



## Shears Green Infant School

# SEND Information Report

### Contents

1. Aims
2. Legislation and guidance
3. Roles and responsibilities
4. SEN information report
5. SEN provision
6. Links with other policies and documents

### 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Shears Green Infant School fully recognises its responsibilities for identifying and supporting all children with Special Educational Needs and Disabilities (SEND) and for promoting equality of opportunity for all children in its care. All children, regardless of additional educational needs, are fully included in all school activities.

### 2. Legislation and Guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disabilities Regulations 2014](#), which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

***“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:***

***(a) have a significantly greater difficulty in learning than the majority of others of the same age: or***

***(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.”***

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier to their learning.

### **What is the 'Local Offer'?**

On 1st September 2014, the Children and Families Act 2014 introduced a new framework for children with special educational needs and disabilities (SEND).

<http://www.kent.gov.uk/education-and-children/special-educational-needs/local-offer-your-voice>

All Local Authorities are required to publish information on 'the Local Offer' about all SEND services, along with details of any eligibility for specialist services and a signpost to support those who do not meet thresholds.

In light of this New Code of Practice, we have reviewed the School's SEND policy through consultation with parents and Governors. This is available on the Policies section of the website.

### **3. Roles and Responsibilities**

#### **Who are the best people to talk to about my child's difficulties with learning, special educational needs or disability?**

**Inclusion Manager:** Janice Gibson

Responsible for:

- Coordinating all the support for children with Special Educational Needs and Disabilities (SEND) and developing the school's SEND policy to make sure all children receive a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are involved in supporting their child's learning by being kept informed about the support their child is getting and are involved in reviewing how their children are doing.
- Liaising with other professionals who may come into school to support the learning of children with SEND; Specialist Teaching Service, Educational Psychologists, Medical practitioners and Speech and Language Therapists. (This is not an exhaustive list.)
- Ensuring that chronological records are kept of the support given, the progress and needs of children with SEND.
- Providing specialist support for teachers and support staff in the school so that they can help all children to achieve the best possible progress in school regardless of their needs and abilities.
- Arranging and chairing annual review meetings.
- Overseeing the strategic management of all aspects of the school, which includes the support for children with special needs.

#### **All class teachers**

Responsible for:

- Checking on the progress of all children (including progress towards their expected outcomes) and identifying, planning and delivering any additional help children may

need (for example, targeted work, additional support) and making the Inclusion Manager aware of any concerns.

- Ensuring that all staff working with children in their class are supported to deliver the planned work for that child and are aware of the expected outcomes so that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help, and specially planned work and resources.
- Alongside the Inclusion Manager, updating parents on the additional support that is being given to their child.
- Ensuring that the school's SEND Policy is followed for all children that they teach, including quality first teaching.

#### **The Head Teacher: Mrs Hayley Kotze**

Responsible for:

- Overseeing the strategic management of all aspects of the school, which includes the support for children with special needs.
- Overseeing the Inclusion Manager and class teachers' work ensuring that the needs of all children are being met.
- Alongside the Inclusion Manager, ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

#### **SEND Governors: Mrs Christine Walton**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND including appropriate management and use of the SEND budget allocation.
- Liaising with the Inclusion Manager
- Monitoring participation and progress of children with SEND.
- Ensuring that the appropriate procedures are implemented and monitored.
- Reviewing and evaluating the SEND provision.
- Holding the school to account in the areas listed above.

### **4. SEN Information Report**

#### **How does the school know if young people need extra help, and what should I do if I think my child may have special educational needs?**

We pride ourselves on providing quality first teaching in the classroom which includes differentiation, high quality teaching, active learning and effective feedback. This ensures the majority of children's needs are met within the classroom environment.

For those children who are identified as needing extra support, we run support programmes and interventions which are closely matched to their needs. Interventions will depend on the child's needs. All interventions we put into place are tried and tested. Where we feel something is not working, we are quick to respond and find alternatives through talking to you, the teacher and child. All our additional support programmes are overseen by the Inclusion Manager.

Class provision maps show the range of interventions in place in each class when it has been identified that additional support is required.

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties
- Moderate and multiple learning difficulties

### **How will the curriculum be matched to my child's needs?**

Differentiation is embedded in our curriculum and practice. As a school we ensure we tailor our teaching to the needs of the pupils. We regularly assess the quality of our teaching to ensure that all students are receiving a high standard of teaching and learning.

Quality first teaching ensures that the pupils are able to access the curriculum.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

We regularly share progress and attainment with our pupils and their families. All year groups have two parents' evenings a year, an annual report and a report consultation meeting.

Parents/carers of children on our SEND register receive Personalised Learning Plans identifying the needs of their child, specific targets and how they will be supported in meeting them. These are discussed and agreed three times a year.

Each child has a School Contact Book which can be used by parents and the class teacher to record any concerns or achievements. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. The first point of contact should you have any concerns about your child's progress is your child's class teacher.

We believe in supporting families as well as the children, our Family Liaison Officer (FLO), Claire Cash, has a wealth of knowledge and experience in working with parents and carers, and is contactable to discuss any issues parents/carers may have.

## **5. SEN Provision**

### **What are the different types of support available for children at Shears Green Infant School?**

Outlined below are the different types of support that are offered to children with SEND.

- **Quality First Teaching**

For your child, this means:

The teacher has the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand

Different ways of teaching are in place so that your child is fully involved in learning in class; this may involve things like using more practical learning. All children at Shears Green Infants receive quality first teaching as a part of excellent classroom practice.

- **Intervention Groups (Small Groups)**

For your child, this means:

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress

Programmes of support will be put in place on a short-term basis to help your child to 'catch up'. Preferably these are run in the classroom. For more personalised support such as speech and language we have designated rooms. They are led by a teacher or a specialised Teaching Assistant using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. Please see appendix 1 for a list of interventions currently being used.

- **Specified Individual support**

This support is usually provided via an Education, Health and Care Plan (EHCP) or where the school has successfully applied for Higher Needs Funding.

This means your child will have been identified by the Class Teacher and Inclusion Manager as needing a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEND Support.

**For your child this means:**

The school (or you) can ask the Local Authority for an Education, Health and Care Plan (EHCP) needs assessment for your child

Your child's needs are discussed at a Local Inclusion Forum with other professionals and specialists. This is a legal process which sets out the amount of support that will be provided for your child.

After the school have sent in the request to Local Authority (with information about your child, including meeting notes and specific information from you and your child), the Local Authority may consider your child's needs (as described in the paperwork provided), complex enough to need an EHCP assessment.

If this is the case, the Local Authority will ask you and all professionals involved with your child, to write a report outlining your child's needs with specific strategies and targets. After implementing, monitoring and evaluating past interventions and all reports have been submitted, the Local Authority will decide if your child's needs require an EHCP.

If the request is approved, an Education Health and Care Plan is written, outlining long and short-term outcomes as well as the support your child will receive, in order to achieve these outcomes.

If an EHCP is not considered necessary by the Local Authority, the school will continue to support your child, meeting with parents at least termly, putting a plan with specific strategies in place, to ensure your child makes the best progress possible.

An EHCP is available for children whose learning needs are complex and long term.

If your child is unable to follow the curriculum and needs 1:1 support either in or out of the classroom the school will apply for Higher Needs Funding to provide the additional support.

### **What support will there be for my child's overall well-being?**

As a school, pupil's well-being is our primary concern. Our leadership team is very supportive, ensuring that your child will always have someone to talk to if there is something concerning them. All staff are trained to support medical needs and including the use of EpiPens and relevant staff are trained for additional needs such as insulin injections.

Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood by all staff and pupils. We regularly monitor attendance and take the necessary actions to prevent prolonged, unauthorised absence.

Our School Council meet regularly and discuss the issues that are important to them as well as ways in which we can improve the running of school. They are democratically voted onto the school council by their class.

We run a wide range of afterschool clubs allowing children to develop and extend their interests. Children have access to breakfast and after school club.

### **What specialist services and expertise are available at or accessed by the school?**

Our staff receives regular training and our teachers all hold qualified teacher status.

We work with a number of external partners depending on the needs of the pupils. These include the specialist teaching and learning service (STLS), Kent Parent Partnership Service, The Parents' Consortium, Education welfare service, Speech and Language service, Educational Psychologists, Occupational Therapists and Physiotherapists. We also work with Early Help and Social Services.

### **What training are the staff supporting children and young people with SEND had or are having?**

Our Assistant head with Inclusion holds the mandatory National SENCO Award and is a qualified teacher and a member of the senior leadership team. We regularly invest time and money in training our staff to improve quality first teaching and develop skills and knowledge of delivering specific interventions.

Professional Development meetings ensure that teaching staff are kept regularly informed about special education needs changes and given specific advice on interventions. There are regular Support Staff training sessions held throughout the year.

We focus on effective provision in the classroom including differentiation of resources and teaching strategies.

### **How will my child be included in activities outside the classroom including school trips?**

Our school ethos and SEND Policy promote involvement of all our pupils in all aspects of the curriculum including activities outside the classroom. All pupils have the opportunity to participate in educational visits. If needed extra support will be put in place by the school.

Members of staff always complete a preliminary visit and carry out a risk assessment for any school trips to ensure that the venue is suitable and fully inclusive.

### **How accessible is the school environment?**

Our school has had relevant adaptations put into place to cater for pupils in wheelchairs. Our policy and practice follow the Equality Act 2010. We value and respect diversity in our school.

For further information please refer to our Accessibility Plan on our school website.

### **How will the school prepare and support my child/to join the school/transfer to a new setting or the next stage of education and life?**

We have an Induction programme in place for welcoming new learners and their families to our setting. This involves an induction day for children and additional days, as and if required. In the EYFS the teachers will also make a visit to the nurseries prior to the children starting in September. Parents are offered the opportunity of a 1:1 meeting in school with the class teacher and teaching assistant.

We also communicate with Shears Green Junior School or any other provision where a child is transferring to, to ensure a smooth transition for all our pupils. We share information to support pupils' learning and wellbeing at transition for children with SEND or Educational Health Care (EHC) plans.

Children who require additional support with moving from one year group to another are provided with a transition booklet with information about their new class at the end of every academic year. Children who have a statement/Educational Health Care Plan will meet with the Inclusion Manager regularly and have a transition meeting during an annual review to ensure all their needs will be met in their new setting.

Our interventions provide help for children with SEND and those who require additional support, to accelerate their progress and catch up with their peers. These well-structured, short-term programmes may be delivered by a teaching assistant working with a teacher. Many of our interventions address more than one area of need.

## **7. Links with other Policies and Documents**

In the first instance parents/carers are encouraged to talk to their child's class teacher. Further information and support can be gained from the AHT with Inclusion.

Kent County Council local offer with information on services offered by the council can be accessed at: [www.kelsi.org.uk](http://www.kelsi.org.uk)

For advice and support you can contact IASK: Information, Advice and Support Kent

<https://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact/kent-parent-partnership-service>

The following Policies can be found on the School Web Site

<http://shearsgreen.schooljotter2.com/> or are available to look at on request via the school office and should be read in conjunction with the SEND Information report.

Accessibility Policies - Anti-Bullying Policy - Attendance Policy - Behaviour Policy - Medical Policy - Child Protection Policy - SEND Policy

### **Appendix 1:**

<b>BEAM</b>	<p>BEAM is a fun-to-use schools-based programme developed by qualified physiotherapists in Kent.</p> <p>It is a balance and movement programme that we use to support children who may have some gross motor or co-ordination difficulties.</p> <p>Co-ordination and balance are necessary for children to develop classroom skills, such as the ability to sit still, to concentrate and listen, eye contact and tracking, as well as hand-to-eye co-ordination.</p>
<b>Sensory Circuits</b>	<p>Participation in a short sensory motor circuit prepares children to engage effectively with the day ahead.</p> <p>"Sensory Circuits" are a great way to energise or settle children into the school day.</p> <p>Activities can include bunny hops, jumping, throwing bean bags and log rolls.</p>
<b>BRP</b>	<p>Better Reading Support Partners is an Every Child Counts intervention for children who have fallen behind at reading. A specially trained Better Reading Support Partner delivers a short one-to-one support programme to help them to develop independent reading and comprehension skills so they can make accelerated progress and catch up with their peers.</p>
<b>Handwriting Clever Hands</b>	<p>Clever Hands helps develop fine motor control by strengthening the muscles in the hands.</p> <p>Activities such as playdough manipulation, threading and moving small objects using tweezers makes this fun. This then moves on to using writing implements correctly and the development of handwriting.</p> <p>Handwriting sessions support children who sometimes find writing in a cursive script difficult.</p>
<b>Precision Teaching</b>	<p>Precision Teaching is used to address specific gaps in a child's learning. We use it specifically to support reading and the recognition of high frequency words. This then enables the child to have more confidence when starting a new book.</p>
<b>Social Skills</b>	<p>Social skills enables the children to learn and use basic social skills within a small group. The children use discussion and role play to enhance their understanding of why specific rules are in place within the school. This is then supported within the class.</p>
<b>Anger management</b>	<p>Fireworks in my tummy.</p> <p>This is provided to help young people understand why they are angry and how to deal with it in a positive way.</p>
<b>Lego Therapy</b>	<p>LEGO® based therapy is a social development programme which helps children work together. The programme is based on LEGO play which makes it appealing to children.</p> <p>LEGO therapy includes the presence of a trained adult who guides the children and encourages them to address and resolve problems. Through LEGO therapy, children can learn to communicate with others, express their feelings, change their behaviour, develop problem-solving skills and develop a relationship with the world around them.</p>
<b>Play Therapy</b>	<p>Play therapy uses creative arts media as well as other forms of play which access unconscious as well as conscious processes. The children choose the medium. The therapist is trained to communicate with the child using the chosen medium.</p>

<b>Time to Talk</b>	Time to talk has been specifically created to teach and develop social interaction skills and improve oral language skills for children with the help of 'Ginger Bear'. This will then enable to transfer these skills into their writing.
<b>Speechlink/Language Link</b>	A speech programme which targets sounds that children have difficulties in producing and a language programme that helps identify where children may have difficulties in their understanding of language. Children are tested within the school using this specialised computer programme and then our Speech and Language Teaching Assistant delivers the suggested individualised programmes. There are occasions when the tests show that a child needs to be referred to a Speech and Language Therapy for additional guidance and/or intervention.
<b>Speech and Language</b>	Individualised programmes submitted by a Speech Therapist are delivered by our Speech and Language Teaching Assistant . These are for children who have been referred, by the school or by a medical professional, to be assessed by the Speech and Language Therapy Service. These programmes can include speech sound production, language development and social skills, depending on the child's needs.
<b>EAL - English as an Additional Language</b>	This is for children who have a first language other than English and may need further intervention with their English language understanding in order to aid their academic development.