

# **SEN Information Report 2019/20**

## **Introduction**

Welcome to Henry Bradley Nursery & Infant School's SEN Information Report. All school's have a duty to publish information on their websites about the implementation of the policy for children with Special Educational Needs and Disabilities (SEND).

At Henry Bradley Nursery & Infant School we are committed to working in partnership with all stakeholders involved in a child's development. These include; parents, pupils, school staff, governors, outside agencies and the wider community.

Henry Bradley Infant School is a 2 form entry school with a Nursery and there are currently 208 children on roll. We cater for children from 3-7 years of age.

## **Key People:**

Headteacher – Mr C Hadley

SENCO – Mr S Poole

The **admission arrangements** for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Our last OFSTED inspection was carried out in June 2017 and the school was graded as **GOOD**.

*Pupils' behaviour and conduct are good. Pupils are happy and enjoy being at school, and those I spoke with were keen to tell me about their learning. Adults are vigilant and provide pupils with a high level of care. Parents and carers expressed high levels of satisfaction with all aspects of the school's effectiveness.*

## **Our Approach to Teaching Learners with SEN**

At Henry Bradley Infant School we ensure that all pupils are valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

- We have effective management systems and procedures in place for SEN, taking into account the current Code of Practice (2014)
- We have successful communication between teachers, children with SEN, parents of SEN children, Teaching Assistants and outside agencies
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child
- We are committed to developing the knowledge and skills of all the staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality
- We have an effective review cycle that allows us to monitor, review and plan for the next steps of development based on the **ASSESS- PLAN- DO- REVIEW** cycle
- We ensure that consideration for SEN crosses all curriculum areas and all aspects of teaching and learning

The **Code of Practice 2014** identifies 4 key areas of SEN:

- Communication and Interaction
- Cognition and Interaction
- Social, Mental, and Emotional Health
- Sensory and /or Physical

## **Identifying the Special Educational Needs of Pupils**

Henry Bradley Infant School identifies children as having a SEN in a variety of ways;

- Parents may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Class teacher may identify concerns re progress or behaviours and SLT, SENCO, Teaching Assistants may become involved in a school based programme
- Through tracking and assessment of children (a minimum of three times a year)

SEN review meetings (a minimum of 3 times a year) between class teachers and the SENCO, where children's learning, development and behaviour are discussed, assessed and reviewed and actions planned for in order to support children with a SEN. The school may seek additional information and support from a specialist teacher or support agency e.g. Educational Psychology, Behaviour Support Service, CAMHS, School Health, Paediatricians, Speech and Language Therapists. At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

**‘A child or young person has a SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:**

- a) Has a significantly greater difficulty in learning than the majority of others the same age, or**
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided**

## **Who are the best people in school to talk to about my child's difficulties with learning /Special Educational Needs or Disability (SEND)?**

**The Class Teacher  
Responsible for:**

- Monitoring the progress of all children and identifying, planning and delivering any additional help a child may need (this could be interventions, resources, additional support) and informing the SENCO and parents as necessary
- Individual Education Plans – To work alongside the SENCO to plan targets based on the child’s own need (s)
- Ensuring that the school’s SEN policy is followed in their classroom and for all the pupils they teach with any SEND

**Mr Poole – SENCO**

**Responsible for:**

- Developing and reviewing the school’s SEND policy
- Coordinating the support for children with special educational needs or disabilities (SEND)
- Helping parents / carers to:
  1. Support their child’s learning
  2. Keep parents informed and up to date about the support your child is getting
  3. Involve parents in reviewing how your child is doing
- Liaising with all the other stakeholders involved in the support of your child’s development, ie Speech and Language Therapist, Educational Psychologist etc
- Updating the school’s SEND register and making sure that records of your child’s progress and needs are kept
- Providing specialist support for teachers and support staff at the school so that they can help children with SEND difficulties in the school to achieve the best progress possible

**Mr Hadley– The Headteacher**

**Responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEND
- The Head Teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring your child's needs are met
- The Head Teacher must ensure that the Governing Body is kept up to date about issues relating to SEND

## **What are the different types of support available for children with SEND in our school?**

### **Class teacher input (Quality First Teaching)**

#### **For your child this would mean:**

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Class teachers use a variety of strategies that enable all learners to flourish under their teaching.
- Specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully monitor your child's progress and will fill or 'gaps' in their understanding/learning by giving additional support to help them make the best possible progress.
- Specific Targeted Group Work

#### **Interventions**

- Run in the classroom or outside of it.
- Run by a Teacher or a Teaching Assistant (TA).

Intervention Programmes at Henry Bradley Infant School include: Numicon, Spellwise Phonics programme. Physical Literacy, Lego Therapy, Fine Motor skills work, Jungle Journey physical development programme, Positive Play, Phonics boosters and reading and writing support based on a child's specific gap in learning/knowledge.

- **Specialist groups run by outside agencies** e.g. Speech and Language therapy , Behaviour Support, SSEN Support.

### **School Support (SS)**

This means they have been identified by the SENCO / class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Outside agencies such as the Education Psychology Service (EPS)

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional e.g . a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support:

## **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should speak to your child's class teacher initially  
If you continue to be concerned that your child is not making progress, you may speak to the SENCO

## **How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress, the school will set up a meeting (s) to discuss this with you in more detail and to:

- listen to any concerns that you may have
- plan any additional support your child may need
- discuss with you any referrals to outside professionals to support your child's learning

## **How is extra support allocated to children and how do they progress in their learning?**

- The school budget received from Derbyshire LA, includes money for supporting children with SEND. Different children will require different levels of support in order to help them make progress and achieve their potential.
- The Head Teacher decided on the deployment of resources for children with SEND in consultation with the SENCO and governors, on the basis of needs in the school
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school including;
  1. The children getting extra support already
  2. The children needing extra support
  3. The children who have been identified as not making as much progress through the Assertive Mentoring and Provision Maps which for SEND identifies all resources / training and support are reviewed regularly and changes made as necessary

## **Who are the other people providing services to children with SEND in this school?**

### **School Provision**

- Teachers are responsible for planning differentiated sessions to meet the needs of all pupils within the class setting
- Teaching Assistants working with small groups or individual children

- Small groups for reading interventions, writing support, fine motor skills work and Numeracy programmes
- Teaching Assistants offering support for children with emotional and social development through Positive Play
- Mr Hadley (Head Teacher) is trained in running and managing a CAF (Common Assessment Framework)

**Multi Agency Provision including Local Authority Provision delivered in school**

- Support Service for children with Special Educational Needs (SSSEN)
- Educational Psychology Service
- SALT (Speech and Language Therapy)
- Autism Outreach Service
- Behaviour Support Service
- Specialist Teachers for the hearing and visually impaired
- Parent Partnership
- Multi Agency Team

**Health Provision delivered in school**

- School Health
- Occupational Therapy

- Physiotherapy
- CAMHS
- Clinical Psychology
- Input from Paediatricians

## **How are the teachers in school helped to work with children with SEND and what training do they have?**

- The SENCO's job is to support the class teacher in planning for children with SEND
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on identifying needs and intervention strategies.
- Individual teachers and support staff attend training run by outside agencies that are relevant to the needs of specific children in their class eg: Autism Outreach, SSEN training
- Staff who are new to the school follow an induction programme which includes training and information on SEN.

## **How will teaching be adapted for my child with SEND?**

- 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
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups
- Intervention groups are carried out to target and support a child's specific learning or physical need

## **How will we measure the progress of your child in school?**

Your child's progress is continually measured by their class teacher.

Progress in Reading, Writing and Numeracy is assessed and tracked a minimum of three times a year

- Progress is monitored regularly by the Head Teacher, SENCO and Senior Leadership Team
- At the end of KS1 (Year 2) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement and the results are published nationally
- A 'Phonics Check' will be carried out on your child at the end of year 1 to see if your child is using their phonic knowledge to read words. This is a statutory requirement of all schools nationally.
- Where necessary, children will have an IEP (Individual Education Plan) based on areas of need identified. Progress against these targets will be reviewed regularly and future provision amended as necessary. Please note IEP's are non statutory

- The progress of children with a EHC Plan or GRIP (Graduated Response for an Individual Pupil) will be formally reviewed at an Annual Review where all the adults who work with the child along with parents can celebrate success, set further targets and evaluate provision
- The SENCO will also check that your child is making good progress within individual work and targeted group work through;
  - 1.Work scrutinies
  - 2.Observations
  - 3.data analysis

### **What support do we have for you as a parent of a child with a SEND?**

- The class teacher is available before or after school to discuss your child's progress, any concerns you have or to share information
- The SENCO (Mr Poole) is available to meet with you to discuss any concerns or worries you may have. He is based in class 1 in the Reception classes. Please feel free to go over to discuss any concerns you may have.
- All information from outside agencies / professionals will be shared with you or where this is not possible in a report sent to your address or child's school
- IEP targets will be shared with you
- If required a home / school communication book can be set up

### **How is Henry Bradley Infant School accessible to children with SEND?**

- The school is fully compliant with DDA requirements.
- We have an up to date Accessibility Policy and Plan (see website)
- The school has easy access via a ramps and doors to all class rooms
- There is a disabled toilet area
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs
- After school provision is accessible to all children, including those with SEN
- Extra curricular activities are accessible for children with SEN
- We work closely with specialist teacher advisors (where appropriate) to complete risk assessments for children with physical disabilities, and in advance of any off site activity, such as swimming, a school visit or residential trip.
- Steps and edges, trip hazards, kerbs and railings adjacent to steps are painted with bright colours to aid those with a visual impairment move around school.

## **How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

## **If your child is joining us in Nursery or Reception or moving to Junior School we will:**

- Prior to your child joining us The SENCO or Nursery Teacher visit the schools/nursery settings or family home as appropriate and meet with the child, teachers, and parents. The SENCO will also attend Annual Reviews and meetings in the Year before transition.
- During June and July transition events take place including Teddy Bear's Picnic and Silly Sports that help to smooth transition to Brimington Junior School. Children will also have a buddy to help them settle in.
- If your child would be helped with a book, photographs or a passport to support them into Brimington Junior School or any other Junior/Primary setting.
- Additional visits can be made to the school at different points in the school day ie; playtimes, lunchtimes

### **If your child is moving to a new school:**

- We will contact the SENCO and ensure they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible
- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new school this can be made for them
- We will inform outside agencies that your child has moved to a different school so that the relevant agencies can continue to support them

### **When moving classes in school:**

- Information will be passed on to the new class teacher and if appropriate a planning / transition meeting will take place
- New class teacher to be invited to any meetings that are arranged during the summer term prior to moving classes
- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new class this can be made for them

## **In Year 2:**

- The SENCO will discuss the specific needs of your child with the SENCO of the child's junior school.
- As well as the arranged transition days if your child requires additional visits this can be arranged. On some occasions the staff from the new school will visit your child while they are at Henry Bradley
- If your child would be helped with a book, photographs or a passport to support them in understanding moving to a new school this can be made for them

## **How will we support your child's emotional and social development?**

At Henry Bradley Infant School, we believe that pupils achieve best when they are happy. We celebrate the children's successes with positive learning experiences. Sometimes children also experience some setbacks or challenges along the way and we are committed to supporting them through these.

These needs can present themselves in a number of ways including behavioural difficulties, anxiousness, being upset or uncommunicative.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with Mr Poole (SENCO) for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.

- For some children who struggle with the transition between home and school we can arrange a ‘Meet and Greet’ in the main entrance.
- We also run Positive Play Sessions during learning to time to help children develop socially and to also help them discuss concerns they may have
- We have a ‘worry box’ where children can post a message to the learning mentor, who will read the message(s) and set up pastoral care and listening time to support your child’s emotional needs.

## What is the local offer?

- The **SEND Local Offer** is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. More information can be found on; [www.derbyshire.gov.uk/SEND](http://www.derbyshire.gov.uk/SEND)

## Complaints Procedure

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the Head teacher or SENCO, who will be able to advise on formal procedures for complaint. A copy of the policy can also be found on the school’s website.