

Durrington All Saints C of E Infant School



SEN Information Report

This document gives an overview of our procedures and of the resources available at our school for supporting pupils with Special Educational Needs.

The policy outlines our plans for the development of SEN and is reviewed every three years. This SEN information report is reviewed annually.

If you would like any more information about the resources that are available in Wiltshire to support children and parents with SEN/D then please refer to the 'Local Offer' which is Wiltshire Local Authority's 'menu' of the resources available within the county to support children and parents of children with SEN/D available at: www.wiltshirelocaloffer.org.uk

If you would like a copy of this information report in audio format, please speak to our school office on 01980 652468.

Some words are abbreviated throughout the document and these are listed below:

ELSA Emotional Literacy Support Assistant

My Support Plan a document that is written in collaboration with the school, family and any outside agencies involved, that lists the strengths, needs, interests, targets and provision for a child with SEN

One page profile a one page document that collates important information about a child and their needs as a quick reference point for e.g. supply staff

SEN special educational need – a category devised by the government in order to describe children who have specific educational needs that mean they need specialist support in order to make progress at school.

SEN/D special educational need *and/or* disability

SEND Lead Worker A key person from the local authority who will support you and your child with the coordination of services and paperwork associated with special needs

WGRSS Wiltshire Graduated Response to SEND Support

Our school

Durrington All Saints Infant School is a rural mainstream setting. We are a fully inclusive school and are highly committed to offering an inclusive curriculum to ensure the best possible attainment and achievement for all of our pupils whatever their needs and abilities. The school seeks to identify and remove barriers to learning. We aim to enable every child to learn as effectively as possible based on a good understanding on their strengths and areas of need. We want each child to enjoy his or her learning and to provide a firm foundation for life-long learning. All children with SEND are valued, respected and are equal members of the school and we work hard to ensure that all children have a high sense of self-esteem.

What provision is available at Durrington Infant School for SEN?

There are a broad range of resources and programmes for supporting children with common SEN including specialist intervention programmes that enable children to learn using specific approaches. We use the Local Authority guidance to support us select the most effective programmes of support. We are participating in the Achievement for All program this year which also supports school self-assessment on meeting the needs of our disadvantaged learners.

How does the school know if children need extra help?

At Durrington Infants, children are identified as needing extra help in a variety of ways, including the following:

- Liaison with pre-school or previous settings
- Regular monitoring of attainment and observations – part of the school's regular monitoring
- [Wiltshire Early Screener for Dyslexia](#) at the end of Year 1 to look specifically at literacy skill development
- [Wiltshire Graduated Response to SEND Support \(WGRSS\)](#) a document produced by Wiltshire Local Authority which helps school staff to identify SEN
- The Boxall Profile is an assessment tool used to identify particular social or emotional needs
- Concerns may be raised by teacher or parent

What should I do if I am concerned that my child needs extra help or may have special educational needs?

Talk to us – firstly contact your child's class teacher if you have concerns about their learning, communication, emotional, social, physical or sensory development

Meet with the SENCO (Special Educational Needs Coordinator) by booking an appointment via the office. The SENCO is always happy to meet with you and to discuss your concerns

Together we will look at whether your child has some gaps in their understanding and needs a little extra help or whether they have a special educational need.

Who does the school work with to support children with SEN?

The school has access to a range of specialist services including:

[School doctor and nurse](#)

[Speech and language therapy](#)

[Educational psychologists](#)

[Behaviour support](#)

[Specialist SEN Service](#)

[Physical, hearing and visual impairment services](#)

[Physiotherapists](#)

[Child & Adolescent Mental Health Services](#)

We would usually refer to these services after we have spoken with you and identified which would be the most appropriate service to engage.

How will the school support my child?

There will be a number of ways in which we will support a child with SEN depending on their needs. This may be through giving an additional programme of support to help with reading, writing, spelling or maths, communication or speech and language; they may have the support of an adult if needed or they may need more specialist support from one of the agencies above who can advise the school and parent/carer of further strategies and resources. We believe in identifying the underlying difficulties and identifying these as early as possible so that the most suitable support can be tailored to each child's unique and individual needs.

Who will oversee, plan, work with my child and how often?

- The SENCo oversees all support and progress of SEND children in the school and will be accountable to the governing body.
- The class teacher is the first port of call as they know your child better than anyone else in school. They will oversee, plan and work with each child in their class to ensure that progress is made based on advice from you and the SENCo.
- A teaching assistant may work with your child individually or as part of a group. This can be for extra reading, extra phonics, motor activities, etc. They maintain records that evaluate whether the intervention is helping your child and support your child to use their newly learned skills in the classroom
- We are very fortunate to have a nurture room where social and emotional support programmes are delivered by our experienced ELSA TA. Children learn about social skills and emotional regulation in this nurturing environment. Children identified as having social, emotional, behavioural or mental health issues may be supported within the nurture room.

What kind of support is offered in school?

The first approach to supporting children with SEN is to ensure that the environment and teaching/learning strategies, meet their needs. Staff will adapt teaching and/or resources including things such as use of a writing slope or pencil grip for handwriting issues; using a voice recorder for children with dyslexia or other alternatives to writing balanced with interventions to support skill development.

How does the school know how well my child is doing?

The class teacher continually monitors the progress of each child and notes areas where they are improving and where further support is needed. As a school, we use a variety of different methods to track progress and attainment. For children with SEN, we also use individual targets where the needs are significant, or a provision map which is a document detailing the provision for groups of children. These are evaluated by staff and by parent/carers so we can track your child's progress towards their individual targets and set new targets with you.

Children who are not making expected progress are highlighted at pupil progress meetings held between the class teacher and head teacher. These are held three times a year. As a result of these meetings the SENCO may provide additional strategies or resources to support a child's needs to ensure that they continue to enjoy and do well at their learning

What opportunities will there be for me to discuss my child's progress?

As well as meeting with the class teacher at parent/carer consultations, you will have the opportunity to meet outside of these meetings at least three times per year if your child has an identified SEN and is on the schools SEN register. The purpose of these meetings will be to look at the progress your child is making towards their individual targets and to review, refine and plan support

How will progress be reported to me?

There will be the normal reporting arrangements of two pupil progress reports and an annual report written during the year. There will be a parents' evening in Term 2 and an open morning in Term 4.

The class teacher will meet with you and the SENCO at least 3 times per year to discuss your child's SEND needs, support and progress. For pupils of a higher need who have a statement or EHC there will also be an annual review meeting with all the people involved in your child's support

How can I support my child with their learning?

- Reading with your children every day
- Helping with homework
- Reading year group newsletters to engage with learning
- Participating in home learning projects

- Attending open evenings/mornings
- Communication of needs and changes in home environment
- Attending meetings
- Working in partnership with the school

How will the curriculum be matched to my child's needs? What are the school's approaches towards differentiation and how will that help my child?

- Teachers use a range of strategies to meet children's needs. Lessons have clear learning objectives.
- All work within class is matched to ability through differentiation so that all children are able to access a lesson according to their specific needs.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level and make progress.

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

Children who are identified as having a SEN/D are able to access resources and support that meets their needs and will enable them to make progress. We regularly review our interventions and support to ensure that they are providing value for money

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

There is a document which has been produced by the Local Authority that helps schools to decide upon the level of need of children with SEN and this is consulted alongside the Wiltshire Graduated Response To SEND Support to decide upon the resources allocated and is based upon the severity, persistence and complexity of the special educational needs.

Parent/carers are very much a part of this process and if we feel that we are unable to meet a child's needs within the allocated SEN budget that the school receives, then we may apply for an EHC (education/health care plan- previously known as a 'statement') It will then be up to the local authority to decide if your child's needs require additional resources to support them

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

- All children are included in all parts of the school curriculum including Forest School days when learning takes place outside in the school grounds and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

- All of the children, including those with SEND have the opportunity to attend after school clubs.

What support will there be for my child's overall well-being?

- All Saints is an inclusive school that values diversity and celebrates the contribution of all. We encourage the children to do so too and believe that these are firm foundations for accepting individual differences
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear behaviour policy that is followed by all staff and known to children.
- If a child has behavioural difficulties an Individual Behaviour Plan (IBP) is written with the child and parents to identify the specific issues, put relevant support in place and set targets.
- Attendance is regularly monitored to ensure that absence can be investigated and any identified needs can be supported

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office if medication is prescribed by health professionals to be taken during the school day and the admin staff will oversee the administration of any medications.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that we are able to manage medical situations. Some staff have had further training on administering injections or medication to certain children for specific conditions i.e. diabetes.

Who is responsible for SEND at the school?

The SENCo is currently Mrs H Cooper. She can be contacted by phoning or emailing the school.

What training is provided for staff supporting children with SEND?

Our school is dedicated to providing the best quality support for all pupils with SEND. We are constantly revising and improving our provision through continuing professional development for all our staff.

- Our experienced SEND TA has been trained in delivering Talkboost and Catch-up numeracy programmes and is an ELSA TA.

- Most members of the school staff have had de-escalation training in order to deal with challenging behaviour.
- Our MDSAs have had training in providing positive play opportunities at dinnertimes.
- Most members of the school staff have had Team Teach training in dealing with positive handling of children with behaviour problems.

How accessible is the school environment?

The school has an Accessibility Plan, which conforms with the Equality Act of 2010. This highlights the arrangements for the admission of disabled pupils at the school and the facilities provided to assist access to the school for these pupils ie.

- the entrance to the main school building is wheelchair accessible
- there is a disabled toilet large enough to accommodate changing
- the school has ramps to the Year 1 and Year 2 classroom blocks
- the school car park has a disabled parking bay (6)
- the school carries out risk assessments for specific children as the need arises

How are parents/carers currently involved in our school?

- We actively encourage parents to volunteer within school, e.g. supporting school trips, hearing readers, running the library etc.
- We hold workshops to enable parents to understand and better support their child as a learner.
- Parents run the 'Friends of the School' group and organise events to raise money for the school.

How are the Governors involved and what are their responsibilities?

- The SENCo reports to the Governing Body annually to inform them about SEND issues. This report does not refer to individual children and confidentiality is maintained at all times.
- One of the governors is responsible for SEND and meets regularly with the SENCo. They also report to the governors to keep all informed. The SEND governor is currently Mrs Chalke.

Who can I contact for further information?

- First point of contact would be your child's class teacher to discuss all matters regarding your child.
- You could also arrange to meet the SENCo, Mrs H Cooper.

How will my child be able to contribute their views and ideas?

- Children are involved in identifying areas in which they would like to progress and these are recorded on their IEPs.

- There is an annual pupil questionnaire where we actively seek the viewpoints of children.
- Circle times are used regularly to discuss any worries or concerns.

What steps should I take if I have a concern about the school's SEND provision?

If you have worries or concerns then contact the SENCo or Headteacher. If you have a complaint concerning the provision for your child this should be raised in line with the school complaints procedure. For more information please see the Complaints Policy.

Where can I get further information about services for my child?

The SENCo or Head teacher can help you to contact other organisations, services etc that can provide additional support for you. You can also find information about the Wiltshire 'Local Offer' on their web-site: www.wiltshire.gov.uk/localoffer.htm

How will the school prepare and support my child when joining the school and when transferring to a new class or school?

We encourage all new children to visit the school prior to starting. For children with SEN/D we might organise additional visits to assist with the transition. We might also visit them in their current school or pre-school setting.

Most of the children moving to Key Stage Two go to Durrington Junior School and the SENCo meets with the SENCo from Durrington Junior School to ensure transfer of information. For children in Year 2, we might arrange additional visits to their KS2 setting. We often make a 'transfer book' containing photos and other useful information that will help to ensure a smoother transition. A one page profile is a useful document created for children on the SEN register. It collates information about what the child likes, what they find difficult and how they like to be supported.