

Special Educational Needs and Disabilities Information Report September 2020

What kinds of SEND are provided for?

In 2019-2020 we accommodated children with:

- Communication and interaction needs: e.g. speech and language needs and autistic spectrum disorder needs
- Cognition and learning needs: e.g. specific learning difficulties
- Social, emotional and mental health needs: e.g. anxiety and ADHD
- Sensory and physical needs: e.g. hearing, vision
- Medical needs : e.g support with diabetes, Occupational Therapy

How do you identify children with SEND and assess their needs?

In 2019-2020 we used the following identification procedures:

- Liaison with and data from previous settings e.g. from parents and pre-schools
- School assessments that show a child performing below 'age expected' levels e.g. termly progress meetings
- Liaison with external agencies e.g. for a physical/ sensory issue, or speech and language difficulties e.g. physical development team, speech and language team and CAMHS
- Use of assessments such as the speech and language toolkits, OT assessments
- Observations by staff within the school e.g. by SENDCO, Teacher and TA for behaviour and physical needs

Who is your SENDCO?

In 2019-2020 our Special Educational Needs Coordinator was our EYFS Teacher Mrs G Moore.

What is your approach to teaching children with SEND?

In 2019-2020 our approach for children with Special Educational Needs or disabilities was to:

- Provide each child with an appropriate education to match their ability
- Identify specific needs as soon as possible
- Provide an appropriately differentiated curriculum
- Endeavour to meet the needs of each child
- Review individual children's progress termly
- Liaise with support agencies and parents
- Utilise relevant screening and assessment procedures.
- Keep updated records
- Establish and maintain open dialogue with pupils, parents and carers
- Provide extra support or resources as required to enable each child to access the curriculum to the best of their abilities.
- Specialised Teaching Assistants to support specific medical or physical needs

How are children with SEND enabled to engage in activities available with children who don't have SEND?

In 2019-2020 children accessed the curriculum through the provision of a differentiated curriculum and individual and small group withdrawal work with specialist staff, including special provision on school visits.

How are adaptations made to the curriculum and the learning environment of children with SEND?

In 2019-2020 the school SEN budget was used to provide support and resources for pupils identified through the Code of Practice as requiring intervention additional to and different from the usual

differentiated curriculum. This funding was also used to provide pupils with support from external professionals. The school also received additional funding from the LA for some individual pupils who are the subject of an Education Health Care Plan. This allowed for further provision to be made for these pupils. For example, adaptation of work, 1:1 support, specialist equipment.

What support do you provide for improving emotional and social development? Does this include extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying?

In 2019-2020 the school provided small group contacts to support children with their emotional and social development.

What is the expertise and training of staff to support children with SEND, and how is specialised expertise secured?

In 2019-2020 teaching and support staff received advice, support and on-going training to meet the needs of the children they taught. In addition, advice was regularly sought from a range of specialists e.g. speech and language therapists, educational psychologists, occupational therapists, physical needs team etc. Training has included Speech Link.

How do you assess and review children's progress towards outcomes and involve parents and children as part of this assessment and review?

In 2019-2020 the progress of children was monitored regularly. Individual targets based on the children's needs were set by the class teachers under the guidance of the Head and SENDCO. Their progress was assessed and reviewed at least three times in the year. Children and their parents were invited to take part in this process through discussion or attendance at termly SEND review meetings.

How do you consult with children with SEND and involve them in their own education?

In 2019-2020 children took part in:

- Pupil voice
- Their own review meetings
- Informal discussions with members of the SEND team

How do you consult with parents of children with SEND and involve them in their child's education?

In 2019-2020 parents were encouraged to participate fully in all aspects of their child's education. This included:

- Parents' evenings
- Termly SEN IPM Review meetings
- Telephone calls
- Home visits

What arrangements do you have for supporting children between infant and junior school?

In 2019-2020 additional liaison with junior schools based on the needs of the individual took place. This year due to COVID we were unable to include additional transition visits for the children. The SENDCO, class teachers from Year 2 and Headteacher liaised with the children's junior school during the spring and summer term. We were unable to do our usual support SEND children with their transition between year groups to ensure that the child felt comfortable and confident in their new class however conversations with all Year 3 staff were conducted to ensure needs would be met. Professionals, e.g. the physical disabilities team, also supported the transition process as well as parents of those children communicating early with the Junior school to ensure as much information was given for a smooth transition.

How does the school involve other bodies and agencies in meeting children's SEND and supporting their families?

In 2019-2020 the school actively sought support and advice from a range of specialists and agencies, and supported parents throughout.

How do you evaluate the effectiveness of provision made for children with SEND?

In 2019-2020 we carried out an analysis of individual's progress including consultation with parents and teachers.

Key Stage 1 Children With Special Educational Needs
Reading At Age Related Expectations 25 %
Writing At Age Related Expectations 50 %
Maths At Age Related Expectations 25 %

What are your arrangements for handling complaints from parents of children with SEND?

Any complaints received are dealt with through the school's complaints procedure.

HADDENHAM COMMUNITY INFANT SCHOOL ACCESSIBILITY PLAN	
Participation in the school's curriculum	
<u>Current-September 2019</u> <ul style="list-style-type: none"> • TA support in class • Specialised resources (e.g. foot blocks, scissors, sit and move cushions, wedges, pencil grips,) • Appropriate risk assessments • Children having increased access to own medication where appropriate 	<u>Plan-for September 2020</u> <ul style="list-style-type: none"> • Maintain every effort to ensure all children can participate in all aspects of the curriculum as it is reviewed. • SEMH needs children continue to be supported to access the curriculum. • Extra training in place for children with additional needs e.g. hearing
Physical Environment	
<u>Current-September 2019</u> <ul style="list-style-type: none"> • No "incidental" steps • Accessibility to disabled toilets • Hygiene room with hoist and shower • TA support where required • Continued mindfulness and SEMH provision 	<u>Plan-for September 2020</u> <ul style="list-style-type: none"> • Maintain physical environment so it is accessible for all. • Provision for increased focus on wellbeing and SEMH in the wake of COVID 19
Delivery of Information	
<u>Current-September 2019</u> <ul style="list-style-type: none"> • Visual timetables 	<u>Plan-for September 2020</u> <ul style="list-style-type: none"> • Metacognition practices embedded in teachers practice • Radio aid system