



**East Preston Infant School**

**SEND information Report 2025-2026**

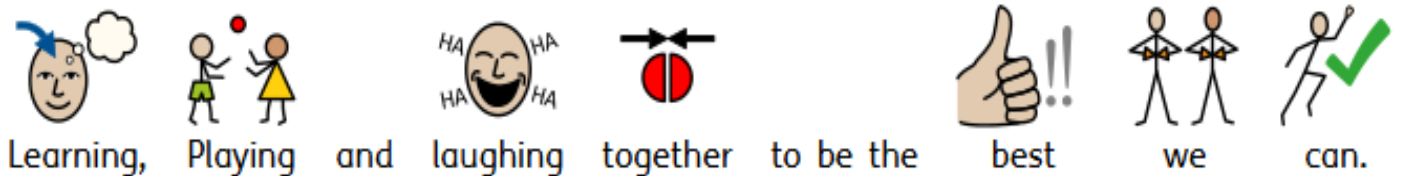
## Who are we:

At East Preston Infant School, we're 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 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 2014.
- 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 first 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 SENCO 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 SENCO 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 during pupil progress meetings, input from external agencies, health diagnoses, 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

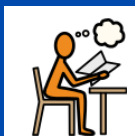


We support pupils with SEND to access the National Curriculum through tailored provision that meets their individual needs while considering their parents' wishes as much as possible.

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 differentiated 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 1:1 help from a Teaching and Learning Assistant or to join a small intervention group in one of our support spaces, like The Nest, The Reef, The Oasis, The Rainbow Room, The Beach Hut, or The Treehouse.

For more information, you can check out the school's accessibility policy.

## 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 take part in the classroom. Our SENCO and subject leaders work together to create overviews for each foundation subject and science, which include ways to make learning accessible for everyone. These overviews go hand in hand with our curriculum plans.

We also reach out to external agencies and use special equipment when needed to support our children.

A range of interventions may be offered, such as speech and language support using Speech Link. This provides evidence-based interventions, standardized screening assessments, and training in how to use these tools effectively. These interventions are typically short-term and focused, with specific outcomes planned to meet the needs of a pupil with additional needs.

		
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

## Evaluate Provision

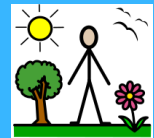


Each half term, the SENCO meets with staff delivering the different interventions to gather feedback on how well they're working. We use various methods to find starting points, such as questionnaires with sliding scales, skill assessments, or unaided work. Progress is then measured by comparing these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

The results are discussed in pupil progress meetings with the SLT and teachers to see if the interventions have made an impact in the classroom. Adjustments to provision are made as needed.

Progress is reviewed against their learning plans. Regular discussions between staff and external professionals help assess how effective the support is, with changes made if required.

## Training and Outside agencies



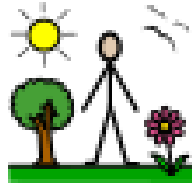
### Training

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.

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
- Colourful semantics
- Masking



### **Outside agencies**

A wide range of professionals also work closely with the school to ensure children and their families can access the right help. 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, which focuses on a holistic approach to positive behaviour support.

## **Transition into our school**

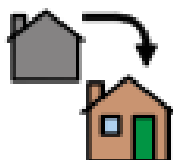
In the summer term, we hold an open evening for our new Reception starters, giving families the chance to meet with the class teachers and SENCO.

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.



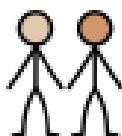
### **Enhanced transition**

We provide sneak peeks of the new year group area with 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. On transition day, 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.**

This is where it is where it is different, we offer an enhanced transition when they will then begin the following Monday in the new classes for the final two weeks of term, moving up this provides an opportunity to say goodbye to teachers and class area and move on



### **Transition to the junior school**

We offer sneak peeks of the school with ELSA support staff, helping children identify what will stay the same and what may be different. Some children will be identified as needing extra support and more frequent visits.

When children transition to junior school, staff provide social stories featuring photos of the teacher, other adults, and the classroom environment. A transition day is held during the summer term for children to visit their new classroom and meet their teacher. Additionally, we arrange for the new teacher to visit them in their current class.