

Brookland Infant and Nursery School

SEN Information Report 202017/18

All Hertfordshire Local Authority maintained schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disability (SEND) being met wherever possible through reasonable adjustments to learning and teaching arrangements.

New Government Legislation requires schools to publish a report called the SEN Information Report. This report provides you with information regarding the provision that Brookland Infant and Nursery School makes to meet the needs of SEND children.

How does the school know if children need extra help?

At Brookland Infant and Nursery School on-going planning, observation and assessment takes place and the progress of each child is tracked regularly. If a child's progress or development is a concern, the provision for this child is adjusted according to their specific needs. This may entail:

- Differentiation of work and resources
- Providing reinforcement of previous learning
- Allowing further opportunities to develop basic concepts and new vocabulary
- Providing additional small group work, or in some occasions individual support

If your child is further identified as needing additional support, the class teacher will meet with the Special Educational Needs and Disabilities Co-ordinator (SENDCo) to discuss the next steps. These could include

- Planning any additional support your child may need
- Considering making referrals to outside professionals, if necessary e.g. Educational Psychologist, Speech and Language Therapist

Throughout this time we also wish to discuss concerns with parents so that we can work in partnership to provide the best possible support. These meetings may occur during Parent Consultations, or at other mutually convenient time. We encourage parents to make contact with the school if they have concerns about their children.

How will I know how my child is doing?

We support and involve parents in their child's learning both formally and informally. This includes:

- Parent Consultation meetings
- Annual Report
- Annual Review of progress for children with an EHC Plan
- Arranged meetings with Class Teacher, SENDCo and/or external professionals, to discuss your child's progress and identify next steps together
- Standard Assessment Tests (SATs) at the end of Key Stage 1 and Early Years Foundation Stage Profile (EYFSP).
- School events e.g. Class assemblies, open evening, sports day
- Open door policy which provides you with the opportunity for discussions with your child's teacher
- Through supporting your child with weekly homework and regular reading you will gain a good understanding of the progress they are making

Additional appointments can be made with your child's class teacher or the SENCo by contacting the school office.

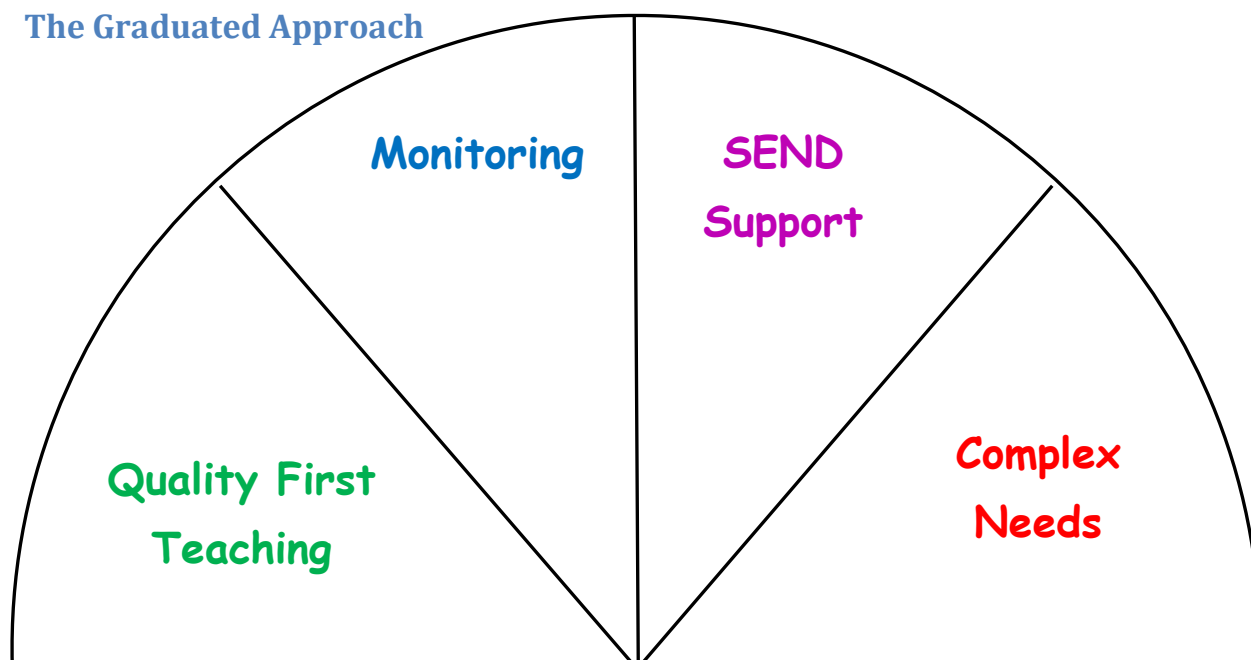
What should I do if I think my child may have special educational needs?

If you have concerns regarding your child's progress or additional needs, you should speak to your child's class teacher initially. If you continue to be concerned, you may arrange to speak to the SENDCo. The Head teacher or SEN Governor can also be contacted for support. Opportunities are provided twice a year at Parent Consultations to discuss your child's progress, however the school operates an open door policy where you are welcome to speak to your child's class teacher at any time during the academic year.

How will school staff support my child and how will the learning and development provision be matched to my child's needs?

At Brookland Infant and Nursery School we aim to ensure that all children, regardless of their specific needs, make the best possible progress in school. In order to meet the needs of all pupils the allocation of provision follows a graduated approach. A child may move between the levels of support, depending on their individual need.

The Graduated Approach



Quality First Teaching

The class teacher provides high quality education on a daily basis for all children which includes adapting and differentiating the curriculum to meet the needs of all pupils. This may involve using practical equipment, writing frames and additional in-class support by the teacher or teaching assistants in class.

Monitoring

For some children, if their needs relate to a more specific area of learning then an intervention will be put in place to further support the child's learning and their progress will be closely monitored by the class teacher and SENDCo. The intervention may take place as small group work or on an individual basis, led by a teacher or a teaching assistant (TA). The length of time the intervention is run for varies according to need but will be monitored regularly. Interventions will be reviewed regularly to establish the effectiveness of the provision and to inform future planning.

SEND Support

If a pupil has higher needs this may result in them being identified as requiring SEND support. In partnership with the parents/carers, individual targets will be identified and additional support will be put in place to help towards achieving the targets set. For some children, the school would seek, with your permission, to refer for specialist involvement from external agencies such as the Educational Psychology Service. These specialists can help to advise on effective support, interventions, specialist equipment and strategies to enable your child to make adequate progress.

Complex Needs

If a pupil's needs are more complex a formal assessment for an Education, Health and Care (EHC) Plan may be undertaken. This is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention. Your child will also have been identified by professionals as needing a particularly high level of individual or small-group teaching. This is a legal process which results in an individualised EHC Plan being created which will outline the support your child will receive and what strategies will be put in place.

What training have the staff, supporting children with SEND had or are having?

All staff have access to ongoing training to support their own professional development. The school provides training and support to improve the teaching and learning of children, including those with SEND. All teaching and support staff have regular training on SEND issues, such as speech and language difficulties, specific learning difficulties and supporting pupils with social and emotional needs.

Individual teachers and support staff have access to training from outside specialist agencies that are relevant to the needs of specific children they are working with. The SENDCo has recently undertaken the National Award for SEN Co-ordination and attends regular SEND cluster meetings to ensure she is up to date with changes in SEND.

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

- The annual school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- The Head teacher decides on the budget for SEND, in consultation with school governors on the basis of needs in the school. The money is then used to provide additional support or resources dependent on individual needs. This may include deployment of staff depending upon individual circumstances.
- Additional support and allocation of resources are reviewed regularly. Changes may be made so that the needs of children are met and resources are deployed as effectively as possible.
- Exceptional Needs Funding may be applied for in order to support the needs of individual pupils and specific groups of children.

How is the decision made about how much support my child will receive?

When deciding how much support a child receives, the needs of the individual pupil are assessed and the parents/carers, teaching and support staff, and relevant external agencies views are taken into consideration. The level of support is then allocated following this and will be constantly reviewed in order to identify when and where changes in support may be needed.

What support will there be for my child's overall wellbeing?

We recognise that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and being uncommunicative.

Part of our ethos is to promote the idea that all members of the school's community support each other. All teachers aim to support the well-being and development of children through curriculum activities and there are regular opportunities to develop this further through assemblies and school events. Each class has a teaching assistant and some classes have a Learning Assistant which gives the children a number of adults to turn to. Key staff are trained in Paediatric First Aid.

For those children who find aspects of this difficult further support can be put in place. Class teachers provide pastoral support for all children in their class, alongside the class TA. Some members of staff have been trained to deliver Emotional Literacy sessions either one-to-one or in small groups. These sessions help pupils to understand their emotions and feelings.

Where it is felt that pupils are encountering significant emotional difficulties the support of outside agencies will be considered, such as Child and Adolescent Mental Health Services (CAMHS) or the school nurse. Please refer to the School Offer for a comprehensive list of support arrangements available.

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

Brookland Infant and Nursery School seek to support pupils by accessing a variety of external agencies. If required, these include:

Local Authority Provision

- Educational Psychology Service
- Communications Disorders Team
- Involvement of Advisory Teachers for Sensory and Physical Impairments
- Outreach services for behaviour and specific learning difficulties.
- Behaviour and Attendance Team
- Cheshunt Extended Services (CHEXS)
- Education Support Centre

Health Provision

- Speech and Language Therapy (SALT)
- CAMHS
- School Nursing Team
- Occupational Health
- Physiotherapy

How will you help me to support my child's learning?

- Your child's class teacher may suggest different ways in which you can support your child at home, both with homework and with individual areas of need.
- You are encouraged to read with your child on a daily basis and support them with their homework.
- A copy of your child's Individual Targets will be given to you at their Parent Consultation meetings and advice on how to support your child.
- Parent Workshops are organised to provide advice on how to support your child's development at home.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have. You may also be able to discuss what is working well at home and school, so that similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns you may have.
- A home-school book may be used to support communication with you if it would be useful for you and your child.

How will my child and I be involved in discussions about and planning for my child's education?

When children have been identified as having additional needs, the thoughts and feelings of the child and the parents/carers, together with the views of school staff and relevant professionals are taken into account. We feel it is vital to have parents/carers at all formal meetings arranged so discussions about their child's learning and next steps can take place. Discussions may take place through:

- Informal meetings and discussions between staff, you and your child
- Formal meetings arranged between staff, you and your child
- Parent Consultation meetings
- Review meetings, which include external professionals where appropriate

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

All children at Brookland Infant and Nursery School have the opportunity to be included in all activities. Some children may require support to undertake a particular activity, but this is carefully planned for, with appropriate provision and reasonable adjustments made where necessary.

A range of after school clubs are made available to all children. School trips are planned to ensure that all children remain safe and are included in activities. Where necessary, those children requiring specific support on external trips are supported by familiar staff members or in some instances parents/carers may be asked to accompany their child.

How accessible is the school environment?

All Hertfordshire schools comply with the Equality Act 2010. We have accessible doors and pathways throughout the school. Our classrooms and corridors are spacious. In some of the classrooms and the school hall we have a sound field system.

How will the school prepare and support my child in starting school and moving on?

We recognise that transitions can be difficult for a child with SEND. Strong links exist between our school and local pre-schools as well as our Junior School and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will undertake a pre-visit where appropriate.
- If your child would be helped by a transition book to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.

How can I find information about the local authority's Local Offer of services and provision for children with SEND?

Hertfordshire will produce a Local Offer. Information about this and other services that are available can be found on:

<http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>

The school's Offer can be found on the school website.

Who can I contact for further information?

- SENDCo - Mrs S. Wall senco@brooklandinfants.herts.sch.uk
- Headteacher - Mrs A. Atkinson
- SEN Governor -

School contact telephone number: 01992 629485