Monster phonics rapid interventions alternating between blending with focus sounds and teaching Grapheme phoneme correspondence (GPC) gaps identified via baseline assessments

One to one reading linking with their monster phonic book from class with the addition of focusing on unknown High Frequency Words (HFW), recapping GPCs, decoding and improving fluency skills.

Evaluate Provision



		
Working towards	Now/next	Talk Partners
		
Visual Timetables	Word banks	Self-assessment
		
Ear defenders	manipulatives	Sensory/fidget toys
		
timers	Pre teach	Sneak peek
		
Talking tin	Scaffolded work	Peer Mentoring

These interventions are typically short-term and focused, with specific outcomes planned to meet the needs of a pupil with additional needs. We also reach out to external agencies and use specialist equipment when needed to support our children.

Each half term, the SENDCO meets with staff delivering interventions to gather feedback on how well they're working. We use various methods to find starting points, such as questionnaires with sliding scales, skill assessments, or unaided work. Progress is then measured by comparing these starting points with current assessments.

The results are discussed in pupil progress meetings with the Senior leadership Team (SLT) and teachers to see if the interventions have made an impact on the child's learning. Adjustments to provision are made as needed.

Progress is reviewed against children's learning plans before every parent consultation meeting. Regular discussions between staff and external professionals help assess how effective the support is, with changes made if required.

Training and Outside agencies

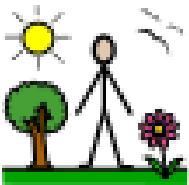


Training

We work with a wide range of outside agencies to provide training and support, including the Speech and Language Therapy team (SALT), the Learning and Behaviour Team (LBAT), the Autism & Social Communication Team (ASCT), and the Virtual School.

This year, our Teaching and Learning Assistants (TLAs) have received training in:

- Therapeutic Thinking
- The Write Stuff
- Monster Phonics
- Using Clicker to support reading and writing
- Executive Function
- Supporting children with sensory needs
- Precision teaching
- Safeguarding
- Quality first teaching (QFT)



Outside agencies

A wide range of professionals also work closely with the school to ensure children and their families can access the right support. These include:

- Autism & Social Communication Team (ASCT)
- Child Development Centre
- Child and Adolescent Mental Health Service (CAMHS)
- Children's Social Services
- Early Help/Enabling Families
- Educational Psychology Service
- Ethnic Minority Achievement Team
- Learning and Behaviour Team (LBAT)

- Music Therapist
- Occupational Therapy Service
- Physiotherapy Service
- Play Therapist – Your Space
- School Nursing Team
- Sensory Support Team
- Speech and Language Therapy Service
- The Virtual School
- Therapy Dog (Underdog)
- West Sussex Parent Carer Forum

Several staff members are also Team Teach trained; this supports our Therapeutic Thinking Approach as it focuses on a holistic approach to positive behaviour support.

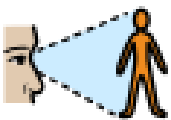
Transition



Transition into our school

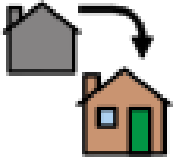
In the summer term, we hold an open evening for our new Reception starters, giving families the chance to meet with the class teachers and SENDCO.

We visit each pre-school to see the children in their current setting, along with completing a handover with the pre-school staff. For children with more complex needs, we work closely with parents, pre-schools, and the Under 5's Team to arrange a supported transition meeting.



Enhanced transition

We provide sneaky peeks of the new year group area, with the support of the learning mentor, TLA or ELSA support staff, encouraging children to identify what remains the same and what might be different. Some children will be identified as needing additional support and more frequent visits to their new setting/class. On transition morning, they will visit their new classroom, meet their teacher, and receive a booklet with pictures to use at home to talk about their new class and staff.



Early transition into your new year group.

We offer an enhanced transition where children spend the final two weeks of term in their new classes. This allows them to say goodbye to their current teachers and begin building relationships with their new teacher and classmates during a time when lessons are naturally winding down. This approach helps classes hit the ground running with focused learning in September.

If classes are mixed, new friendships can form before the summer break. Teacher assessments take place in July, giving the new teacher a clearer understanding of each child's abilities. This also allows staff to discuss the children's progress while it's still fresh in their minds. Teachers can use this time to set up ability groups and plan targeted interventions for the start of the new school year.

This process reduces children's anxiety over the summer, as they are already familiar with their new teacher, classmates, and routines. Parents also have a chance to meet the new teacher and establish routines before the break, leading to a smoother transition in September.



Transition to the next school at the end of Year 2

The majority of our pupils move on to East Preston Junior School, and we help to make the transition smooth and positive. In the summer term, there is a transition day where the children visit their new classroom and meet their new teacher. The teacher also comes to visit them in their current class to start building that connection.

We run a number of "sneaky peek" sessions of the new school with support from the Learning Mentor, TLAs and ELSA staff, helping the children spot what will stay the same and what might be different. Some children who need a bit more help with the change, are given extra visits to help them become familiar with the school.

To make it easier for the children to adjust, we also create social stories with photos of their new teacher, other adults, and the classroom, so they know what to expect in the September.

We have close links with the junior school, attending performances and sharing events with them. We also share appropriate information between our staff.