



Special Educational Needs Information Report

What kinds of Special Educational Needs (SEN) are provided for?

Doddinghurst Infant School is a mainstream school with an inclusive ethos which ensures that all pupils achieve their potential.

How does Doddinghurst Infant School know if my child needs additional help?

All children's needs are assessed continually and strategies are developed to ensure that they reach their full potential. These criteria include:

- Progress is above/below the expectations that relate to their age and peer group.
- Progress against previous years performances.
- Concerns raised by parents/carers, teachers and the child themselves.
- Children's day-to-day behaviour.
- Medical needs.
- Existing EHCP.
- Benchmarked against the Essex Banding Descriptors Matrix.
- Concerns raised by outside agencies (including GP and school nurses).

What should I do if I think my child needs additional help?

In the first instance, as a parent you should make an appointment to see the class teacher. The class teacher will assess both formally and informally to identify and plan for the child's needs providing a range of tailored support and interventions following High Quality Teaching (HQT). If, from HQT strategies and assessment, the child's needs are more specific the teacher will refer this to the school's SEN team to evaluate and a report will be produced. This report will then be discussed with the parents and a 'One Plan' prepared, ensuring that the child is helped to attain the best possible educational outcome.

How will the school staff support my child's requirements?

- Quality first teaching - providing a high quality of teaching strategies to ensure that the child has every chance of reaching his or her potential.
- Utilising appropriate specialist equipment e.g. writing slopes, pencil grips, move and sit cushions.
- Small group one to one support with targeted interventions.
- Personalised time tables either individually with direct support or in small groups allowing the most able children to challenge themselves and each other.
- Early morning intervention before school

At Doddinghurst Infant School we promote inclusion where all children take part in all aspects of school life both on and off site. To allow this it is important to identify any special requirements and cater for these to ensure that no event is missed out on.

How will the curriculum be differentiated to match my child's needs?

- Half termly curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. All lessons have differentiated work which will include a bronze, silver, gold and challenge cup criteria.
- The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress. These are located in the Rainbow room.
- The SENCo reports to the head teacher and governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times.
- Teachers meeting with the head teacher in Pupil Progress meetings to highlight any concerns.
- The governor responsible for SEND also meets regularly with the SENCo. They report on their visit to the governors to keep them all informed with school or LA (Local Authority) information.
- The governors agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

How does the school monitor the progress of my child?

- Class teacher who reports termly to the parents/carers; Face to face meetings Autumn and Spring - a final report is produced in the Summer term,
- Progress reviews by head teacher and SEN team,
- Personalised targets - progress reviewed regularly and reported,
- Termly 'One plan' meetings with parents,
- Annual review of all children who have an EHCP requirement,
- SEN team monitor all identified children including regular observations,
- Teachers and SEND team to regularly update One Plans on targets being achieved and strategies used.

By analysing children's progress and attainment in this way, we are able to build up a detailed picture for each child, and a clear sense of which strategies are having the greatest impact.

What should I do if I think my child needs additional help?

The parents of all children are involved both formally and informally in their learning. This policy includes some or all of the following:

- Open door policy to allow parents to speak directly to class and support teachers,
- Sharing Hour,
- School themed weeks and class assemblies,
- Autumn and Spring term consultation evenings on a one to one basis to discuss progress,
- Termly review meetings between class teacher and parents/carers to review progress,
- Annual report on the year's progress,
- Parental surveys on school and teaching performances,
- SEN team coffee mornings,
- Cluster meetings,
- Support network run by the parents,
- Liaising with Specialist Organisations,
- By continually reviewing children's targets on the 'One Plan' and ensuring that they are being met.

How will my child's needs be identified and their learning and developmental provision matched to their needs?

High Quality Teaching

Each child's education will be planned for by the class teacher as part of quality first teaching. Teaching and learning will be differentiated accordingly to suit the needs of individual children. This may include additional general support by the teacher or teaching assistants in class.



Additional Needs

If a child's needs relate to a more specific area of learning then the child may be included in an intervention group. This may be led by the class teacher or teaching assistant. The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed by the SENCo team to establish the effectiveness of the provision and to inform future planning. Children with these additional needs are identified as requiring SEN support.



Higher Needs

If a child is in need of further support, it may require the involvement of relevant professionals as well as close monitoring. The process will identify targets for the child and how they may be achieved.



Complex Needs

If a child's needs are more complex, a formal assessment for an Education, Health and Care Plan (EHCP) may be undertaken. A child may move between the levels of support depending on their individual need.

What support will there be for my child's overall well-being?

At Doddinghurst Infant School we recognise that some children may have additional emotional and social needs that need to be developed and nurtured to ensure that every child can enjoy the educational experiences that school offers them.

The whole school follows a structured PSHE (Personal, Social and Health Education) curriculum which supports this ethos. Where we find that children are less able to embrace this, interventions such as, mindfulness, one to one support or small group learning are put in place to ensure that all our children develop and enjoy their school life.

Members of the staff are always available to the children to discuss concerns and issues and offer advice and support where required. If it is necessary parents/carers are invited in to discuss issues when it is felt that solutions may be needed both in and out of school to ensure the concerns are addressed. In addition, the school has links with many outside support agencies who may be engaged if it is felt that the long term wellbeing of the child will be beneficial, such as, Emotional Wellbeing and Mental Health Services (EWMHS) and school designated nurses.

We have a member of staff who is responsible for Pastoral Support. She is available to help any children with their emotional wellbeing and liaises with parents.

What Specialist services and expertise are available at or can be accessed by the school?

The school works closely with a variety of outside agencies that support the welfare and needs of the children. These include:

- Specialist Teachers for Autism
- Speech and Language Therapists
- Educational Psychologists
- School Nurses
- Occupational Therapists
- EWMHS Emotional, Wellbeing Mental Health Service
- Well-being mentor

What training has the school staff had in supporting children with SEND?

The school provides specific training for all staff to support all the children in their care. Particular emphasis is placed upon those dedicated staff in the SEN team to ensure that they are kept up to date with the changes in policy and requirements which relate to those SEND children. In addition to training, the school invites specialist agencies to assist and observe the staff in their teaching to give feedback and advice on appropriate strategies to use.

The following areas of SEND are focused on, and specialist training given to all teaching staff.

- Autism Spectrum
- Speech and Language
- Specific Learning Difficulties
- Medical Issues (such as, epilepsy and diabetes)
- Positive Handling

At Doddinghurst Infant School we have provided many SEND children with an exciting and challenging curriculum which has allowed them to enjoy their first experience of school. This has prepared them for their move into Junior and Senior schools, helping to develop their full potential. Many of our previous parents with SEND children would be prepared to talk to prospective parents to share their experiences of the school and how it helped their child develop.

How will you help me to support my child in their learning?

Your child's teacher will work with you to ensure that any strategies that are adopted in school to assist in the learning and development of your child's education can be continued at home within the family.

At Doddinghurst Infant School teaching is a partnership between the school, the parents/carers and the child. This is vital in ensuring that any child that has SEND requirements is challenged in the right ways to allow their full potential to be reached. Any strategies will be agreed, documented and monitored so that all partners know what is successful and required for their needs.

How will my child and I be involved in making decisions about my child's education?

At Doddinghurst Infant School we believe in a child centred approach to education. Where additional needs have been identified to either support or challenge a child; the thoughts and feelings of the child, parents/carers and the views of the teaching staff and any relevant professionals are considered when preparing a strategy to assist. These include:

- Informal discussion with staff,
- Teacher and child meetings,
- Teacher and parents/carers meetings,
- Review meetings to include outside agencies where applicable,
- Informal meetings and discussions to provide focus.

How will my child be included in activities outside the class room, including school trips?

We will provide appropriate levels of supervision and medical support where available to ensure that all children are able to attend all school organised activities.

How accessible is the school environment?

Doddinghurst Infant School complies fully with the Equality Act 2010. Thought is always given to how any school improvements or alterations will affect all groups of children, and parents/carers.

How will the school prepare and support my child to join the school or transfer to a new school?

We recognise that any transition or change for a child with SEND can be difficult or unsettling. We work directly with the parents/carers of these children and prepare a tailored plan that is designed to make any change as smooth as possible to ensure little or no disruption is felt by the child. Strategies include:

- Additional visits to sites,
- Social Stories,
- One to one advice,
- Mentoring services.

If your child is joining **from** another school:

- The SEN team will undertake a pre visit where appropriate,
- Appropriate literature will be prepared for both child and parents/carers,
- Taster sessions prior to actually starting will be arranged,
- Full discussion with parents/carers over expectations and wishes,
- Meetings with other parents where appropriate.

If your child is moving **to** another school:

Contact will be made with the proposed school and any special arrangements made to ensure the transfer is carried out smoothly with minimum disruption to educational and emotional requirements. It is vital to us that the child remains happy and is ready to continue their educational journey with minimum disruption.

All records will be made available to the new school in a timely manner to ensure any dedicated support is continued.

When moving Year groups within Doddinghurst Infant School:

All educational and social information is passed to the new class teacher prior to the child joining the new class. Where appropriate a visit to the new class will be arranged prior to moving as well as social stories being used.

SEND In Year 2:

- The SEN team will discuss any educational needs and requirements with the chosen Junior school during the summer term.
- Focused learning and activities will be implemented to support and assist in the transition.
- Several structured visits will be arranged prior to leaving the Infants and joining the Juniors.
- Social Stories to support the transition will be prepared where appropriate to support the transition.

How will the school's resources be allocated and matched to children's special educational needs?

- The total school budget received from the Essex LA includes money for supporting SEND requirements.
- The head teacher decides on the budget for SEN in conjunction with the school Governing Body and the SEN team who outline specific needs for the academic year.
- The money is used to provide additional and supporting resources determined by children's specific needs.
- Additional provision can be made available if needs and requirements change during the academic year. The school's ethos is that no child should be disadvantaged by changing circumstances.
- Strategies include: the purchase of specific resources dependent on need, dedicated one to one support, and outside specialist teaching resources where required.

How do we support children who are looked after?

Every child in care between 3 years and one term and 16 years must have a Personal Education Plan (PEP) which outlines the provision and support allocated to them. This is part of the care plan that is reviewed through the statutory review process by the Independent Review Officer. Essex has a two –part approach to PEPs.

- Personal Education Plan Part 1 (PEP1) is completed at any point during each term by the school on CLA Tracker www.clatracker.net.
- Responsibility for the initiation and maintenance of the PEP 2 is with the child's social worker. It should be reviewed at least every 6 months or when there are changes to the education setting.

The school may apply for additional pupil premium funding to ensure that they receive the right support necessary. In addition, we attend and contribute to an 'annual looked-after' review.

The school monitors the attainment and progress of all learners carefully, seeking to address any areas of weakness quickly. This includes monitoring children who are looked after by the local authority. The progress of all vulnerable groups will be discussed at termly pupil progress meetings with senior leaders.

How can I find information about the Local Authority offer of services and provision for children and young people with special educational needs and disability?

Please see the Essex local offer site <http://www.essexlocaloffer.org.uk/>



What arrangements are made by the school Governing Body for dealing with complaints/concerns?

The process for all school related complaints is set out in the school Complaints Policy and Complaints leaflet; which can be located in the school reception. The process is also documented on the school website.

Who may I contact for further information?

Head teacher/SEN Coordinator: Ingrid Nicholson

Operational SENCO: Jacqui Cunningham

Both via school office 01277 822721

Essex County Council Special Needs Information for Parents

<https://www.essex.gov.uk/specialeducationalneeds>