



SEN Information report 2020

The White Horse Federation – Grange Infant School

Address: Delamere Drive, Swindon, SN3 4XE

Website: <https://grange-inf.swindon.sch.uk/> and www.thewhitehorsefederation.org.uk

School opening hours for the children: 8:25 – 15:00 Monday - Thursday and 8:25-13:15 on Friday

Point of contacts:

SENDCO: Mrs Carol Shute cshute@grange-inf.swindon.sch.uk

SEN Governor: Mrs Rachel Addis RAddis@gov.twhf.org.uk

Type of Provision: Infant Education

Age range: EYFS-Y2 (4 years old-7 years old)

Admission arrangements: The White Horse Federation subscribes to the Swindon Borough Council admissions procedures and policies. Parents can apply through Swindon Borough Council for Infant School admissions.

Referrals: Children can be referred to the school if they are accommodated by the Local Authority or if they have an Education Health and Care Plan on parental request.

Identifying Children with Special Educational Needs and Disability

We refer to the term “**Special Educational Needs**” if a child:

1. Have a significantly greater difficulty in learning than the majority of others of the same age.
2. 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 our mainstream school setting.

The difficulty or disability may relate to:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs and the purpose of identification is to work out what action the school needs to take.

Special Educational Provision is that which is **additional to, or different from** that which is made generally for most children in school. The table below shows a 3 year trend for SEN at Grange Infant School.

| Number of children on SEN register | 2017/18 | 2018/19 | 2019/2020 |
|------------------------------------|---------|---------|-----------|
| Grange Infant | 9.2% | 10% | 9% |
| Swindon Average (Primary) | 15.4% | 15.8% | 15.3% |
| National Average (Primary) | 13.8% | 14.2% | 14.6% |

Partnership agencies:- We work with;

- Educational Psychologists,
- Speech and Language Therapists,
- Occupational Therapist,
- SpLD Advisory service ,
- ASD Advisory Service, (ARC)
- TaMHS (Targeted Mental Health Support)
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service
- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- SENDIAS (formally parent partnership)
- MASH (Multi-agency safeguarding Hub)
- Children’s Centres
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- SEMH outreach team (Social Emotional and Mental Health)
- Young Carers

Curriculum:- The Early Years Foundation Stage Curriculum is followed as is the National Curriculum. The needs of the child could influence the curriculum they receive and this will be tailored to individual need.

Assessment:- We assess the pupil’s progress and attainment throughout the year as identified in the school assessment calendar. Parents will receive a written report on their child’s progress and attainment at the end of the year. Parents are invited to regular meetings to discuss their child’s progress and attainment. Due to the Global Pandemic parents were telephoned at the end of academic year 2019-20 to hold parent review conversations.

In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan for Special Educational Needs. If situations occur where the child's behaviour is of concern or needs the assistance of Positive Handling, these are reported to the parents the same day and recorded in a Bound and Numbered Book.

Any health concerns are reviewed as is appropriate and necessary and children with a care plan have these reviewed annually with the support of the School Nurse and other professionals as appropriate.

Transition: Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with other professionals we will check funding, write any necessary plans and look at ways of employing staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 2 pupils have a structured transition plan in place in Term 6. If child has an Education Health Care Plan then transitional review will take place in Year 1 and possible school options are discussed.

Staff Expertise: The SENCO is a fully qualified teacher and has the National Award for Special Educational Needs Coordination (NASENCO). The WHF expectations are that all teachers are responsible for children with SEN in their classes and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are spent on SEND and new practices. Teaching Assistants are employed to support the learning needs of all the children with the exception of targeted support for children with high needs to enable them to access a mainstream curriculum. We also have pastoral support for all pupils when appropriate.

Monitoring of the effectiveness of the provision: - There are robust systems in place for SENCO to monitor the effectiveness of the school provision these include;

- book scrutiny,
- progress meetings,
- Monitoring the quality of provision for SEN children
- monitoring of planning and
- provision mapping
- data analysis
- case studies

The SEN Governor will meet with the SENCO and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders also monitor the delivery of their subject and the progress made. The Principal monitors and quality assures the impact of the SEN action plan/School improvement plan. Ofsted and the Local Authority moderate as part of a cycle for KS1 phonics monitoring/KS1 SATs monitoring/ visit and end of EYFS data to validate or challenge.

Equal Opportunities: - All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure.

Spiritual, Moral, Social and Cultural Curriculum: The WHF is a values based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

- School council, to which all pupils contribute
- Pupil voice
- Pupil governance
- Community events
- Special school days
- Measures to prevent bullying
- National initiatives, such as eco-weeks, charity events, religious celebrations.

This list is not exhaustive

From the parent carer's point of view:

- 1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**
 - Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments. It maybe that later on s/he does not make the progress expected.
 - If your child has been to a preschool, nursery or another school, they will pass on information.
 - If you have concerns yourself, please talk to your child's class teacher. We have an open door policy at Grange Infants and you are welcome to express your concerns to the class teacher at any time however avoiding teaching time. After school is better than in the morning, if this is not possible, please phone the school to make an appointment.
 - If we in school identify any special educational needs, we will talk to you about it and tell you what support will be put in place. We may or may not ask your permission to involve one or more of the Partnership Agencies.
- 2. How will the school support my child?** The school has many options to enable your child to access mainstream learning, these include the following:
 - A provision map that states how and when a child is supported with what resources are required to enable successful delivering of the support (see Appendix A - Provision Map)
 - Specialists TAs that are specifically trained in supporting specific and high needs children.
 - Qualified and trained teaching staff including the SENCO who can advise on strategies to support and help your child to progress
 - Access to other professionals for advice
- 3. How will the curriculum be matched to my child's needs?** The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each

pupil. The child is then able to learn at his own level and make the progress s/he needs to make. Children learn in different ways and the learning styles are also catered for, multisensory approaches are often used and some children work on a personalised curriculum that is time bound and reviewed regularly.

4. How will I know how my child is doing and how will you help me to support my child's learning? School will communicate regularly with you and this may include:

- Informal conversations between parent/carers with the teacher
- Discussions around the child's individual learning needs and provision in place
 - Formal parent/teacher interviews 2 times a year. Discussions around how to support and help your child at home
- Regular reports sent home every Term with a full written report at the end of the academic year, including targets for your child to progress
- TA conversations with parent/teacher/school
- Home school diaries/informal reporting as required
- School website with helpful links and strategies to support your child's learning This list is not exhaustive

5. What support will there be for my child's/young person's overall well-being? We are a fully inclusive school and all staff are passionate about the well-being of each child. Our Values Curriculum, in which all adults try to model good behaviour to children, is used throughout the school by all members of staff. Health, safety and well-being are also taught through lessons and assemblies. Continuous care, support and guidance in class and around school may also include:

- PSHE curriculum
- Fully inclusive school where every child matters,
- Enrichment activities (clubs, Pupil Premium activities, residential trips)
- Medical care plans/ personal care plans
- Some staff are trained in First Aid
- Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is always deemed to be reasonable and proportionate to the circumstances they were intended to prevent.
- Learning Mentor / Pastoral care

6. What specialist services and expertise are available at or accessed by the school?

- SENCO
- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapist
- SpLD Advisory service
- ASD Advisory Service
- TaMHS
- Visual impairment advisory services
- Hearing impairment advisory services
- Assistive technology Service

- Advisory Teacher for Physical Disabilities
- Health Care professionals (School Nurse, Community paediatrician and Physiotherapists)
- Parent Partnership
- MASH (Multi Agency Support Hub)
- Children's Centres
- Looked After Children Education Services (LACES)
- Special Educational Needs Assessment Team (SENAT)
- Education Welfare Officer
- SEMH support (Social, Emotional and Mental Health Support)
- Young Carers

7. What training are the staff supporting children with SEND had or are having?

The academic year 2019-20 has been a challenging year due to the global pandemic. Children with additional needs were risk assessed and phone calls were made by the SENDCO to offer further support to parents during home learning. Some children were provided with work packs as they found it difficult to access the work on an electronic platform.

As well as our normal programme of CPD, staff completed further training with reference to Special Educational needs whilst the school was open to key worker children only and they also kept close contact with pupils and parents through email on purple mash to offer support where necessary.

All staff have access to CPD which is tailored to the needs of the children. In the last year these include:

| Training Programme | When | Who |
|---|---|--|
| SENDCO conference | November 2019 | Carol Shute (SENDCO) |
| TWHF SENDCO network meetings. | OCT 2019, Feb 2020 and June 2020 | Carol Shute (SENDCO) |
| CP training and safeguarding updates | Yearly updates 2 hours | All staff |
| First aid training | Yearly updates and 3 year cycle for fully trained staff. | Some identified support staff. |
| Medical update training | Sept 2019, Sept 202 | All staff |
| Team teach and positive handling/de-escalation | Reviewed every 2 years. 6 or 12 hour course depending on level. | Some teaching staff and TA's. |
| SEND borough updates | Termly update meetings/forums. | Carol Shute (SENDCO) |
| CPOMS (safeguarding and behaviour monitoring system) training | Ongoing | For new starters and refreshers for all staff. |
| SEN staff meetings | 1 per term | All staff |
| Speech and Language support EYFS | December 2019 | EYFS TA's and Year 1 TA's |
| Talkboost training – Speech and Language. | February 2020 | All support staff |

| | | |
|--------------------------------------|------------|---|
| Prevent training online | May 2020 | All staff |
| Phonics support | April 2020 | All staff |
| Supporting learners in the classroom | April 2020 | All staff |
| Language Development | May 2020 | All staff |
| SEND Gateway ADHD | May 2020 | All staff |
| SEND Gateway Autism | May 2020 | All staff |
| SEND Gateway SEMH | May 2020 | All staff |
| SEND Gateway Dyslexia | May 2020 | All staff |
| SEND Gateway SEMH | May 2020 | All staff |
| SEND Gateway Dyslexia | May 2020 | All staff |
| SEND Gateway Hearing Impairment | May 2020 | All staff |
| SEND Acquired Brain Injury | May 2020 | All staff |
| ELSA training | 2019-20 | 2 support staff 1 in EYFS 1 in Y2 |

8. How will my child be included in activities outside the classroom including school trips?

We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure

9. How accessible is the school environment? The school is wheel chair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. Accessibility plan available on request

10. How will the school prepare and support my child to join the school or transfer to a new school? Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with others professionals we will check funding, write and necessary plans and look at ways of employing staff. There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date. Where appropriate home visits take place. Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 6 pupils have a structured transition plan in place in Term 6. If child has an Education Health Care Plan then transitional review will take place in Year 5 and possible school options are discussed. When children join from another primary school we transfer records and have meetings/ conference calls as needed and appropriate

11. How are the school's resources allocated and matched to children's special educational needs?

The school has funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be request to support higher needs children, children with Education Health and Care Plan. The Principal and the SENCO will discuss each child's needs in detail and then ensure that school based provision meets the needs of each child as detailed in the EHCP. This may include access to:

Additional resources
Additional learning support
Support from outside agencies
OTHER SUPPORT

12. How is the decision made about what type and how much support my child will receive?

- Through initial assessments and provision mapping
- Where appropriate assessments may be sought from partnership agencies
- Meetings with teacher/parent and other professionals (where appropriate)

13. Who can I contact for further information?

- SENCO, Mrs Carol Shute 01793 822357 or admin@Grange-inf.swindon.sch.uk.

If you wish to discuss the curriculum offer please contact the SENCO, if you wish to discuss your child contact the class teacher, if you have queries or concerns, please contact the Principal who will be happy to meet with you or refer you to other agencies if they may be more helpful.