



Shatterlocks

Infant & Nursery School

Nurture - Inspire - Challenge

Shatterlocks Infant and Nursery School Parents' Information

SEN information Report

Date: 20th November 2020

Introduction

All Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. The four broad 'areas of need' are;

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs.

What is the Local Offer?

The LA Local Offer

- The *Children and Families Bill* became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

This link will take you to Kent County Councils local offer; it includes all information concerning pupils with special educational needs and disabilities. (SEND)

<http://www.kent.gov.uk/education-and-children/special-educational-needs>

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school can meet.

Your Child has Special Educational Needs. What can we at Shatterlocks Infant and Nursery School offer you?

At Shatterlocks Infant and Nursery School, we embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs.

Please read the 13 questions and answers below for more information about the Local Offer from Shatterlocks Infant and Nursery School and how we can support your child.

1. Who are the best people to talk to in this school about my child's difficulties with learning, special educational needs or a disability?

The Class Teacher

Nursery – Mrs Hesselworth – redclass@slocks.dfamat.com

Reception – Mrs Buddle – orangeclass@slocks.dfamat.com

Miss Russell – yellowclass@slocks.dfamat.com

Year One – Miss Philpott – greenclass@slocks.dfamat.com

Miss Ditchburn – blueclass@slocks.dfamat.com

Year Two – Mr Talbert – Indigoclass@slocks.dfamat.com

Mrs Dodrill – Violetclass@slocks.dfamat.com

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-coordinator (SENCO) know as necessary.
- Alongside the Head of School, Assistant Head of School and SENCO - writing Pupil Progress targets/personalised plans or targeted plans and sharing and reviewing these with parents.
- Personalised teaching and learning for your child as identified on the school's and classes provision map.
- Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCO: Mrs. L Buckingham-Dudley – louise.buckingham@slocks.dfamat.com

Responsible for:

- Developing and reviewing the school's SEN policy.
- Co-coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are;
 - ✓ Involved in supporting your child's learning
 - ✓ Kept informed about the support your child is getting
 - ✓ Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

Inclusion Manager / Head of School – Mrs. N Biddle Nicky.biddle@slocks.dfamat.com

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

School contact telephone number: 01304 204264

2. What are the different types of support available for children with SEND in this school?

Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Those specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCO/Inclusion Manager/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority central services, such as the ASD Outreach Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).

- Outside agencies such as the Education Psychology Service (EPS) or Specialist Teaching Service (STS)

What could happen?

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school and at home.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs, renamed as Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as the ASD Outreach Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline what strategies must be put in place. It will also have long- and short-term goals for your child.

- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. The school would need to apply for funding to be able to achieve this.

3. How can I let the school know that I am concerned about my child's progress?

If you have any concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to;
 - ✓ The Head of school
 - ✓ The assistant head of school
 - ✓ Special Education Needs/Disabilities Co-coordinator (SENCO)
 - ✓ Pupils and Parent Support Officer
- The school SEN Governor can also be contacted for support.

4. How will the school let me know if they have any concerns about my child's progress?

If your child is identified as not making as much progress when compared to their peers, the school will set up a meeting to discuss this with you in more detail and to...

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

5. How is extra support allocated to children and how do they progress with their learning?

- The school budget, received from the LA, includes money for supporting children with SEN.
- The Head of School decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Head of school, Assistant head of school and the SENCO discuss all the information they have about SEND in the school, including
 - the children getting extra support already,
 - the children needing extra support,
 - The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.
- Children with severe and complex needs will have a personalised plan or a targeted plan with targets that are reviewed three times a year.

6. Who are the other people providing services to children with SEND in this school?

School provision

- Teachers are responsible for planning provision for SEN pupils, teaching SEN groups/individuals
- Teaching Assistants and HLTAs work in the classroom and the Rainbow Room (Intervention Room) with either individual children or small groups.
- Teaching Assistants or HLTAs offering support for children with emotional and social development through nurture groups.
- Sensory play equipment as well as a sensory tent.
- Sensory Circuit – activities to help calm children
- Fizzy Programme – to help develop fine and gross motor skills (handwriting and balance)
- In school play therapy (counselling) With our therapy dog Juno (optional)

Provision available in school from outside agencies.

- Specialist Teaching Service (STS)
- Educational Psychology Service (EPS)
- Sensory Service for children with visual or hearing needs, this can also be accessed through the STS.
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health Services (CAMHS)
- Child paediatrics (based at Buckland hospital)
- Occupational therapy and physiotherapy (OT - based at Buckland hospital)
- School Nursing teams can support with aspects such as toileting, eating and sleeping.

LIFT Procedure

Six times a year Shatterlocks Infant and Nursery School hosts a “Local Inclusion Forum Team” meeting (LIFT) This is a fantastic way to gain support from outside agencies such as the ones listed above as well as seeking additional advice from professionals. These meetings include a representative from many agencies including STS, EPS and SALT; it allows teachers and the SENCO to ask for a direct referral to an agency or to simply ask for advice concerning a pupil with SEND. Parental permission is required before a child can be discussed at a LIFT meeting.

7. How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENCO’s job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Specialist Teaching Service (STS).

8. How will teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Individual timetables will be created for those pupils with severe and complex needs.
- Behavioural plans will be implemented with targets to work on for those pupils who require it.

9. How will we measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Head of school, Assistant head of school and SENCO every term in Reading, Writing, Mathematics and Science, these are known as pupils progress meetings.

At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.

Where necessary, children will have a personalised or targeted plan based on targets set by outside agencies specific to their needs. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.

The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular book looks and lesson observations will be carried out by the Head of school and other members of the Senior Development Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

10. What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The Inclusion Manager (**Mrs. N Biddle**) / SENCO (**Mrs. L Buckingham-Dudley**) are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The Pupil and Parent Support Officer (**Mrs. M Swaffer**) is also available to meet with you and discuss any concerns.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personalised plans and targeted plans will be reviewed with your involvement every second term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
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11. How is Shatterlocks Infant and Nursery School accessible to pupils with SEND?

The school is fully compliant with DDA requirements.

The school is on ground level with easy access and double doors.

There are no stairs within the school building making it accessible to all.

One of our two playgrounds is accessed up a flight of stairs however the other playground is at ground level.

There is a disabled toilet area.

We ensure wherever possible that equipment used is accessible to all children regardless of their needs.

After-school provision is accessible to all children, including those with SEN.

Extra-curricular activities are accessible for children with SEN.

Please see our accessibility policy for more details.

12. How will we support your child when they are joining this school? Leaving this school? Or moving onto another class?

We recognise that transition can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The Foundation Stage Leader will visit pre-schools with additional staff when pupils are joining a reception class.
- Every Nursery and Reception child will have a home visit from two members of staff before they start school or Nursery if possible.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them. We call these social stories.
- Your child will be able to visit our school and stay for a story time session.

If your child is moving to another school:

- We will contact the receiving school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Personalised/targeted plans and provision maps will be shared with the new teacher.
- Classes will visit their new classroom and teacher on a few occasions to prepare them for the change.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.

In Year 2:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's junior/primary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them

13. How will we support your child's emotional and social development?

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

All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer...

- Nurture groups outlined on the classes provision maps.
- After school Friday sports clubs for children in KS1 to learn how to co-operate with one another in groups.
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the Head of school, Assistant head of school, SENCO, or the Pupil and Parent Support officer will access further support through Early Help.

Early Help

It should be used when a...

- practitioner is worried about how well a child or young person is progressing (e.g. concerns about their health, development, welfare, behaviour, progress in learning or any other aspect of their wellbeing)
- Child or young person, or their parent/carer, raises a concern with a practitioner
- Child's or young person's needs are unclear or broader than the practitioner's service can address.

From this first assessment, a decision can be made by the practitioner as to what is then required. It is a professional decision made by the practitioner, for example, whether or not to refer straight to safeguarding or a specialist assessment or whether to action a holistic assessment.

If a practitioner decides a full assessment of needs is required, the first step is to agree consent with the child, young person and family.

Once consent is achieved, the Early Help notification form is used to structure conversations about the child, his/her family and environment.

The Early Help notification form covers the following areas of need:

For the unborn, infant child or young person

- Identification
- Ethnicity
- Parents/Carers

- Current Family and Home Situation
- Services Already Working with Person
- Health (General, Physical, Speech and Language Development)
- Emotional Development
- Behavioural Development
- Identity, Self-Esteem, Self-Image and Social Presentation
- Family and Social Relationships
- Self-Care Skills and Independence
- Learning (Understanding, Reasoning and Problem Solving; Participation in Learning, Education And Employment; Progress And Achievement In Learning; Aspirations)

Parents and Carers

- Basic Care, Ensuring Safety and Protection
- Emotional Warmth and Stability
- Guidance, Boundaries and Stimulation
- Family and Environment
- Family History, Functioning and Wellbeing
- Wider Family
- Housing, Employment, Financial Considerations
- Social and Community Elements and Resources, Including Education

The practitioner then moves on to recording conclusions. This should lead to decisions, with the consent of child/parent, about which other services to contact, share information and set up a team around the child (TAC)

A lead professional is agreed between the TAC and child/family.

The TAC then agrees, with the child/family, solutions and an action plan outlining who will do what and when, and review dates.

If you have any concerns or do not understand any of this information, please do not hesitate to contact us.