

Brookland Infant and Nursery School SEND Information Report 2020-21

All Hertfordshire LA 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. This report provides you with information regarding the provision that Brookland Infant and Nursery School makes to meet the needs of children with SEND.

How does the school identify and monitor children with SEND?

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

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 considered. 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

Who should I contact to discuss the needs of my child?

<p>Class Teacher</p>	<p>They are responsible for quality first teaching by:</p> <ul style="list-style-type: none"> • Adapting the curriculum to respond to the strengths of all children through differentiation. • Checking on the progress of your child and identifying additional support that might be required. • Identifying reasonable adjustments relating to the learning environment and resources in collaboration with the SENDCO. • Collaborating with parents to share information and set next steps through target sheets. • Contributing to individualised targets to focus on next steps required for your child to improve their learning; • Teacher/SENDCO meetings to discuss identified children; • Twice yearly Parent Consultations to discuss and review progress; • Applying the SEN policy.
<p>Special Educational Needs Co-ordinator (SENDCO): Mrs Carol Porter (3 days per week Monday-Wednesday)</p>	<p>If you have concerns about your child speak to the class teacher. The teacher may then direct you to the SENDCO.</p> <p>The SENDCO is responsible for:</p> <ul style="list-style-type: none"> • Coordinating provision for children with SEN and development the school SEN policy; • Working collaboratively with parents and children to ensure they are aware of the support their child is offered and progress being made; • Ensuring transition between classes and key stages is planned for; • Liaising with a range of outside agencies who can offer advice and support to enable pupils to overcome any difficulties; • Providing specialist advice and training for staff.
<p>Head Teacher Mrs Alison Atkinson</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school including provision for pupils with SEN; • Delegation of the coordination of provision for children with SEND to the SENDCO.
<p>SEN Governor Mrs Sheila Falmer</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Supporting the school to evaluate and develop provision for pupils with SEN across the school and measure the impact of provision.

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. This may include planning additional support in the classroom and/or making referrals to outside professionals.

Parent and Teacher collaboration is essential to provide the best support for your child. Meetings may take place at parent consultations or at another mutually convenient time. In addition to these meetings we encourage parents to contact 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/Target Review 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

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 SEN Code of Practice (2014) makes it clear that teachers are expected to differentiate appropriately for all children. The graduated approach to teaching and assessing children encompasses an Assess, Plan, Do, Review process.

Updated May 2020

Integral to this process is quality first teaching in the class, monitoring of children and support for children with SEND and complex needs. We will use our best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have SEN needs, to enable them to be fully included in all activities alongside their peers. This provision will be reasonably practical and compatible with the child receiving the provision and the efficient education of their peers.

Quality First Teaching (differentiation)

The class teacher provides high quality education daily for all children which include 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. The parents will be informed of any concerns and a target sheet will be shared with parents. A meeting with the teacher and SENDCO will be arranged to share information.

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, teaching assistant (TA) or learning support assistant (LSA). 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 (Intervention)

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. The provision is planned for and a provision map is drawn up. Provision is monitored regularly, evaluated and, if necessary, adjusted. The class teacher will remain responsible for working with the pupil. Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

SEN Support (Outside Agency Support)

For some children, the school would seek, with parent permission, a referral to a specialist external agency 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.

Updated May 2020

The school will make every effort to ensure that advice from the external agencies are put into practice and keep in regular contact with parents and the support services.

Complex Needs

The needs of most children will be met from within the school's own resources and budget. Some children have a higher level of need and schools can make a case for High Needs Funding (HNF) in Hertfordshire.

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. An EHC Plan will support the needs of a child in addition to education or to secure specialist education. An EHC Plan 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. All EHC Plans will be reviewed annually.

What training have the staff?

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. We have ELKLAN trained members of staff to support children with speech and language difficulties.

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 is a qualified teacher and our Mental Health lead. Support staff in our school receive regular training and some of our Teaching Assistants are qualified to NVQ Level 3.

How are the school's resources allocated and matched?

- 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 based on 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.

Updated May 2020

- High Needs Funding (HNF) 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 is 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. The level of support will be practical for the child who is receiving it and compatible with the efficient education of others.

We use the graduated approach to assess and monitor progress, discussing progress with the children and parents regularly and the emphasis is on Quality First Teaching with ongoing assessment and adjustment to match the needs of the child.

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 several ways, including behavioural difficulties, anxiety and being uncommunicative. The SENDCO is also our appointed Mental Health Lead. The school have a Wellbeing Team consisting of Carol Porter (SENDCO), Emily Cully (Teacher) and Tom Pritchard (PE Teacher/Sports Coach).

We adopt the Herts Steps approach aiming to create an environment where children and adults feel safe, secure and valued. All members of the school community are responsible for promoting pro social behaviour, self-discipline, respect and to recognise the rights of the child. Staff receive annual training on how to promote pro-social behaviour, understand and manage difficult or dangerous behaviour, and to have an understanding of what behaviour might be communicating (see behaviour policy).

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 Support Assistant which gives the children several 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. 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), the School Nurse or CHEXS.

Updated May 2020

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
- ISL (Integrated Services for Learning)
- Involvement of Advisory Teachers for Sensory and Physical Impairments
- Outreach services for behaviour and specific learning difficulties.
- Cheshunt Extended Services (CHEXS)
- Education Support Centre

Health Provision

- Speech and Language Therapy (SALT)
- CAMHS (Child and adolescent mental health services)
- Schools Nursing Team
- Occupational Health
- Physiotherapy

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

All children at Brookland Infant and Nursery School can 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 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 and a disabled toilet. Our classrooms and corridors are spacious. In some of the classrooms and the school hall we have a sound field system. If children have difficulty coming into school, we will endeavour to provide a regular routine and a named person to reduce anxiety.

Updated May 2020

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.

From pre-school to Early Years

- Transition meetings;
- Visits to the setting by our staff;
- Meetings with the SENCO and setting;
- "Stay and Play" sessions
- Liaise with outside agencies where appropriate to share knowledge;
- Additional familiarisation visits if required;
- A longer settling in period may be suggested by the Class Teacher/SENDCO.

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.

Year 2 to Year 3

The SENDCOs work closely together to plan visits and playtimes to the Junior School. In addition, a small group of children will be planned for children who require it.

Parents are invited to meetings at the Junior School to find out about the curriculum, the school and meet teaching staff.

The SENDCO and Year 2 team hold meetings to discuss the children. The SENDCO and Year 3 teachers come and observe the children in their year 2 classrooms.

Further information.

Hertfordshire Local Offer.

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

DfE Code of Practice can be found on the Department for Education website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Updated May 2020

Who can I contact for further information?

- SENDCO - Mrs C. Porter senco@brooklandinfants.herts.sch.uk
- Headteacher - Mrs A. Atkinson
- SEN Governor - Mrs Sheila Falmer
- School contact telephone number: 01992 629485

The Head Teacher and all staff are committed to providing the very best education for all children. If you have a concern contact the class teacher in the first instance. If you still have a concern you should arrange a meeting with the Head Teacher and the SENDCO where your issues can be discussed further. If you still have cause for a complaint it will be forwarded to the Chair of Governors.

Review of 2019-20

Most pupils with SEND made progress as a result of quality first teaching and targeted interventions.

There were 10 children with final EHC Plans or plans in progress.

There were 5 children with ENF funding.

Children identified as having speech and language needs had intervention as recommended by the speech and language therapists.

Children were referred to specialist agencies for advice and support. Advice given was implemented and reviewed on a regular basis.

The SENDCO is the Mental Health lead. The Deputy Mental Health Lead is Emily Cully who attended the course in 2019. Sue Williams, from the EYFS team completed the Mental Health First Aid course in 2020.

Staff undertook annual steps Refresher training which is the approach to positive behaviour management. The SENDCO, Deputy Head and SEN LSA are all trained as trainers to deliver STEPS training within the school.

Whole Class provision maps were reviewed as part of the Graduated Approach, Assess, Plan, Do, Review process. Intervention was put in place where required.