



Great Bradfords Infant and Nursery School

Special Educational Needs and Disabilities Information Report

To Be Ratified by the Governing Board: 4th March 2021

Signed Headteacher: _____

Chair of Governors: _____

Review Date: March 2022

Great Bradfords Infants and Nursery School

SEND Information Report 2021/2022



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

SENCO

Our School and Nursery Special Educational Needs and Disabilities Coordinator (SENCO) is: Mrs Jane Roach. She can be contacted Monday to Thursday on 01376 326891 or at jroach@gbins.co.uk Contact may also be made via the School office admin@gbins.co.uk

How we identify children with Special Educational Needs

Assessment and review of progress

Types of Special Educational Need or Disability

Meeting needs:

- Identification and Early Intervention
- Approaches to teaching and learning
- Adaptations to the curriculum

SEND Governor:

The governing board has statutory duties towards children with Special Educational Needs and Disabilities (SEND).

There is a named governor with this responsibility:

Mrs V Pilkington-Fox

Contact with her can be made via the school office: admin@gbins.co.uk

Governing Board and Complaints

Partnership ethos

Ways you and your child are involved

External agencies

Supporting children in school and links to other agencies

Pastoral support and social and emotional well-being

Transition arrangements into our setting and between the different phases of education



Special Educational Needs and Disabilities Information Report – 2021/22

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."

Staff responsible for the SEND provision in school

The Special Educational Needs Coordinator (SENCO) 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 Emily Lewis (PTUK)

Identification and Early Intervention

All teachers are teachers of pupils with Special Educational Needs and Disabilities (SEND), therefore we take collective responsibility and have a whole school approach to the teaching of pupils with additional needs. Class teachers work with the SENCO and school leadership team to identify and support children with additional needs. The benefits of early identification of SEND are widely recognised; identifying need at the earliest point, and then providing good interventions, improves long-term chances of success for the child or young person. Special educational provision relates to that which is additional to or different from the educational provision made generally for others of the same age. The majority of children with SEND can have their needs met through mainstream education providers and will not need an Education, Health and Care Plan which provides a gateway to greater levels of support.

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.

Types of Special Educational Need and/or disability

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

Children may be identified as having SEND in the following ways:

- Children may be identified as having SEND before starting school
- Children may be identified as having special educational needs through parental concern or on transfer from other schools
- Children with SEND may be identified within school, by the SENCO, class teacher or other adults working with the child
- Children with SEND may be identified during learning progress meetings, during which the learning progress of individual children is discussed
- Children with SEND may be identified from the analysis of progress data
- Additional assessments may be carried out by the SENCO relating to a specified area of concern

Early Intervention

We have a committed staff who have a wealth of experience when working with children with SEND. We work as a team to deliver the best outcomes.

The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses (SEN Code of Practice 2014)

The following steps are taken when a child is identified as having Special Educational Needs. Not all steps will be included for every child with SEND. The levels of support given will depend on the individual levels of need.

- We establish what is needed that is 'additional to or different from' the teaching and learning being given to the child's peer group. The SENCO will work with the class teacher to establish any adaptations necessary to the general teaching strategies employed within the classroom setting.
- Depending on the findings of assessment(s), a SEN support plan to identify the areas to be targeted and how this will be done. (The level of involvement of the SENCO at this stage, will depend on the level of SEND established.)

The support plan will detail the specific learning intervention(s) the school will carry out. Information is shared with parents each term and additional input given in respect of their role in supporting their child's development and learning. Such interventions are also discussed with the child as appropriate. Specific, Measurable, Achievable, Realistic and Timely (SMART) targets are set for the child. Clear entry and exit levels (relating to the area of learning to be targeted) are recorded for interventions the child attends.

Approaches to teaching and learning

‘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 SENCO, 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 SEN support plan (as part of the one planning process) 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 of Assess, Plan, Do, Review (APDR) then begins again.

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

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.

Staff expertise

We have a committed staff, selected for their experience, knowledge and aptitude for working with pupils with SEND and dedication to the well-being and progress of each individual child. At Great Bradfords we are committed to the approach that all teachers are teachers of pupils with SEND, therefore we share responsibility and have a whole school approach to the teaching of pupils with additional needs. Our school has a Nursery and 3 Early Years Foundation Stage (EYFS) classes. Key Stage One consists of 6 classes 3 each of Years 1 and 2. These have groups which are taught in differentiated sets for phonics.

High quality teaching is at the heart of our provision for children with SEND. We want to ensure that children with SEND take part in the activities of the school together with children who do not have SEND as far as possible. We use a number of strategies to enhance the classroom learning experience for all our learners:

- Skilled and experienced class teachers, supported by well-trained learning support staff in every classroom
- Differentiated groups for daily phonics learning.
- Detailed planning which identifies how learning is to be differentiated

- High quality teaching and learning resources. For example: Interactive White Boards, visualisers, a variety of ICT learning resources, (eg Clicker 5, Communicate in Print) Numicon, writing tool kits, pencil grips and writing slopes.

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.

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

- Educational psychologist advice
- Speech and language therapist advice
- Occupational and physiotherapy advice
- 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
- Community paediatrician
- Diabetes team and other health professionals

Adaptations to the curriculum

The school delivers the EYFS and National Curriculum adapted to meet individual needs. We work with key skills and growth mindset approaches, focusing on teaching learners the skills needed for lifelong learning and independence. All learners are targeted to achieve good or outstanding progress based on national expectations for learners with SEND. In school we constantly track the progress of children through personal target setting, informal and formal assessments. Progress review meetings are held, by staff, every term and children who are a cause for concern are highlighted to the Head Teacher and the SENCO at this time. Further assessment of individual children may then be appropriate. We focus on early intervention if a child is falling behind their peer group in their learning. The benefits of early identification of SEND are widely recognised; identifying need at the earliest point, and then providing good interventions, improves long-term outcomes for the child or young person.

We deliver a variety of interventions which aim to close gaps in learning. Where additional support is needed, outside the child's usual classroom, this may be on an individual basis or in smaller groups and is timetabled sensitively. We have expertise in the school to make the following interventions available to identified groups of children as appropriate:

- Attention autism
- Early Talkboost / Talkboost
- Phonics/spelling group
- Small group writing
- Small group reading
- Gym Trail
- Lego Therapy

- Pre-learning vocabulary group
- Memory training group
- Speech and Language (Individual programmes)
- Emotional literacy/first aid
- Pastoral care through lunchtime 'drop in' clubs and mentoring.

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

Assessment and review of progress

In school we constantly track the progress of children through personal target setting, informal and formal assessments. Progress review meetings are held every term and children who are a cause for concern are highlighted to the Head Teacher and the SENCO at this time. Further assessment of individual children may then be appropriate.

Assessments used for analysis include:

- 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 SENCO.
- 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 (Arbor)
- Phonics screening
- Boxall Profile
- Speech and language screen – focus on early identification in Foundation stage
- Early Years Baseline – carried out in the first half term of reception
- 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 therapists such as speech and language, occupational and physiotherapy

Effectiveness of the provision given to children and young people with SEND

- Interpretation of school data from Assessing School Performance (ASP)
- Interpretation of assessment data by Senior Leadership Team, including SENCO
- Boxall Profile results
- Reviews of interventions with teacher's/learning support assistants
- Termly reviews with parents and children – One plans or SEN support plans
- Annual reviews

Following evaluations, if appropriate progress has been made and with discussions with parents/carers, a child may be removed from the SEND Register.

Partnership ethos

We work closely with parents and carers and have an 'open door' approach, as this leads to the best outcomes for learners. We are always willing to answer questions or discuss concerns. Additionally, we welcome the involvement of parents and carers in school life in a variety of ways:

Formal methods

One Plan Meetings at the beginning of each term. Parent 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 Education, Health and Care Plan (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

Pupil voice

The views of our children are central to our approach. Children are encouraged to express themselves in a variety of ways within school through:

- Recognising and expressing their own learning preferences
- Pupil perception questionnaires
- Learning conversations and mentoring with Class Teachers and other adults in school;
- Elected School Council
- Pupil input to target setting
- Pupil views are sought for children receiving School Support and for those with an Education, Health and Care Plan
- 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
- Relationship circles work
- Rating scales of e.g. activities and self-esteem to be completed termly (for some children)

Transition arrangements

We work with other settings (nurseries and other schools) and within our own setting (Nursery to Reception, Reception to Key Stage One) to ensure that the needs of those making transitions with SEND are met. There may be educational, psychological or physical considerations to take into account during transition arrangements.

Individual needs are catered for by

Pre-school to Foundation

- Pre-school cluster meetings attended
- Home visits carried out by Nursery staff
- Liaison with pre-school SENCO and key workers
- Visits to nursery/Pre-school to see children
- Parents invited to welcome meetings and information given
- Tours of the nursery and school arranged
- Transition visits as appropriate

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, stories read to children by their new teacher
- 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
- One Page Profiles to provide key information on SEND and vulnerable learners

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
- SENCOs 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.

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.

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 and other health professionals

Pastoral support for improving emotional and social development

- 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.
- Emotion coaching techniques
- Home/school liaison worker
- 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'

External agencies and professionals

In order to support our delivery of an updated curriculum, we work closely with a variety of other professionals who either visit our school or to whom we can make referrals. Some of our key contacts include:

- Children's Community Nursing Team and Wellbeing Service
- School Inclusion Partner (IP)
- Paediatrician
- Emotional Wellbeing and Mental Health Service (EWMHS)
- Kids Inspire
- Speech and Language Therapist (SALT)
- Family solutions/Social Care
- Educational Psychologist (EP)
- Essex Young Carers

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 SENDIAS Service (Special Educational Needs and Disabilities Information Advice and Support Service)
- InterAct
- Various other local support groups

Governing Board

Our Governing Body is committed to meeting the aims of the school. Our Special Educational Needs and Disabilities Governor works with the SENCO to ensure that our legal obligations are met in relation to the Equality Act 2010 and the SEND regulations detailed within the Children and Families Act 2014. The school uses best endeavours to make sure that children with SEND get the support they need and that reasonable adjustments are made for children with SEND.

Complaints

Any complaints in relation to the provision made by the school for children with SEND should be dealt with by the procedure set out in the Complaints Policy. (See below)

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

Local Authority Local Offer

Our school SEND provision makes up part of the Essex Local Offer which can be accessed via the Essex County Council website:

<http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs>

Support Services

Contact details for some useful support services are:

SEND Operations Braintree Tel: 0300 003 4131

The Educational Psychology helpline Tel: 01245 433 293 The helpline is open every Monday afternoon during term time from 1pm to 5pm.

SEND Information and Support Services (SENDIASS) Floor E2 County Hall, Chelmsford CM1 1QH 0333 0113 8913

iEssex (Independent Support Essex) iEssex, Moulsham Mill, Parkway, Chelmsford, Essex, CM2 7PX 01245 608300 / 07506 566856 Sarah.riordan@isessex.org

Contact a Family www.cafamily.org

National Network of Parent/Carer Forums www.nnpf.org.uk

Families in Focus Offers support to families of children with disabilities and special needs Helpline: 01245-353575

Home Start Advice and support for parents who are managing ill-health, sensory & physical disabilities or emotional difficulties.

Autism Anglia Offers advice and support: 01206-577678 info@autism-anglia.org.uk

Please contact the SENCO if you would like to be supported in sourcing helpful information.

This information report is a work in progress and will be reviewed regularly.