


Howbridge Infant School Special Educational Needs and Disabilities (SEND) Information Report

January 2018



<i>Requirement</i>	<i>School provision and impact</i>
<p>School Ethos for SEND</p> 	<p>Our ethos at Howbridge Infant school is that all children should be offered the same educational opportunities irrespective of gender, ethnic background, age or ability and to recognise that any child may have a special educational need during her/his time at school. A child is considered to have Special Educational Needs (SEN) where their learning or disability calls for Special Educational provision, that is provision different from or additional to that normally available to pupils of the same age.</p> <p>Our aim is:</p> <ul style="list-style-type: none"> • To include children with Special Educational Needs and Disability (SEND), to identify their needs as soon as possible and to give early support. • Where there is a health problem to allow them to manage independently. • To provide a stable and caring environment in which all children can learn and develop to their full potential within all aspects of school life. <p>We acknowledge that all teachers are teachers of SEND and therefore responsible for meeting the needs of all individuals. All teaching staff are currently undertaking the Nasen online training. (Nasen are a charity organisation who work with educational professionals to ensure that practice for special and additional needs is both effective and current.)</p>
<p>Partnership Ethos with the school</p> <p>1. The arrangements for consulting parents or pupils with SEND</p>	<p>We closely work with parents and carers in their children's education, as we recognise this leads to the best outcomes for learners. We firmly believe that home and school should work together in partnership and we are happy to answer any questions or concerns. Our Parent Forum meets termly with senior staff to discuss relevant issues together. We welcome the involvement of parents supporting at home, in class and with specific events. Appointed governors with responsibility for SEND and Equality report to the governing body.</p> <p>Children experiencing difficulties in their learning will be initially supported by differentiation in their work and support by the class teacher. If children need additional support, the class teacher will liaise with the school SENCo (Special Educational Needs Coordinator). The SENCo or class teacher will meet with the parent to discuss next steps which could include:</p>

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- Referral to the Speech and Language Therapist Service
- Advise parents to take their child to see their GP or the School Nurse
- Making a referral regarding emotional well-being and mental health (EWMHS)
- Referral to the Educational Psychology service
- Referral to the Specialist Teachers team

Parents of pupils with SEND have both formal and informal ways of involvement. We welcome their views and comments. When a child is placed on the schools Special Educational Needs register, we will continue the consultation and review process with parents.

Informally parents can discuss their child through:

- Home/school transition, including home visits
- Pre-school visits
- Coffee morning
- Baseline on entry
- Parent/child Stay and Play sessions (Adult Learning)
- The open door policy where parents can meet the teacher daily at the classroom door, or on the telephone
- Regular use of home-school diary
- Celebration assemblies
- Celebration events





More formally, parents can discuss their child through:

- Annual (Education, Health and Care Plan) Review meetings
- Transition meetings

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	<ul style="list-style-type: none"> • Progress meetings • Annual Reports • Parent's evenings • Parent workshops • Surveys of parent views • Through our Family Link Advisor (Joelle Mortimer) • Social Care input where there are particular needs 
<p>Arrangements for consulting with young people with Special Educational Needs and Disability and involving them in their education.</p> 	<p>At Howbridge Infant school we ensure children's involvement at every stage of their education. We will have age appropriate conversations with children about targets, progress and views and will record those accordingly. We will involve children in setting next step targets; strategies to achieve those targets and time scales for review, including the Education Health Care Plan (EHCP) Annual Review.</p> <ul style="list-style-type: none"> • Each class holds age appropriate learning conversations with all the children about targets, progress and pupil views, including those before and after interventions. • Children with additional needs may have individual daily progress charts to talk through their achievements with an adult. • We have an inclusive School Council, Eco Council and e-safety Committee where children with SEND are encouraged to participate and represent class views. • Children with SEND are regularly asked their views on their progress and ways to support when Provision Plans are reviewed. • Children with SEND are invited to attend Review and Transition meetings as appropriate. • Children with SEND have an additional transition programme for transfer to the junior school.

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<p>Name and contact details of SENCo</p>	<p>Our SENCo, Hannah Appleton, works fulltime at the school and she is also the Deputy Head teacher. She is contactable in person, by phone or email. She is a respected and highly qualified teacher and has undertaken the National SENCo Qualification. Mrs Appleton plays a key role in the life of the school, regularly meeting with other senior staff, teachers, LSAs, families, governors and outside professional agencies. She identifies training opportunities and monitors the quality and impact of provision. With the Head Teacher and bursar, she is responsible for managing the SEND budget. In partnership with the Head Teacher and Governors the SENCo is responsible for determining the strategic development of SEND policy and provision.</p>
<p>Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special needs concerning the provision made at the school.</p>	<p>At Howbridge Infant school we want to know if a parent feels there are elements of their child's learning which they are worried about or have concerns. The first approach should be parents contacting the class teacher through a letter, telephone or in person. We aim to resolve any issues swiftly, coming to mutual understanding and agreement. We have an open door policy to meet with the SENCo/Deputy Head and Headteacher. Our complaints policy is available to view on our school website or from the school office on request.</p> <p>If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide you or the school, the school will help you find the right contacts to help resolve the issues. The school cannot make other services act, both health and social care have complaints procedures you can follow. Talking about concerns early and understanding who can help resolve them is important to getting a prompt response.</p>
<p>Information on where the local authority local offer is published</p>	<p>Essex has a local offer, which can be accessed at www.essexlocaloffer.org.uk</p> <div style="text-align: right;">  <p>Services and support for special educational needs and disability</p> </div>
<p>Identification and early</p>	<p>Identification and provision for pupils with SEND follows a graduated approach.</p>

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intervention	<ul style="list-style-type: none">• Any concerns are noted and addressed through high quality teaching and planning by the class teacher ensuring learning is appropriate for children with all needs.• Transition arrangements for children joining our Early Year Foundation Stage (EYFS) are thorough and the SENCo and class teachers work together closely when additional needs are identified. Parents and pre-schools are asked to work closely with us to plan the most effective transition plans are put in place. These might include additional school/nursery visits, photo booklets to share with the child and transition meetings for staff, family and professionals.• An audit of need (a review of levels of need and provision) is taken each term to ensure that any children needing additional support to that offered in the classroom are identified.• Any interventions put in place are tracked and the children attending have pre and post assessment to measure the impact of the intervention.• Individual personalised provision plans are put in place for those children identified as needing support in addition to the differentiated classroom strategies.• Each term class profiles for those children who are more vulnerable are reviewed with the class teacher.• Individual provision plans are reviewed regularly in collaboration with staff, specialists, outside agencies.• Progress is reviewed at least termly and amendments to the support provided are made as required.• The quality, appropriateness and impact of the overall provision are also kept under regular review.
Information on the kinds of special education provision made in the school.	There is a clear expectation that all members of the school staff should be making a significant contribution to raising standards of achievement. The SENCo, senior staff and Governors are committed to providing necessary support and training. We use a wide range of approaches to learning and supporting pupils with SEND.

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	<p>This can include:</p> <ul style="list-style-type: none"> • Individual work with an adult on targets set on the child's plan. • Working with an adult in a small group of pupils with similar levels of achievement on targets set on a child's plan. • Targeted interventions to ensure learning, physical and emotional challenges are addressed as well as any health issues a pupil might have. • Use of health and social care colleagues e.g. speech and language therapist, Educational Psychologist, paediatricians and occupational health, parent support workers, emotional health and well-being workers. • Use of the Specialist Teacher Team. • We have a strong partnership with a consortium of local schools including SENCo support through the Local Witham Schools Group (WADSIP). WADSIP provides access to an additional Speech and Language Therapist and Educational Psychologist. • The school also employs a family support worker who works with parents and children weekly. • Use of quality resources to support learning e.g. finger and gym trail, reading and writing resources, games, ICT and other specialist equipment e.g. wobble cushions.
<p>Information on the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.</p>	<p>SEND is part of the overall School Improvement Plan, which is reviewed regularly by governors. The SENCo makes contact with any additional services required. Further to the above Learning Support Assistants are employed and trained to support SEND through interventions which include:</p> <ul style="list-style-type: none"> • Gym trail (a programme designed to support the development of gross and fine motor skills) • Educational Psychologists Maths Intervention programme (to consolidate basic maths skills) • Bubble Time (a group which develops emotional well-being) • Play Therapy (1:1 support for children to support emotional needs) • Speech and language support • English as Additional Language support • Phonics • Bereavement support (support for children prior and after a family bereavement)

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- Phonological Awareness Training (to develop early phonics skills)



High Quality Teaching and Personalisation

Information about our policies for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to the curriculum, additional support and wider support.

Please see our SEND and Assessment policies and Accessibility plan which are reviewed regularly.

- The SENCo attends half termly progress meetings with class teachers and the Assessment Leader to review progress made by children using Target Tracker data and feedback from interventions to identify next steps.
- Intervention groups are tracked. Children not making expected progress are identified and discussed to ensure the provision is effective and having an impact on their learning.
- Feedback from teachers is given on the effectiveness of intervention groups back in the classroom.
- Data used to track progress includes Target Tracker, Assessing School Performance (ASP), School data dashboard, Fischer Family Trust information, one page summary, Specialist Teacher Reports, Consultation visit notes, monitoring and observation files.

Equipment and facilities to support children and

At Howbridge Infant school we provide a good level of access and equipment for the pupils in the school. Some individual learners will need specialist equipment or resources.

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<p>young people with special educational needs.</p>	<ul style="list-style-type: none"> • Parents are invited to visit the school and meet with the SENCo or Headteacher to discuss the range of resources. • Equipment and facilities are outlined through budget planning and SEND within the School Development Plan, SEN Governor visit feedback, Head Teacher reports to Governing body and minutes of meetings. • Governors plan and budget for SEND to ensure that all pupils with SEND or disability take part in all aspects of school life including our out of school activities. • We ensure all children participate in the full range of opportunities and events arranged by the school, including educational visits. <p>SEND, Equality, Inclusion, Pupil Premium Policies available on request and on the school website.</p> <ul style="list-style-type: none"> • SEND, English as Additional Language, Equality and Child in Care Action Plans prioritise equipment and resources to support vulnerable children. • The governors are committed to ensuring that all pupils with SEND and/or disability take part in all aspects of school life.
<p>Early Education and the Education Health and Care Plan</p>	
<p>How the Governing body involves health & social care bodies, local authority support services and other bodies in meeting the needs of pupils with SEND.</p>	<p>At Howbridge Infant school, The Governing Body is committed to meeting the aims of the school. Their mission statement is explicit and they manage the school's budget to ensure best value and an effective use of resources.</p> <p>The Governing Body demonstrate good financial management, thus the building and resources are fit for purpose and fully inclusive. Our SEND policy is available on request and to view on our website.</p> <p>The Governing Body demonstrate good financial management, thus the building and resources are fit for purpose and fully inclusive. The SENCo signposts, recommends and liaises with outside agencies as appropriate to meet identified needs.</p> <p>SENCo and Headteacher complete an annual SEND action plan which identifies SEND focus and needs. SEND is a regular item on the Curriculum Committee agendas.</p>

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<p>Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32</p>	<p>Parents who need advice on any other services or information regarding support for their child can arrange an appointment with the SENCo.</p> <p>Any contact details of support agencies can be found on the schools website or parents can ask for advice through the SENCo. SENCAN can provide up to date advice and information as well.</p> <p>We currently have access to:</p> <ul style="list-style-type: none"> • Educational psychologist visits from the Local Authority and through the WADSIP • Speech and Language Service, both NHS and through WADSIP • Specialist Teacher Team • Social Care • School nurse • Family Solutions • Emotional Well-Being and Mental Health Service • Parent Support Advisor
<p>School arrangements for supporting pupils transferring between stages of education and preparing for independent living.</p>	<p>Children with SEND transferring to next stage of education will be well prepared to meet the challenge.</p> <ul style="list-style-type: none"> • SENCos and teachers involved will meet and discuss the child's needs. • Parents will be invited to discuss the development and well-being of their child. • We have strong links with our feeder nurseries. Staff visit feeder nurseries to discuss and meet with children in their pre-school setting. • Parents and children visit school for taster sessions. Additional transition programmes are put in place where appropriate. • Staff make home visits to meet with new children and their families in their home setting. • The SENCo attends key meetings for school, health and Social Care (Team Around Child/Team Around Family meetings), prior to attending school if appropriate. • We hold liaison meetings to transfer information from nursery to school. • Paperwork is shared. • There is a very robust transition/induction process for new children attending our school.

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| | <ul style="list-style-type: none">• Transition meetings when parents can meet with the Infant and Junior SENCo's are held for all our vulnerable children transferring to the junior school and additional transition support is put in place.• There is a very detailed transition process between the Infant and Junior school to help all children prepare for transition throughout the summer term. |
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