

Bournes Green Infant School

SEN Information Report 2018-19

At Bournes Green Infant School we provide support for a range of needs including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Moderate/severe/profound and multiple learning difficulties
- 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, epilepsy

Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which will build on information from nurseries or other schools as appropriate. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment. For example, social a child's need may be emotional or social rather than academic or SEMH issues need to be addressed to support academic learning.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. This decision will be made with class teachers in conjunction with the SENCO.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil's parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

A child's need may be emotional or social rather than academic or SEMH issued need to be addressed to support academic learning.

Consulting and involving pupils and parents

We always keep parents/carers informed if there are concerns about a child's development and when identifying whether they need special educational provision. These conversations make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the concerns of parents/carers
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will notify parents/carers when it is decided that a pupil will receive SEN support.

In the case of children looked after by the Local Authority with SEN the Designated Teacher and SENCO will work together to ensure that the best outcomes are achieved. They will keep all appropriate parties informed.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- Advice from external support services, if relevant

Individual support plans will be used to ensure all staff involved with the child are aware of their targets and any recommended teaching strategies. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. The class teacher, SENCO and SLT will closely monitor progress and effectiveness of support given. Reviews with parents will be held each term in October, February and May.

If further support is required the school may request a statutory assessment of special needs, which may result in an EHC plan being issued to the child.

Children with EHC plans have an annual review which includes the Local Authority in addition to ISP meetings.

Transition

Information on a child's progress, attainment and SEN provision will be shared with a new school if a child leaves, to support continuity of support.

Most of the children at Bournes Green Infant School move to Bournes Green Junior School for KS2. We work closely with Bournes Green Junior school to ensure a smooth transition.

Final ISP meetings will include the new school's SENCO whenever possible and ISPs are shared between SENCOs. Additional visits to the school for the child are arranged where this is thought appropriate.

Teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for groups and individual pupils. Additional support may be provided in the class from an assistant. If aids are recommended we will use them for example, electronic devices, coloured overlays, visual timetables. The classroom layout may be altered to facilitate movement in the space. We may adapt our teaching strategies to suit the child, for example pre-teaching or allowing greater processing time. Children aged 4-7 are rarely diagnosed as dyslexic but we aim to provide dyslexia friendly classrooms.

Interventions may be provided. These might include small group or individual targeted sessions lead by school staff, support with speech and language or a computer based intervention. It may also include support and intervention with social or emotional well-being focus. A child may need more opportunities to talk and share issues with an adult and if so this pastoral support will be provided.

Any instance of bullying with any child with or without SEN is dealt with quickly in accordance with our policy. We provide support for pupils to improve their emotional and social development by working with groups of children as necessary to help develop friendships and deal with social situations.

Our teachers are supported by HLTAs and LSAs throughout the school. We aim to place staff where the need is greatest in order to make the best impact.

We may work with the following agencies to provide support for pupils with SEN:

- Education Psychology service
- EWMHS
- Speech and Language
- OT/physical therapy
- Specialist school outreach support
- Early Help
- Local Authority SEND team
- School nurse

Staff Training

Our SENCO is new to the role but has been at the school for 9 years and has 20 years teaching experience.

She is allocated 2 days a week to manage SEN provision.

We have a team of 11 teaching assistants, including 7 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have received training specific to autism. All our staff receive CPD in school through the SENCO. We have received training from the OT service.

We use specialist staff for speech and language provision and play therapy.

Inclusion

We believe strongly in inclusion. It is important to us that all pupils are provided with a full school experience.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in class assemblies, shows and sports day. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

When a pupil with a disability is admitted we take time to discuss the child's needs with their parents/carers to inform us of any adaptations needed to the learning environment. Our school has ramp access at strategic points and has disabled toilet facilities. We ensure a child with a disability is included as any other child using adapted equipment or adult support.

- *Our school's accessibility plan can be viewed by clicking [here](#).*

Complaints or concerns about SEN provision

In the unfortunate event of a complaint about SEN provision or if a parent/carer has a concern we ask that the class teacher is approached in the first instance. Where this is deemed inappropriate or if the problem remains unresolved parents/cares should contact:

SENCO – Mrs Emma Goy

Headteacher – Mrs Lynn Cooney

The school's complaint policy is available and should be referred to if required.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents/carers of pupils with SEN

If support is needed beyond the school we will endeavor to provide details of appropriate services via the SENCO.

Our contribution to the local offer can be viewed here: [INSERT LINK](#)

Our local authority's local offer is published here:

<http://www.southendinfopoint.org/kb5/southendonsea/fsd/localoffer.page>