



**Supporting children with SEND
at Downs Infant School
(SEND Information
Report 26-27)**



Useful links

What is
SEND?

SEND
Leadership

Our Shared
Vision

School
Information

EHCPs

Click
on the buttons
to explore
SEND support
at our school

How the
school can
help my
child

Extra
Curricular

Curriculum

Training

Specialist
Services

Interventions

How can I
help?

How do I
know how my
child is doing?



What is SEND? Keywords and Definitions



Keyword	Definition
Special Educational Needs and Disabilities (SEND)	A child or young person has SEND if they have a learning difficulty or disability that means they need additional or different support to help them learn.
Special Educational Needs (SEN)	Children who need extra support to access learning because of difficulties with learning, communication, physical needs, social interaction, or emotional wellbeing.
Special Educational Needs and Disabilities Coordinator SENDCO / SENCO	The member of staff responsible for coordinating support for children with SEND and working with parents, staff, and outside agencies.
EHCP Education, Health and Care Plan	A legal document that outlines a child's special educational needs, the support they require, and the outcomes they are working towards.
Graduated Approach	A four-stage cycle used to support pupils with SEND: Assess – identify needs. Plan – decide support. Do – put support in place. Review – evaluate impact and plan next steps.

What is SEND? Keywords and Definitions



Keyword	Definition
Inclusion	Ensuring all children are welcomed, valued, and able to participate fully in school life.
Reasonable Adjustments	Changes made to help a child with a disability access learning and school activities equally.
Quality First Teaching (QFT)	High-quality teaching that is differentiated to meet the needs of all learners in the classroom.
Differentiation	Adapting teaching methods, resources, or tasks to meet individual learning needs.
Intervention	Additional support programmes or activities designed to help children develop specific skills.
Provision	The support, resources, adaptations, and interventions provided to meet a child's needs.

What is SEND? Keywords and Definitions



Keyword	Definition
Pupil Voice	Listening to and considering a child's views, preferences, and aspirations when planning support.
Person-Centred Planning	An approach that focuses on the child's strengths, needs, interests, and future goals.
Outcomes	The skills, achievements, or improvements a child is working towards.
Accessibility	Making sure the environment, curriculum, and information can be accessed by everyone.
Communication and Interaction	Difficulties with understanding language, expressing ideas, or interacting with others.
Cognition and Learning	Difficulties with learning, remembering information, problem-solving, or acquiring new skills.

What is SEND? Keywords and Definitions



Keyword	Definition
Social, Emotional and Mental Health (SEMH)	Difficulties with emotional wellbeing, behaviour, relationships, anxiety, or self-esteem.
Sensory and/or Physical Needs	Difficulties related to hearing, vision, physical disabilities, or sensory processing differences.
Autism (ASC) Autism Spectrum Condition	A lifelong developmental difference that affects communication, social interaction, and how a person experiences the world.
ADHD Attention Deficit Hyperactivity Disorder	A condition affecting attention, impulsivity, and/or activity levels.
Dyslexia	A learning difference that can affect reading, spelling, writing, and processing language.
Speech, Language and Communication Needs (SLCN)	Difficulties with speaking, understanding language, or communicating effectively.

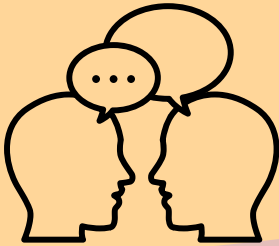
What is SEND? Keywords and Definitions



Keyword	Definition
Educational Psychologist (EP)	A specialist who helps understand how children learn and advises on support strategies.
Speech and Language Therapist (SaLT)	A professional who supports children with communication and language difficulties.
Occupational Therapist (OT)	A professional who helps children develop skills needed for everyday activities, learning, and independence.
Local Offer	Information provided by the local authority about services and support available for children and young people with SEND and their families.
Multi-Agency Working	Different professionals working together to provide coordinated support for a child and family.
Neurodivergent	Someone whose brain works differently from what is typically expected, for example a person who is autistic, has ADHD or dyslexia.

Communication and Interaction (Talking and communicating)

Children and young people with speech, language, and communication needs (SLCN) who have difficulty understanding and communicating with others. This may include those with Autism, Developmental Language Disorder (DLD) or Speech and Language difficulties.



Cognition and Learning (Thinking and understanding)



Children and young people who learn at a slower pace than others, and those with Specific Learning Difficulties (SpLD). For example dyslexia, dyscalculia, and dyspraxia.



Types of SEND

Social, Emotional and Mental Health (Forming relationships, feeling good and healthy in our minds)

Children who may be withdrawn or isolated, as well as those displaying dysregulated or disruptive behaviours. These behaviours **may** be because of mental health difficulties.



Sensory and/or Physical (Differences in how our senses respond and how we use or move our bodies)

This may include children with a physical disability or impairment.



Who to talk to about SEND

STEP 1. CLASS TEACHER

Request a meeting with your child's class teacher by emailing admin@downsinf.brighton-hove.sch.uk with 'FAO class teacher's name' in the subject line.



STEP 2. EMAIL SENCO

If you require further support, email SENCO@downsinf.brighton-hove.sch.uk with a brief outline of concerns and what has been tried so far.



STEP 3. ONLINE CONSULTATION

Request a meeting with the SENCO by emailing SENCO@downsinf.brighton-hove.sch.uk. An invite to a 15minute online consultation will be emailed to you.



STEP 4. FACE TO FACE

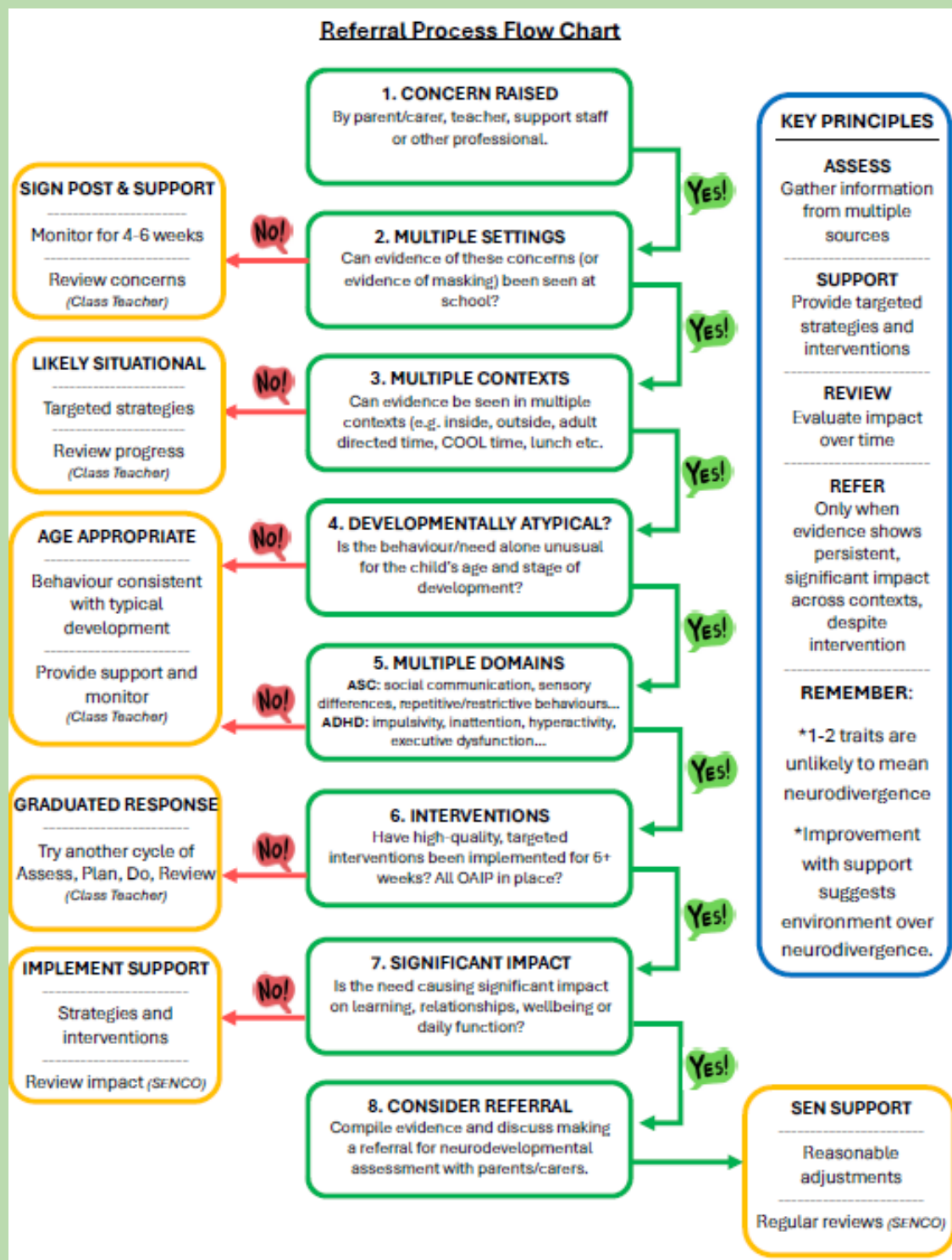
If the issue requires further investigative work or conversation, the SENCO may suggest a longer face to face meeting.



REMEMBER:

Any information that requires same day action needs to be shared directly with the class teacher at drop off or passed on via a phone call to the office.

Graduated Approach to Referrals



SEND Leadership



Mrs Amy Flitton
SENCO and Inclusion Lead
SENCO@downsinf.brighton-hove.sch.uk
amyflitton@downsinf.brighton-hove.sch.uk



Catherine MAckenzie
SEND Link Governor
catherinemackenzie@downsinf.brighton-hove.sch.uk



Mrs Lisa Walker
Head Teacher
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lisawalker@downsinf.brighton-hove.sch.uk



Downs Infants is an inclusive school where we ensure all children work towards our values of **Aspiration, Belonging, Creativity, Diversity, Empathy** and **Flexibility**.

It aims to be a learning community for all, fostering **positive partnerships with parents** and the community.

It is a vibrant and caring school where **children are happy**, where **diversity is valued** and **successes are celebrated**.

We aim to ensure that our school is a calm, safe, stimulating, vibrant, purposeful, welcoming, fun, accessible and **positive learning environment**.

We also recognise that **many children will have additional needs at some point** in their childhood.

Our Shared Vision

We recognise that creating an inclusive school requires **time, commitment, support and reflective practice**.

We believe that **all children** have a right to an education that meets their needs.

All children matter and should be enabled to achieve through dynamic leadership, high quality teaching, excellent resources and support for their individual needs.

School Information



Downs Infant School is a three-form entry school in the heart of Brighton. We strive to be welcoming and inclusive and believe every child should feel valued, supported and able to succeed.

We believe that:

- **Every child can learn, make progress and achieve success.**
- **Differences should be celebrated and respected.**
- **High expectations should be held for all children.**
- **Children learn best when they feel safe, included and understood.**
- **Strong partnerships with families help children thrive.**

Our focus is on providing high-quality teaching for all children. Teachers adapt learning to meet individual needs and provide additional support where needed. We work closely with parents, carers and other professionals to ensure every child has the opportunity to reach their full potential. Our aim is for all children to leave Downs Infant School as happy, confident, resilient and independent learners, ready for the next stage of their education.



Teachers assess children throughout the year to ensure that we are fully aware of how each child is progressing.

Speech Link and Language link to identify Speech and Language needs.

Pre-diagnostic questions to frame our thinking, conversations and observations prior to making referrals for assessment.

Small group interventions to develop language acquisition communication skills.

Strengths and Difficulties Questionnaires and Boxall Profiles are used to assess a child's social and emotional well-being.

How can the school help my child?

YARC (York Assessment of Reading Comprehension) assessments to check the oral decoding (reading accuracy), fluency (reading rate) and comprehension skills (understanding).

Where internal assessment tools are not specific or detailed enough to inform appropriate provision, we seek information from relevant external agencies

If a teacher has a concern about a child, they will discuss this with the SENCO and then meet to share this concern with the parents/carers, in the first instance.

Termly SEN reviews to discuss individual children's needs, review their progress and plan support.

Curriculum



At Downs Infant School, **we believe that young children should play**. We deliver many aspects of the curriculum through the Continuous Provision approach. This provides additional opportunities to embed and apply learning to meaningful contexts. For many of our children with SEND, this rich, purposeful learning supports their access to the curriculum, alongside high quality direct teaching.

For these children, teacher use individualised planning, using the **Next Steps Framework (NSF)**, to support their learning.

For some children, their SEND or developmental stage mean that they are not yet ready to learn some aspects of the **National Curriculum**.

The NSF was designed by **Hill Park Special School's Outreach service**, and measures small but vital steps of progress, in a number of areas - not just Reading, Writing and Maths.



We may write a Pupil Profile for your child. This contains information about support, and in some cases, personalised targets.

Where appropriate, we will organise bespoke home-school communication systems.

Where appropriate, staff may give a brief verbal handover at the end of each day.

Regular meetings – which may be termly, half-termly, or more frequent if more careful monitoring is needed – and email contact with the SENCO as appropriate.

Review meetings regarding your child's specific needs and provisions are held termly and copies of Pupil Profiles will be sent home, for your information and input.

How will I know how my child is doing?

It is important that you feel comfortable to speak to a member of staff at any time throughout the school year. There is no need to wait for scheduled parents' evening to discuss your child's needs. By contacting the school office, an appointment can be made with the relevant member of staff at any time in the term.

Meetings with external agencies following observations or assessments.

Copies of any reports provided by any external agencies will be shared with home.

Parent consultations and interim meetings with class teachers, where necessary.

Team Around the Family (TAF) meetings to troubleshoot collaboratively.



We encourage you to work with us and support any extra interventions that your child may undertake. For example, some interventions may require reading at home or playing maths games. This will be clearly explained to you and we will work with you to enable this to take place.

Where appropriate, we will refer to outside agencies (with your consent) for additional advice and support. Parents / Carers will receive copies of any reports and a meeting may be offered to discuss findings. Parents / Carers can request a copy of these reports at any time.

How can I help at home?

It is important that you tell us if you think things are changing so we can keep this in mind. Support is reviewed regularly in order to ensure your child is making progress.

As all children's needs are different, we are flexible in the way we assess and support. We adapt support for your child according to their changing needs. It is collaborative process between parents, school and outside agencies and we will all work together to make sure that your child is being supported in the best way possible.

Interventions



At Downs Infant School we can offer a wide range of support and interventions. There are processes for assessing and allocating these to children and for some interventions, there is likely to be a waiting list. Our flexible support offer includes:

Key adults	Key adults who can have regular 1:1 check ins throughout the week
Play Therapy	A qualified Play Therapist one morning a week, offering 1-1 sessions
Seahorse Class	Specialist ASC Inclusion Intervention Space.
Pupil Profiles	May be put in place for children who require a different approach.
Lunch Club	For those who struggle with navigating the dinner hall and lunch time play.
BRP	Better Reading Partnership - 10 week intensive reading support.
Speech & Language	Dependent on the child, this may be a 1:1 or group teaching session.
Nurture Sessions	For children who need a calm space to play and express themselves.
Sensory Circuits	To support children to regulate ahead of directed learning time.
The Hive	A regulation space for children who need SEMH support.



Specialist Services

School Nurse

English as an
Additional
Language and
Traveller
Service
(EALTS)

Family
Support
Workers

Brighton &
Hove Inclusion
Support
Service (BHISS)

Educational
Psychology
(EP)

Seaside View
Child
Development
Centre

Children &
Adolescent
Mental
Health
Service
(CAMHS)

Speech and
Language
Therapy (SALT)

School's
Mental
Health
Service
(SMHS)

Front
Door for
Families



Training



We aim to ensure that all staff feel confident in meeting the needs of all learners. Our staff undertake regular training on strategies to support children in the classroom with SEND.

Termly staff meetings include a focus on specific areas of SEND training, delivered either by the SENCO or via external agencies such as BHISS.

Regular meetings and audits of skills identify areas of need and appropriate staff training is sought according to the needs of the school. Any adults working with children with a specific need are provided with any necessary training; often accessed through external agencies. If a child has a medical need, one person may be assigned to the direct support of that child, but other staff members will have also received appropriate training to ensure that needs are always met.



Most after school activities are run by external providers. All external providers are aware of our school's commitment to inclusion and it is their responsibility to discuss appropriate provision with you in order to accommodate your child's needs.

We make every effort for our trips to be inclusive so that all children can attend. We work closely with all involved with the child to plan and guide us in order to make the trips as successful as possible for our children. The accessibility of all school trip destinations is checked in advance.

Extra Curricular

We may, at times, ask for parental volunteers to support a school outing; in most instances, this is voluntary and the school office or class teachers will contact parents.

Risk assessments are carried out and procedures are put in place to enable all children to fully participate. Reasonable adjustments will be made so that children with special educational needs can fully participate.

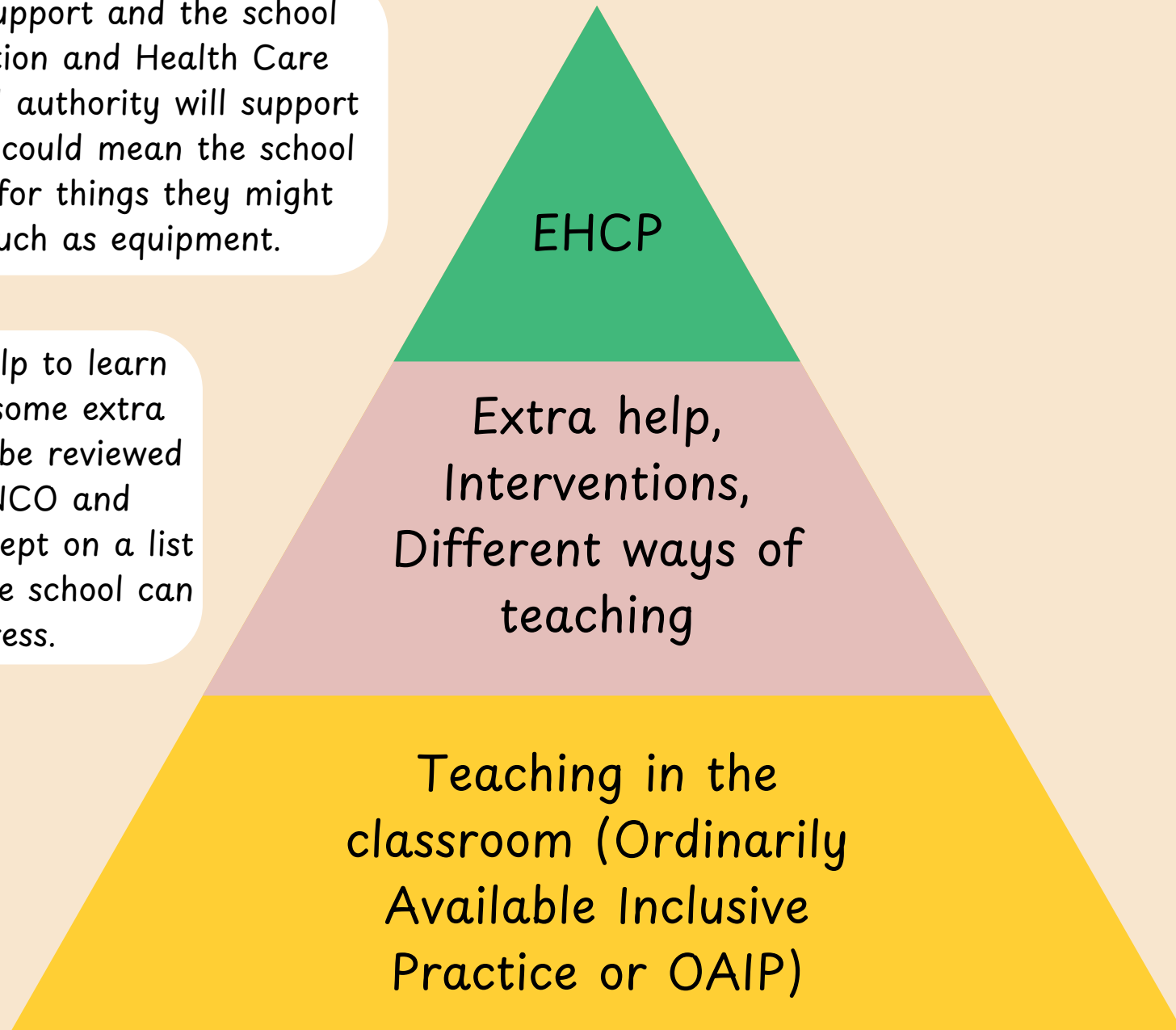
EHCPs



Some children need even more support and the school will need to apply for an Education and Health Care Plan (EHCP). This means the local authority will support the school to support the child. It could mean the school receive some additional funding for things they might need to help them in school, such as equipment.

Some children need a bit more help to learn within the class. They may have some extra things to support them, which will be reviewed throughout the year by the SENCO and parent/carers. These children are kept on a list called the SEND register so that the school can keep an eye on their progress.

All children have support in the classroom to help them learn and children are given extra help when they need it. We are always focusing on the development of our approach to adaptive teaching for all.



Continues on the next page...

EHCPs



We follow a cycle of 'Assess, Plan, Do, Review' at least three times a year. In summary, this graduated approach to meeting special educational needs involves:

- **Assess:** to identify the child/young person's special educational needs
- **Plan:** to provide a child/young person with support, ensuring that parents are involved in this process, where possible and/or appropriate
- **Do:** ensure that appropriate intervention and support is in place for the child/young person
- **Review:** to consider the effectiveness of the programme and impact on the child/young person

We have a wealth of experience to support children with SEND; however, when 'Assess, Plan, Do, Review' isn't proving sufficient, parents/carers and/or the school might want to apply for an Education, Health and Care Plan (EHCP).

EHCPs may be issued by the Local Authority where necessary and are used by the school to plan SEND provision for children with the most severe and complex needs. The EHCP includes:

- A detailed profile of the child, their strengths and aspirations for the future
- Any education, health and care needs she/he/they may have
- The goals of outcomes for the pupil agreed by the family and professionals for the next phase of their education
- The education, health and social care provision in place to meet the child's needs
- As a school we take on the advice of any outside agencies and this is an important factor when identifying the support needed. We are more than happy to discuss with you the support your child is receiving and we encourage you to share your views to ensure that your child is being supported in the best way possible.

Useful Links



Amaze

01273 772289 <http://amazebrighton.org.uk>

mASCot

<https://www.asc-mascot.com/> info@asc-mascot.com

LA SEN team

01273 293552 senteam@brighton-hove.gov.uk

BHISS

01273 293481 BHISS@brighton-hove.gov.uk

IPSEA

<https://www.ipsea.org.uk/>

SENCO

SENCO@downsinf.brighton-hove.sch.uk

Head Teacher

head@downsinf.brighton-hove.sch.uk

SEND Governor

CatherineMackenzie@downsinf.brighton-hove.sch.uk

Seaside View

[01273 696011](tel:01273696011)

B&H Wellbeing

<https://www.brightonandhovewellbeing.org/>