



Special Educational Needs and Disabilities Information Report - 2018-2019

Local authorities are required to set out and publish a 'local offer'. This explains how they will work with parents, their local schools and colleges, as well as other services, such as speech and language and the educational psychology service. This will encourage a more joined-up process when delivering services for those children with Special Educational Needs. It also aims to make the system less stressful for families by giving them more information about the services and expertise available locally, and increasing their choice.

Vision statement:

Our vision for the children at Great Bradfords Infant and Nursery School is for every child, regardless of their starting point, to have the opportunity to achieve. They will have access to a curriculum that sparks their imagination, promotes independent learning and supports children to be the best they can be. Our children will be happy and confident learners who will face new challenges with enthusiasm. Children take pride in our school motto:

"Through challenge, fun and friendship, being the best we can be."

What kind of Special Educational Needs and Disabilities (SEND) are provided for?

A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that provided by 'Quality First Teaching' (QFT) within the classroom to pupils of the same age.

SEND needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and / or physical needs – including vision and hearing impairments

How will children with SEND be identified and what sorts of assessments will be completed?

- Baseline tests – tests to establish children's starting points i.e. reading ages
- Observation of children both socially and educationally by teachers, learning support assistants and SENDCO.
- Marking of work
- Teachers using prior knowledge/experience of SEND to identify concerns
- Parent's concerns i.e. a lack of progress, specific difficulties, concerns about behaviour
- Tracking child's progress through intervention groups and analysis of school's assessment system (Target Tracker)
- Phonics screening
- Boxall Profile
- Speech and language screen – focus on early identification in Foundation stage
- Early Years Baseline – carried out in the Early Years Foundation Stage

- Phonological awareness assessment – if concerns of phonic knowledge have been raised
- Literacy assessments – to monitor reading accuracy, comprehension levels and spelling ages.
- Maths assessments – to monitor understanding of number and other mathematical concepts.
- Working memory assessments – does the child retain information? Can they use knowledge already gained to support learning?
- Essex Provision Guidance – support for teachers to identify specific needs and suggested strategies, best practice and further research / reading
- Pre-school assessments and information shared between settings
- Input from specialist teachers in the different areas of need.
- Input from therapists such as speech and language

Who is responsible for the SEND provision in school?

The Special Educational Needs Coordinator (SENDCO) is Jane Roach. The Governor responsible for SEND is Victoria Pilkington-Fox. The family liaison worker is Sharon McCormick. The schools therapeutic play is provided by Christine Lucas (PTUK)

What arrangements are there for consulting parents of children with SEND and involving them in their child's education?

Formal methods

One Plan Meetings at the beginning of each term. Parents consultation evenings are held twice yearly but these relatively short sessions (10 minutes) may not suit the requirements of these parents/carers. They are of course welcome to view books and learning which has taken place. Parents may also be invited to meet with their child's specialist teacher

- Annual reviews for children with an EHCP

Informal methods

- Discussion at the classroom door when needed / if appropriate
- Drop in to Mrs Roach at any time
- Home / school Communication books / feedback sheets if required
- Telephone calls to share information
- Home visits for Nursery children

What arrangements are there for consulting young people with SEND and involving them in their education?

- Creation of One-page profiles following discussion between child and familiar adult
- What's working for me now/what's not working and other one planning documents as appropriate
- Conversations with teacher/learning support assistant/SENDCO
- Observations of child in the learning environment
- Reviews – including parents' evenings and annual reviews
- Interactions between child and specialist teachers, educational psychologists etc.
- Relationship circles work
- Rating scales of activities to be completed termly (for some children)

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- Progress review meetings between SENDCO, teachers and learning support assistants (can include other professionals involved with child and family)
- Termly assessments carried out by SENDCO and others within school
- Boxall Profile assessment undertaken to assess and review social and emotional development
- Data from Target Tracker
- Observations by SENDCO or other members of staff
- Pupil and parent views collected termly through extended parents' evening meetings
- One planning used as working document, updated regularly to reflect views of parents, children and all professionals involved. One plans shared with parents
- Pupil progress meetings between teachers and head teacher to discuss progress of all children
- Regular observations

What arrangements are there for supporting children and young people in moving between phases of education?

Pre-school to Foundation

- Pre-school cluster meetings attended
- Home visits carried out by Nursery teacher
- Liaison with Areas SENDCO, pre-school SENDCO and key workers
- Visits to nursery/Pre-school to see children in secure surroundings
- Parents invited to welcome meetings and information given in booklet
- Tours of the school arranged
- Transition visits

Reception to Key Stage 1

- Welcome meetings to inform parents of expectations of new year group and to meet staff
- Transition sessions in new class
- Key Stage 1 teachers observe Foundation children in their reception class / outdoor area
- Key Stage 1 teachers to take the class for short sessions e.g. a story time or circle time
- Reception staff to discuss child's needs and achievements with new teacher

Key Stage 1 to Key Stage 2 (most children will transition to Great Bradfords Junior School)

- Key Stage 1 staff to discuss child's needs and achievements with new teacher(s)
- Key Stage 2 teachers observe children in their classes
- SENDCOs from both schools to meet and share relevant information
- LSAs may take children on additional visits to the school at key times i.e. break time, assembly or to meet pastoral lead (Mrs L Shead)
- Transition books may be prepared with e.g. photographs of new staff, classrooms, entrance door, toilets etc.
- For those children who transition to other junior or primary schools a transition package will be planned to meet their needs – much of which will be similar to the above.

We aim to develop good relationships with all local provision including special schools/hubs so that there is a smooth transition of children from one phase / school to the next.

What is the approach to teaching children and young people with SEND?

‘Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff’ (Code of Practice; June 2014: 6.36)

Teachers should attempt to meet the needs of all children through quality first teaching in the classroom. This includes providing children with the resources and equipment needed to support them in accessing the differentiated tasks planned. Teachers may seek support and advice from the SENDCO, Deputy or Headteacher to provide the necessary support within class.

If it is felt that needs are not fully met through quality first teaching, then additional support should be provided through specific interventions either in small groups or 1:1. Interventions will be evidenced based and recommended within the Essex Provision Guidance. Any additional interventions will be detailed on a support plan or One Plan, which will be shared with parents. As stated previously support is reviewed termly and progress measured.

A Graduated Approach is used within school – this involves assessing a child’s needs, creating a plan to meet those needs, carrying out the plan and then reviewing the impact. This cycle then begins again.

Advice is often requested by schools from outside agencies, such as an educational psychologist, speech and language therapist, specialist teachers and medical professionals. This is to gain a detailed insight into the child’s needs and to assess current support in place.

If necessary a child may receive 1:1 support from a learning support assistant, within our school a child will still be encouraged to become an independent learner and 1:1 support assistants receive training to ensure the child does not become dependent on this support.

An Education and Health Care Assessment can be requested by parents or the school if it is felt a child requires an even higher level of support to make progress, especially if the child is seen to have lifelong learning needs. The school will need to provide evidence of current levels of support and interventions and the impact this has had on a child’s progress. The school will also include evidence from other professionals involved in supporting the child and family.

See Behaviour management policy to further explore our move towards Therapeutic Behaviour Management and the use of restorative justice.

How are adaptations made to the curriculum and the learning environment of children and young people with SEND?

Changes and adaptations to the physical environment

- Ramps to make the site accessible
- Disabled toilet and toilet adapted for disabled users
- Double doors in some parts of the building
- High marking – making the edge of steps more visible
- Use of assistive technology
- Visual timetables / choice boards

- Inclusive specialist PE team supporting our school
- Any recommendations from parents are taken into consideration

What expertise and training do staff supporting children and young people with SEND have, including how specialist expertise is secured?

All staff have regular training on areas of SEND and new interventions carried out by the SENDCO – this may take place in weekly meetings or during non-pupil days / CPD sessions. Learning support assistants also access external training when required. Courses attended recently include: Talk boost training, music communication and ‘Can I play?’ (Social and emotional skills). Two LSAs are currently following an autism practitioner programme, teaching staff receive regular SEND training in staff meetings, carried out by the SENDCO. Recent training includes updates to the SEND Code of Practice and attachment theory.

Teachers, LSAs and the SENDCO often access advice from the following services:

- Educational psychologist advice
- Speech and language therapist advice
- Occupational therapist advice
- Physiotherapist’s advice
- Advice from Emotional Wellbeing and Mental Health Service (EWMHS)
- Play therapist support
- Home / school liaison worker
- NASEN – National Association of Special Educational Needs
- SENDCO update meetings run by Essex County Council
- School nursing team
- Advice from community paediatrician
- Support from the Diabetes team

How is the effectiveness of the provision given to children and young people with SEND evaluated?

- Interpretation of school data from Assessing School Performance (ASP)
- Interpretation of Target Tracker data by Senior Leadership Team, including SENDCO
- Working with new system to replace P scales
- Boxall Profile results
- Reviews of interventions with teacher’s/learning support assistants
- Termly reviews with parents and children – person centred reviews – recorded on One plans or summary of support forms
- Annual reviews

Following evaluations, if appropriate progress has been made, a child may be removed from the SEND Register.

How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?

As a school we are committed to inclusion in all activities and areas of the curriculum and we work hard to overcome barriers to participation - Adult or peer support is given if needed to help children access all areas of the curriculum and extra curriculum activities.

- After school clubs encourage participation from all
- Social skills groups run by trained LSA
- Additional resources provided
- School council

What support is there for improving emotional and social development?

- Home/school liaison worker
- Anger management sessions
- Development of Learning Mentor scheme
- School has employed a play therapist
- Time to talk - Social speaking/listening sessions
- Social stories / comic strip scripts
- Whole school behaviour management system
- Individual behaviour management programmes if required / consistent management plans / pastoral support programmes
- Pupil surveys – Pupil Voice – School Council
- Christian Youth Organisation
- YoYo Project (Farleigh Hospice for bereavement)
- PSHE – Personal, Social, Health education – games, activities, circle times
- E safety sessions
- Anti-Bullying Policy
- Smart thinking approach
- Staff trained in Essex Steps ‘Therapeutic Behaviour Management’ approach
- Staff trained in attachment theory and being ‘attachment aware’

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families?

- Information shared in line with Data Protection and Information sharing regulations to support families in accessing necessary support
- Social care attending subsequent meetings and supporting the family
- Referrals as appropriate to:
- General Practitioner [GP]
- Paediatrician
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Kids Inspire
- Multi-Sensory Training Clinic (MSTC)
- Speech and Language Therapist (SALT)
- Family solutions/Social Care
- Educational Psychologist (EP)
- Specialist Teacher Team (STT)

Family Support to include signposting to:

- Home/School Liaison worker
- Family in Focus
- Family Solutions
- APEX parent support group
- Play and Resource Centre(PARC)

- ARK
- ADHD Action
- The Essex SEND IAS Service (Special Educational Needs and Disabilities Information Advice and Support Service)
- InterAct
- Various other local support groups

What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?

Please see the school's complaints policy

Summary

All of the information here applies to children with special educational needs, including those who are looked after by the local authority. This information should be read alongside the information provided by the local authority which can be found at www.essexlocaloffer.org.uk.

This information report is a work in progress and will be reviewed regularly. The governors will ratify this report at the governors' meeting on 17.01.2019.