

Sundorne Infant School & Nursery SEND Information Report October 2018

Sundorne Infant School & Nursery is a fully inclusive mainstream Infant School and Nursery and offer the following range of provision to support children with SEND, including Communication & Interaction, Cognition and Learning Difficulties, Social, Emotional and Mental Health Difficulties or Physical and/or Sensory Needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Information and Guidance

Who should I contact to discuss any concerns or needs of my child?

If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENDCO.

Class Teacher:

She/he is responsible for:

- Providing quality first teaching, differentiated for pupils who have or may have SEND.
- Use adequately differentiated materials and teaching approaches adapted in style and pace, to enable all children to access the National Curriculum.
- Liaise with the SENDCO and Teaching Assistants to discuss and review provision maps and interventions particular to their class.
- Give Teaching Assistants clear instructions regarding their input to a group before the start of the lesson, either through informal discussion or via their daily/weekly planning sheet.
- Inform parents/carers of any extra provisions made for their child and involve parents/carers whenever possible.

Special Educational Needs Co-ordinator (SENCO): Mrs L Philpott

She is responsible for:

- Working closely with the Head teacher to help determine the strategic development of the SEND policy and provision.
- Having responsibility for the day to day operation of the school's SEND policy.
- Maintaining the schools SEND register.

- Having responsibility for co-ordinating provision, (through the use of a provision map) for pupils with special educational needs.
- Having responsibility for liaising with parents and external agencies, including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- Advising and supporting other practitioners in the setting through practical advice, teaching strategies and information about types of special educational needs and disabilities.
- Ensuring that appropriate provision maps and Education Health Care Plans are in place.
- Organising Annual Reviews and Statutory Assessment procedures.
- Ensuring that relevant information about individual children with special educational needs is regularly collected, recorded and updated.
- Effectively liaising with Harlescott Junior School. All information and planning will be passed to relevant staff and parental meetings arranged if requested, to ensure adequate prior knowledge of pupils transferring with special needs and to facilitate continuity of support and provision.

Email: philpott.l@haughmondfed.net

Head of School: Mrs C Maddox

She is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND.

Email: headSISN@haughmondfed.net

The School Governing Body are responsible for:

- Doing their best to make sure pupils with SEND get the help they need to access the curriculum and participate fully in the life of the school.
- Supporting the school to evaluate and develop quality and impact of provision for pupils with SEN across the school.

Assessment, Planning and Review

How can I find out about how well my child is doing?

- Ongoing monitoring by class teachers for all pupils helps to identify those children who are not making progress or who have needs which are affecting their ability to engage in their learning.
- After discussions with key staff and SENDCO, additional support will be put in place. This may include additional in-class strategies, specific resources or equipment, targeted small group or individual teaching to help overcome any difficulties. This will be discussed with parents/carers at Parent's Evenings and through additional meetings as appropriate. Your child's views about their support will be given consideration at this stage, where appropriate.
- One Page Profiles gives the children their voice of how they learn best and what support they require.
- Views are sought from children as part of the EHCP reviews 'All about me', as well as Pupil questionnaires.

- Any additional support is documented as a whole class provision map. For children with SEND, interventions are recorded on Person Centred Plans (PCP) which are reviewed and shared with parents termly.
- Statutory formal annual review meetings are held annually for children with an Education Health & Care Plan (EHCP) and six monthly for children in the Early Years. Relevant external agencies and when appropriate, children are invited to this review and contribute how they think they are getting on in school. The impact of support offered is considered along with the progress towards outcomes set. Support arrangements will be updated and revised accordingly. The outcomes of these meetings will be formally recorded.
- Where external agencies are involved, their advice and recommendations are included in any planned provision.
- If your child is continuing to have significant difficulties, further external expertise may be requested. In these circumstances additional funding can be applied for. Shropshire Schools can request additional funding through the Graduated Support Pathway which will also promote a more personalised and holistic approach to meeting the additional needs of children and young people with SEN.
- Further assessment may be required using the Local Authority process of Statutory Assessment. This is a detailed investigation to find out exactly what your child's Special Educational Needs are and what special help your child needs. This is only necessary for a very small number of children.
- In addition, we have a termly SEND parent's coffee morning, where the SENDCO and a member of the Pastoral team are available, parents are encouraged to come together to share their experiences, seek advice and discuss any issues.
- A home/school communication book may be used to support liaison between parents and staff when this has been agreed to be useful for parents and children.
- Children in Year 2 have the opportunity to hold the responsibility of becoming a playground buddy.
- Children are given regular teacher feedback on the progress they have made and their next steps in learning.
- We ask children about how they like to learn and tailor teaching to their most appropriate style of learning, for example, visual, oral and kinaesthetic (hands on) through Pupil Voice.
- Staff meet with focus groups of children with their books to discuss their learning and targets.
- Marking.

Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Teachers will also deliver lesson content in a range ways ensuring that all learning styles are catered for.
- Planning and teaching will be adapted to meet the needs of all learners, especially those with learning needs. The activities planned will be suitably differentiated so that all children can access the learning and as well as being challenged.
- Grouping arrangements are organised flexibly. There are opportunities for both ability and mixed groupings to maximise learning opportunities for all.

- Additional adults are used flexibly to help groups and individual children with a long term goal of developing independent learning skills. Monitoring takes place to avoid children becoming over reliant and dependent on this adult support.

Interventions & Resources

Access to learning and the curriculum

Access to additional targeted teaching by trained staff:

- In all year groups.
- Flexible interventions to meet the needs of the current cohort of children.
- Delivered by trained staff and line managed by subject leaders and the SENDCO.

Strategies/Programmes to support Speech and Language

- Speech and Language Therapist advice disseminated to and followed by teaching and support staff.
- Specific differentiation or modification of resources, as required.
- Speech therapy individual or group work delivered by support staff following speech therapist advice and training.
- SALT Care Plans
- Pre-Teaching vocabulary, e.g. for a new concept or topic words.
- Elklan Language groups.
- Listen with Lucy

Strategies to support/develop literacy

- Guided Group Reading sessions.
- Phonic sessions.
- Small writing groups to support sentence and composition.
- 1:1 reading support.
- Additional handwriting support in small groups or 1:1
- Additional spelling support in small groups or 1:1
- Lexia UK
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Strategies to support/develop numeracy

- Small group intervention programmes which may focus on areas of mathematics that need further practise to consolidate understanding.
- Use of a wide range of practical mathematical apparatus.

Strategies to support/develop sensory and physical skills

- Cool Kids Gross motor Skills Programme.
- Fine Motor Skills group.
- Use of writing sloping boards.
- A range of pens/pencils and pencil grips.
- Wobble cushions.
- Lap cushions and shoulder weights.
- Headphones
- Quieter working areas around school.
- Forest School

- Fiddle Toys
- Fiddle Feet
- Inclusion Room – low stimulation

Strategies/support to develop independent learning

- Mentoring work by peers, support staff or teaching staff.
- Visual timetables in classrooms.
- Resources clearly labelled and accessible in all classes.
- Teaching assistants support all children as needed.
- Word banks
- Writing frames
- Paired work
- Alternative recording methods
- Success Criteria/steps to success used in every lesson.

Social, Emotional & Mental Health

Strategies/support to develop social skills and enhance self esteem

- Learning Mentor support.
- Small group programmes.
- Playground Buddies.
- Mentoring
- Structured break times
- Forest School
- Celebration of success in all kinds of achievement.
- Circle of Friends
- PSHE & Values Programme
- Draw through Talking
- Social Stories
- Family Support Worker
- Topic Books for various emotional need
- Fun Friends

Social, Emotional & Mental Health

Strategies to reduce anxiety/promote emotional well being

- Learning Mentor support.
- Small group work, i.e. Build To Express
- Forest School
- Transition support, visits and events.
- Regular contact and liaison with parents.
- Social stories.
- Visual Timetables
- PSHE & Values Programme
- Draw through Talking
- Social Stories
- Reach for the Top
- Family Support Worker
- Topic Books for various emotional need
- Fun Friends

Support/Supervision at unstructured times of the day

- Break time supervision by SEN staff.
- Play equipment to support and engage children.
- Structured break times.
- Playtime intervention groups
- SLT (Senior Leadership Team) support.

Personal & medical care

- Identified medical administrative staff available for children throughout the day.
- Care plans for pupils with medical need.
- Identified staff to administer medication.
- Support from Health Visitor, School Nurse, Diabetic Nurse, etc.

Evaluation of Effectiveness of Provision

- Regular SEND reviews with parents/carers.
- Comments from parents and children about provision.
- Termly Pupil progress meetings.
- Whole class provision maps.
- Lesson & book monitoring by the Senior Leadership Team, to ensure that lessons for children with SEND are good or outstanding.
- Assessments and monitoring of interventions by SENDCO & SLT to ensure that progress is being made.
- SEND Governor monitors the provision for and progress of SEND children and supports the SENDCO in reporting to the full Governing body.
- Local Authority monitoring.

Transition

How will the school help my child to move to a new class or to a different school?

Children and young people with SEND can become particularly anxious about change, so we try to ensure a smooth transition by:

For children new to full time schooling entering EYFS1 we:

- Consult with any outside agencies involved, e.g. The Child Development Centre (CDC) or Health Visitor.
- Ask parents to complete forms outlining any concerns.
- The Nursery Manager completes a Home Visit

For children new to full time schooling entering EYFS2 we:

- Make every effort to visit the child in their existing nursery setting.
- Invite the children to a range of activities prior to entry.
- Invite parents to discuss any additional needs.
- Invite children to spend a morning with their new teacher and class and then stay for lunch when parents join us and can discuss any needs.

- Create social stories to prepare the child for change if necessary.

For children moving class in school we:

- Plan visits to the new class to spend time with the new class and new class teacher.
- Share information with the new teacher in advance. This includes learning targets, progress data and PCPs.
- Ensure that children with an EHCP and more complex needs have a planning meeting.
- Specific training for the teacher planned if necessary.

For children moving to another school we:

- Ensure that all SEND information is sent to the new school.
- Information about the support and any special arrangements that have been made to enable access to the curriculum and progress towards learning outcomes is forwarded to the new school SENDCO.
- Support parents in visiting the new school.

For children transferring from Year 2 to Junior School we:

- Ensure that records are passed to the Junior School receiving the child and that the SENDCO discusses specific needs in depth with the SENDCO at that school.
- Arrange for several visits to be made by all children but additional visits are planned for whom we feel would need more.
- Staff from the Junior School to visit our school and meet the children in Year 2 classes. This may include the Head teacher, Class Teachers, Learning Mentors, Teaching Assistants and the SENDCO.
- Junior schools to attend EHCP reviews or Early Help Meetings before transfer so that they are part of the discussions about provision and targets.

For some children who find change a particularly challenging time we make a social story about their new setting so that they can read it in class and over the holiday in preparation for the transition to a new class or school.

How we ensure access to our facilities for all pupils.

- Advice from Occupational and Physiotherapists disseminated and plans followed.
- We endeavour to ensure that children are able to move around the building easily and confidently and have an equal opportunity to access the lessons and activities of school life.
- The school has easy access and wide doors and a ramped access.
- Disabled toilet facilities.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND. If necessary we make adaptations to the clubs to ensure that all children have equal access, e.g. additional adult support. Our clubs are reviewed annually, so that we can provide what the children and parents/carers like.
- We promote equal opportunities and take all reasonable steps to meet the physical, emotional and intellectual needs of all our children.

Staff Training to Support Children with SEND

We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way

- The specific training held by teaching & support staff includes: Elklan, Makaton, Autism training, Attachment training, Dyslexia training and Behaviour Training, Training to support emotional well-being, Mental Health First Aid.
- In addition to this, members of support staff have accessed Cool kids training to support motor skill development.
- The school also operates an internal training programme for teaching and support staff, facilitated by the SENDCO.
- Opportunities to work alongside professionals, for example, speech & language therapists so that they can observe strategies and techniques with the child.
- Training and support for the development of the new curriculum as well as an understanding of the new code of practice for SEND.
- The SENDCO has a Postgraduate Certificate in Inclusive Education & Special Educational Needs. She regularly attends professional development opportunities to extend her skills and understanding of all aspects of SEND.

Working in Partnership

How do we work with other services?

We always seek consent from parents/ carers before your children work with outside agencies.

The following agencies that work with our school are:

- Educational Psychologist (EP)
- 0-25 Emotional & Wellbeing Service
- Education Welfare Officer (EWO)
- Woodlands Outreach Service
- Health Visitor/School Nurse
- Occupational Therapy
- Speech & Language Service
- Sensory Inclusion Service
- Physiotherapy
- Early Help Support (COMPASS)
- Sensory Service for children with visual or hearing impairments
- Severndale Outreach Support
- BEAM
- Children's Development Centre

The Shropshire Information, Advice and Support Service (Shropshire IASS) provides free, confidential and impartial information, advice and support regarding special educational needs and disabilities (SEND), including health and social care. For parents/carer with a child with SEND or related health and social care needs Shropshire IASS can help you. To contact us:

Telephone: 01743 280019.

Referral line is open: Monday to Friday 10:00am to 4:00pm

Email: iassadmin@shcab.cabnet.org.uk

Local Authority Offer for SEND

Please see the link below to the Shropshire Local Offer

<http://new.shropshire.gov.uk/the-send-local-offer>

What should I do if I have a complaint?

We endeavour to do our best for all our children but if you have any concerns about your child, we encourage you to approach your child's class teacher in the first instance. If you feel that you still require further information or clarification, an appointment can be made with Mrs Philpott (SENCO) or Mrs Maddox (Head of School).

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