



Special Educational Needs Information Report

This report is written to comply with Section 69 of the Children and Families Act 2014. It provides details about how we support children and young people with special educational needs (SEN) in our school and forms part of the Essex County Council local offer:

<http://www.essexlocaloffer.org.uk/categories/education>

This report is supported by the following relevant school policies which are also available on the school website:

- SEND and Inclusion Policy
- Anti-bullying Policy
- Equal Opportunities Policy
- Safeguarding Children Policy
- Accessibility Policy
- Complaints Procedure

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. There are four broad areas of special educational need defined in the SEN Code of Practice (2015).

These are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

Data is collected through the school census on the levels and types of need and reported to the Local Authority.

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)

- Have a significantly greater difficulty in learning than the majority of others the same age
- Require provision different from or additional to that normally available to pupils of the same age
- Have a disability which prevents them or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream school

The school makes provision in accordance with the SEN code of practice (2015); The Equality Act (2010); The Special Educational Needs and Disability Regulations (2014) and the Children and Families Act (2014).

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 SEND team via a Record of Concern. The SEND team will then implement the graduated approach, which takes the form of *Assess, Plan, Do, Review*. This means that we will:

- *Assess* a child's special educational needs. This would include assessment by the teachers supported by the SEND team. This may include observations and assessments carried out by external agencies.
- *Plan* the provision to meet your child's aspirations, needs and agreed outcomes. Additional or different provision is planned by the class teacher with support from the SEND team and external advice. Outcomes are discussed and agreed at One Plan meetings with parents/carer and the child (where appropriate)
- *Do* what we planned. We put the provision in place to meet those outcomes. This may be strategies we have agreed to use in the classroom or interventions that will take place during the day.
- *Review* the support and progress. The impact of any strategies or interventions is reviewed with teachers, parents/carers and the child, looking at the progress toward targets and next steps.

The One Plan describes the child's strengths, views and needs outcomes and the provisions needed to achieve the outcomes, this is reviewed with parents, teachers and the SEND team termly.

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 or one to one support with targeted interventions.
- 'In the moment' interventions
- Liaising with outside agencies, where necessary, such as; Paediatricians, Occupational Therapists, Speech and Language Therapists, Physiotherapists and Specialist Teachers.

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. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

- The class teacher, alongside the SEND team, 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.
- Teachers meeting with the headteacher in Pupil Progress meetings to highlight any concerns.
- 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 headteacher and SEND team
- Personalised outcomes - progress reviewed regularly and reported
- Termly 'One Plan' meetings with parents
- Annual review of all children who have an EHCP requirement
- SEND 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.

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 High Quality 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. A Record of Concern will be passed to the SEND team.

Additional School Intervention

Progress with learning and development is at a very slow rate and additional support is needed to achieve this. Pupils are attaining at a level significantly below age-related expectations expected outcomes and there is evidence of an increasing gap between them and their peers. Provision will be based on the 4 part cycle: Assess, Plan, Do Review. Evidence of implementation of advice from external professionals is maintained and available. A One Plan will be written and reviewed regularly in line with the SEND Code of Practice.

High Needs

Pupils have significant and persistent learning difficulties despite access to appropriate learning opportunities and support. Provision required to meet the pupil's needs cannot reasonably be provided from within the resources normally available to mainstream school. Pupils may have life-long learning difficulties or disabilities, across several areas of development and will require more targeted and specialist intervention. Staff will have attended relevant training. Outside agencies will be asked to work alongside the school to assess a child and plan for their needs.



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 benefit, such as, Emotional Wellbeing and Mental Health Services (EWMHS) and school designated nurses.

We have a positive approach to managing behaviour with reward systems in class. The Rainbow of Recognition is used to promote positive behaviour and encourage children to aspire to be placed on it. There is also a Headteacher's Award for outstanding effort and work and class stickers for teachers to give when positive behaviours are seen within the classroom and other areas of the school, such as the dinner hall.

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.

Bullying

We take bullying very seriously and will always try to address any issues of this nature as soon as they arise. Children with SEN may find it more difficult to seek help if they are unhappy at school or if they feel they are being bullied. For this reason, teachers incorporate less formal teaching sessions such as circle time, use of Colour Monsters and the Worry Monster. Colour Monsters are displayed in every class and reflect certain emotions. The children place their names on the Monster that most closely matches their mood/emotion and this can then be discussed with an adult. The Worry Monster is a stuffed Monster available in each class for the children to post worries in, or have a reassuring cuddle with.

Children can also report concerns to their class teacher or another member of staff with whom they feel comfortable. Staff may then seek support from a member of the Safeguarding Team if they feel it is necessary

What Specialist services are available and 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
- Speech and Language Therapists
- Educational Psychologists
- School Nurses
- Occupational Therapists
- EWMHS Emotional, Wellbeing Mental Health Service
- Paediatrician
- Physiotherapists
- Specialist Health Visitors

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 SEND 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 and Social Communication Difficulties
- Speech, Language and Communication Needs
- Specific Learning Difficulties and Disabilities
- SEMH – Social, Emotional and Mental Health
- Medical Issues (such as, epilepsy and diabetes)
- Physical and Neurological Impairment
- 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 classroom, 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. Detailed risk assessments will be carried out prior to the trip for pupils with EHCP's and pre-visits may be undertaken. Please see relevant policies.

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. There are disabled toilets, ramps, hand rails and writing aids. In accordance with the Equality Act (2010), we will make reasonable adjustments to prevent disabled children being put at a substantial disadvantage. More information can be obtained by contacting the SEND team or viewing relevant policies.

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 SEND 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

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 additional visits to the new class will be arranged prior to moving as well as social stories being used.

SEND In Year 2:

- The SEND 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 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 Local Authority includes money for supporting SEND requirements.



- The headteacher decides on the budget for SEN in conjunction with the school Governing Body and the SEND 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

Trainee SENCO: Sarah Driver

Via school office 01277 822721

Essex County Council Special Needs Information for Parents

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