

# SEN Information Report

(January 2021)

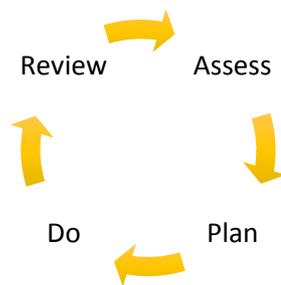
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## Our Approach as a School

High quality, first teaching and additional interventions contribute to our provision management arrangements. If a teacher or member of staff has concerns at any point about a child's development and/or learning this is addressed immediately. Our assessment cycle helps us to regularly review and record what we offer all children or young people in our care and what we offer in addition to those requiring a higher level of support. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. This report will promote how we underpin this practise across our school.

Underpinning ALL our provision in school is the graduated approach cycle of:



All teachers are responsible for every child in their care, including those with SEND.

### Assess:

The progress and attainment in English and Mathematics of all pupils at Blackmoor Park Infants is tracked and monitored throughout the academic year using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views, and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis is regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Formal pupil progress meetings take place each half term and any concerns about individual progress are recorded. This then allows teachers to clearly identify specific individual needs, and the support/intervention that is needed to support them with their learning.

### Plan:

Planning involves consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. We have One Page Profiles for all SEND pupils which identify specific, individual targets and monitor a child's progress towards achieving these targets.

All those working with the pupil, including support staff, are informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the intended outcomes of this provision.

One Page Profiles are written to support the pupil and regularly reviewed. Assessment documents are updated termly to track progress and identify the next steps for each child. These assessments along with classroom observations and advice from external agencies all contribute to identifying suitable, achievable and measurable targets for individual pupils with SEND. One Page Profiles are reviewed and updated with parents on a termly basis during a meeting with the teacher. The school provision map is regularly reviewed and updated to show the support and resources available for children with SEND.

### **Do:**

The teacher remains responsible for working with the child on a day-to-day basis. They retain responsibility for the progress of all pupils, even where interventions may involve group or one-to-one teaching away from the class teacher. They work closely with Learning Support Assistants to plan and assess the impact of support and interventions and links with classroom teaching. Where possible and when appropriate, learning experiences should be linked to the curriculum being followed by the rest of the class. Support with further assessment of the pupil's strengths and areas for development, problem solving and advising of the implementation of effective support will be provided by the SENCo.

### **Review:**

Reviews of a child's progress are made termly. The review process evaluates the impact and quality of the support and interventions. It takes account of the views of parents and the pupils. The teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil. The SENCo meets with the two Assistant Headteachers and teachers to discuss intervention support required for the pupils in their classes.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to your child/young person and hold both our internal/external providers and ourselves to account.

### **SEND Needs:**

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

#### **1. Communication and Interaction**

- Speech and Language, and/or social communication difficulties including ASD

This is our main area of need, and provision to support the development of language skills has been a priority for the SENCo. To support this, we have recently bought and been trained to deliver the 'Wellcomm' programme. This is a programme for children up to six years, so although it is an Early Years intervention programme, we also use it with some children, where appropriate, in Key Stage 1. Children on the 'Wellcomm' programme receive intervention sessions at least twice weekly, some in small groups and some on a 1:1 basis. Parents are kept informed of the language skills that their child is working on and ideas/activities to support this at home are regularly communicated to parents. As well as this intervention, school work closely with the Speech and Language Service to support individual pupils, and

works collaboratively with other outside agencies including SENISS and Purple Circle Autism to provide support for children with social communications difficulties.

## **2. Cognition and Learning**

- A specific difficulty affecting learning in one or more areas of learning; working memory, organisation and memory skills

All class teachers provide quality first teaching with clear differentiation and opportunities for all children to access a balance of visual, auditory and kinaesthetic learning activities. We provide intervention programmes that include: Wellcomm, small group phonics intervention 1:1 RWInc tutoring, small group maths intervention and Precision Teaching. We are supported by our Educational Psychologist, Purple Circle ASD support, ADHD foundation and SENISS.

## **3. Social, Emotional and Mental Health**

- ADHD, Difficulty managing relationships and emotions, bereavement, self-harming, eating disorders

We provide support for children in the classroom to support them with their emotional regulation. The SENCo has completed training run by Hope Assessment Centre on 'Attachment' and all staff completed online Adverse Childhood Experiences (ACEs) training. Teaching staff have also completed 'Emotion Coaching' training and use it effectively in the classroom. We provide weekly 'Forest School' sessions for small groups of children in Key Stage One. On referral and based on need, we also provide individual 'talking art therapy' through the Seedlings project provided by YPAS under the umbrella of CAHMS. Bereavement and loss counselling is offered through the Bobby Collieran Trust. We work in partnership with the ADHD Foundation to offer individual therapy, family support and drop in coffee mornings. Purple Circle also support parent/carer coffee mornings.

## **4. Sensory and/or Physical Needs**

- Visual impairments, hearing impairments, Sensory Processing Differences

Teaching and support staff have had training in understanding Sensory Processing Differences (SPD) delivered by Purple Circle Autism, and recently completed further online training about SPD. Reasonable adjustments are made for children with SPD and regular sensory/movement breaks are built into their daily routine where necessary. Other outside agencies support children, their families and school. Children with hearing impairment (HI) or children with visual impairment (VI) are supported by the Sensory Support Service. Children with physical needs are supported by Community Occupational Therapists or Community Physiotherapists. We strive to respond to the varying needs of all children in our school and access support for any child on a needs led basis.

(Reference: SEND Policy January 2021)

As of January 2021, we have 39 children on the SEND register receiving SEN support, and 3 children with an EHCP. Additional support for 7 children is provided through the use of High Needs funding.

We have internal processes for monitoring quality of provision and assessment of need. These include:

- Learning walks
- Lesson observations
- Pupil progress meetings
- Pupil voice

- Information presented to Governors
- Data collection and analysis
- Work scrutiny

Monitoring of the impact of intervention in place to support children with their emotional well-being is also closely monitored. This includes Art Therapy (Seedlings) and Forest School (Sarah Ware)

### Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents meetings	All teaching staff	Each term
Informal parents meetings	SENCo, class teacher, Headteacher or Assistant Head Teacher	As and when required, depending on need and circumstances (assess, plan, do, review cycle)
Early Help Assessment Tool (EHAT) meetings and review meetings	Parents/Carers, SENCo and any external professional supporting the child or family	An EHAT can be raised at any time with permission from the parent. A TAF review then takes place every three months.
Education, Health Care Requests (EHC)	SENCo, parents and professional from the Local Authority SEN Team	An EHC can be requested by the school in partnership with parents or by the parent at any point in the year. A decision to carry out the assessment or not will be made by the Local authority based on the evidence provided of the graduated approach to need.
Assessments by external professionals	SENCO, Educational, Psychologist, SENISS teacher, Speech and Language Therapist	A referral for assessment from external provision can be raised at any point. Parental consent must be obtained for the referral. Reports are completed and shared with the parent/class teacher and SENCo

Seedlings	SENCo, class teacher, parent, child	A referral for support can be raised at any point in the year. A half day of support is available, which means that two children can be supported. The child is supported by the service for nine weeks.
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Along with all the additional support that children with SEND receive, they are also encouraged to be fully active members of our school and are included in all activities that other children take part in, with a modified approach or increased level of support where necessary.

## **Staff development and Qualifications**

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school. Staff regularly attend courses to support their Continuing Professional Development, and are also supported by professionals who work with individual pupils within our school.

This year, we have put in additional training into the following areas:

- Autistic Spectrum Disorder
- ADHD Foundation training
- Changes to SEN and the New Code of Practice
- Sensory Processing training
- Precision Teaching
- SENCO accreditation (NASENCo)
- Attachment training

Our SENCo also attends the School Improvement SEND Briefings in March and November, half-termly Consortia cluster meetings and safeguarding training.

## **Staff deployment**

Considerable thought, planning and preparation goes into utilising our staff to ensure children achieve the best outcomes for them to gain independence, make accelerated progress, or make progress in diminishing the difference between them and their peers.

We deploy the appropriate staff to best meet the needs of all children. Quality first teaching forms the very foundation of this. All classes in Reception have a Class Teacher and there are two Learning Support Assistants (LSAs) who work across all three classes. In Year 1 and Year 2, classes have a Class Teacher and a LSA working alongside them on a part time basis. LSAs may spend more time in particular classes depending on the level of need within them. LSAs deliver structured interventions and offer support to all children including those children with SEND through small group or 1:1 support.

Support staff are included in all school based staff training events which focus on improving and sustaining high quality teaching and learning.

Currently we have seven children who receive High Needs Funding to provide a higher level of support in school.

## **School External Partnerships and Transition Plans**

Our academic assessment for children with SEND is moderated through our cluster of schools and neighbouring partners.

We currently have five children who are supported on a 1:1 basis, and two children who access a specialist language resource base on a part time basis. School is also supported by regular visits from Speech and Language therapists.

We work closely with parents and professionals working in other settings to ensure smooth transition, either into our school, from other pre-school settings, or exiting our school, into a Key Stage 2 setting. The majority of pupils in our school transition to Blackmoor Park Junior School, and strong links are established between the SENCo in Blackmoor Park Infant and Junior schools. A number of successful transition strategies are in place to support children when they move across phases in school.

## **Nursery/Pre-school setting to Reception**

- Visits to the child's current setting before they enter our school to observe them in a familiar environment.
- School staff having the opportunity to meet and discuss individual children with the professionals in their Nursery setting, and to establish a clear transition plan.
- School SENCo facilitating visits for children and their parents outside of the regular school day, so they can familiarise themselves with the school environment when it is quieter and more accessible.
- Transition booklets being prepared for new Reception children with SEND, which include photographs of all the key areas they will need to be familiar with; the door they will enter school by, the classroom, the dining hall etc. They also include the names and photographs of key staff who will be working with the child, including, their Class Teacher, Learning Support Assistant, Lunchtime Supervisor and SENCo.

A similar approach to transition within school, moving from EYFS to Key Stage 1, and from Key Stage 1 to Key Stage 2, follow a similar format:

### **EYFS to Key Stage 1**

- Individual children will visit the Year 1 regularly with a familiar member of staff.
- The Year 1 teacher will go to the Reception class and read stories to his/her new class on a number of occasions before the end of their Reception year.
- All of the children will visit their new classroom for a day on 'Moving Up Day' in July, and take part in a selection of games and activities.
- Weekly afternoon visits take place across the second half of the summer term to their new classes.
- Directed time is allocated for transition discussions to take place between Class Teachers.

### **Key Stage 1 to Key Stage 2**

- All three Year 2 classes visit the Junior school on "Moving Up Day" and spend time in the hall meeting their new Year 3 teachers, experience teaching and learning activities, have lunch and play outside on the Junior playground.
- Visits for children who are moving on to a different setting are arranged on an individual basis.
- Year 3 teachers come to the infant school and observe their class learning in their familiar classroom environment.
- Transition discussions are timetabled in the Summer Term between Year 2 and Year 3 teachers.
- Pupil records and books are transferred to the Key Stage 2 setting.
- A parent's meeting is held in the Summer Term at the Junior school for the parents of the Year 2 children.

## **Further development**

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Ensure appropriate provision for children with SEND is in place

- Enable families of children with additional needs to access appropriate support and signpost them to relevant school policies and plans underpinning this SEND Information Report. These include:
- SEND Policy
- Teaching and Learning Policy
- Inclusion and Intervention Action Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

### **Bullying and SEND**

The SENCo has a particular role to play in ensuring the well-being of children with SEN and disabilities. As well as being champions of inclusion, SENCos can:

- Encourage staff training in disability equality and raise awareness of the disability equality duties
- Contribute to policy development and review and enable the participation of disabled children in consultations
- Ensure learners with SEN and disabilities who are bullied receive support and help in preventing and dealing with it
- Monitor the impact of anti-bullying interventions on individual learners with SEN and disabilities
- Ensure learners with social and emotional needs receive appropriate support to prevent bullying behaviour where needed

Where learners with SEND are concerned, communication across the staff team is essential. All staff working with children need to know of their individual needs, although they will not need to have detailed information on a particular child's SEN and disability unless there is a specific reason. They will need to know the extent to which a learner's SEN and disability may lead them to bully others or display disruptive behaviour. Staff need to be alert to changes in learners' behaviour and make sure they understand the cause. Often it is due to factors not related to their SEN or disability.

Some learners with SEND may be unable to recognise that they are being bullied and may not be able to report it. They may have been threatened or feel that they will not be believed. A preventative programme challenges prejudice and works with the majority of learners to reinforce messages that bullying is not to be tolerated. The list below highlights what to consider to make sure all learners feel confident they can report bullying and be heard.

- Is there a quiet place in school to go to and talk?
- Does the staff member understand the child's communication needs?
- Are there personal communication tools available to them?
- Have they had time to calm down and explain what has happened?
- Does the child need support?
- Are staff visible and available to all learners outside of the classroom?

### **Responding:**

Bullying should not be tolerated and should always be followed by an immediate and appropriate response. This response should be selected from a menu of tools within a consistently applied framework.

A 'one size fits all' approach is unhelpful when supporting children with a range of SEND who experience bullying.

**School can also:**

- Ensure the school environment is welcoming, supportive and inclusive of children with SEND.
- Make SEND training available to all staff and ensure staff are aware of pupils with SEND.
- Listen to the views of children with SEND on bullying
- Promote their participation in developing and reviewing policies where appropriate.
- Establish appropriate, comfortable and safe support mechanisms to help children with SEND who are being bullied.
- Use a variety of methods to explore the issues of disability, SEN and bullying in a supportive and non-threatening way within the curriculum, to underpin an inclusive and positive school ethos involving all learners.
- Ensure learners with SEND have equal opportunities to participate in school clubs and groups, to develop friendships and take an active part in all aspects of school life.
- Support learners with SEND and prevent bullying, using schemes such as befriending and buddying.

**Complaints**

Our complaints procedure can be found on our website and a copy can be gained from the school office. Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed, and then resolved.

This year we have had no complaints regarding SEND.

**Further development**

Our strategic plans for developing and enhancing SEND provision in our school next year include learning walks, staff training, evaluation of data and collaboration with stakeholders in order to provide adequate provision for our SEND pupils.

**Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy
- Teaching & Learning Policy
- Marking Policy
- Equal Opportunities Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body: January 2021**