



**Supporting children with SEND
at Downs Infant School
(SEND Information
Report 25-26)**



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What is SEND?



Special educational needs and/or disabilities (SEND) means a child needs support with life and/or learning. A child may have SEND if:

- They need additional support controlling their emotions
- They need additional support with making and being with friends
- They need additional support with learning
- They need additional support with understanding things
- They need additional support with concentrating
- They need support with moving or looking after their body



Key words and phrases

These are some words you might come across when you have a child with SEND:

Statutory

Standard information or procedures all schools are expected to have

Intervention

A 1:1 or group teaching session which is different from the main lesson.

Strategies

Different ways of teaching/supporting a pupil.

Resources

The things we use to help with teaching and learning.

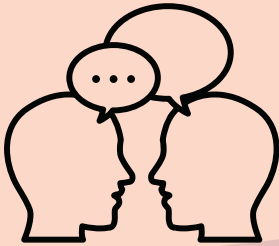
Adjustments

The changes made to teaching and learning to make them more accessible.

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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Children who may be withdrawn or isolated, as well as those displaying dysregulated or disruptive behaviours.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.

Who to talk to about SEND



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
head@downsinf.brighton-hove.sch.uk
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 thriving infant school centrally located in Brighton, with approximately 290 pupils on roll. We are proud of our inclusive approach, our strong reputation and wide experience in enabling children with a wide range of learning and physical delays, difficulties and disabilities to succeed academically and socially, including those with Social, Emotional and Mental Health needs, Communication and Interaction needs (including speech and language), Sensory and/or Physical needs and Cognition and Learning needs.

We believe:

- that we all benefit from learning and playing together in a proactively inclusive community
- in having high aspirations for all our children, whatever their starting point or challenges in learning and development
- that with the right support and the right attitude, children can make progress and their potential is neither fixed nor known
- in promoting a growth-mindset and value children's efforts over levels of attainment
- in raising aspirations and expectations for all pupils with SEND to ensure that all our children leave our school as happy, well-educated, confident and independent learners

Our focus is on ensuring all children have full access to high-quality teaching within the classroom. Through a creative, exciting and stimulating curriculum each child will be encouraged to reach their full potential and be prepared for the next steps in their life and educational journeys. Every teacher is a teacher of all pupils in their class including those with SEND. Our aim is to ensure that all staff members are given appropriate training, information, advice and time to enable them to meet the needs of all their pupils.



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

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

Talk Boost and School Start interventions to develop communication skills.

PhAB2 (Phonics Assessment Battery) assessments to identify children who have difficulty with learning phonics.

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

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

How the school can 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. For all learners, this provides additional opportunities to embed and apply learning to meaningful contexts for the children. For many of our children with SEND, this rich, purposeful learning supports their access to the curriculum, alongside high quality direct teaching.

The content of every lesson is matched to the children's differing abilities through individualised planning in order for them to access the curriculum more effectively. Your child's class teacher aims to deliver daily, high-quality teaching targeted at each individual child's needs, including:

- Providing learning tasks that present different levels of challenge and/or provide specialist equipment for the children to use.
- Resourcing classrooms and providing aids and equipment to support learning tailored to the children's individual needs.
- Learners have access to a variety of technology devices, such as iPads and Chromebooks (where appropriate).
- Regular training for all staff on how to make learning more accessible to those with additional needs, plus support and advice from specialist outreach teachers.
- Consistent approaches to learning throughout the school including use of visual timetables.
- Specific intervention programmes in addition to classroom learning, in some cases.
- Some children will be working on the Next Steps Framework, a curriculum framework designed by the special school outreach service, to measure small but vital steps of progress.



Individual Education Plans (IEPs) are shared with families.

Where appropriate, home to school communication books enable communication between home and the class teacher on a daily basis.

Where appropriate, daily updates may take place at the end of the day with your child's class teacher.

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.

Meetings with external agencies following observations or assessments.

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

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

Team Around the Family (TAF) meetings for children who are struggling.

Review meetings regarding your child's specific needs and provisions are held termly and copies of paperwork (IEPs where appropriate) will be sent home, for your information.

How will I know how my child is doing?

It is important that you feel comfortable to come in and speak to any 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.



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 in which we assess and meet their needs. We adapt the support needed for your child according to his or her changing needs. It is very much a three-way 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 believe that a child's social and emotional wellbeing is key to ensuring academic progress and becoming a successful and happy learner. We offer a wide range of support to children experiencing difficulties, including:

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
1st Class @ Number	A small group maths intervention 3 x weekly.
IEPs	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 structured intervention for children with needs in multiple areas.



Brighton & Hove Inclusion Support Service (BHISS)

Speech and Language Therapy

School's Mental Health Service

Educational Psychology

Social and Emotional Specialist Advisory Teachers

Seaside View Child Development Centre - including Physiotherapists, Occupational Therapists and Disability Social Services Team

Sensory Needs Service

Specialist Services

Autism Support Service

Children and Adolescent Mental Health Service (CAMHS)

Family Support Workers

Child Protection and Early Help / Intensive Team for Families (via Front Door for Families)

Ethnic Minority Achievement Service (EMAS)

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.

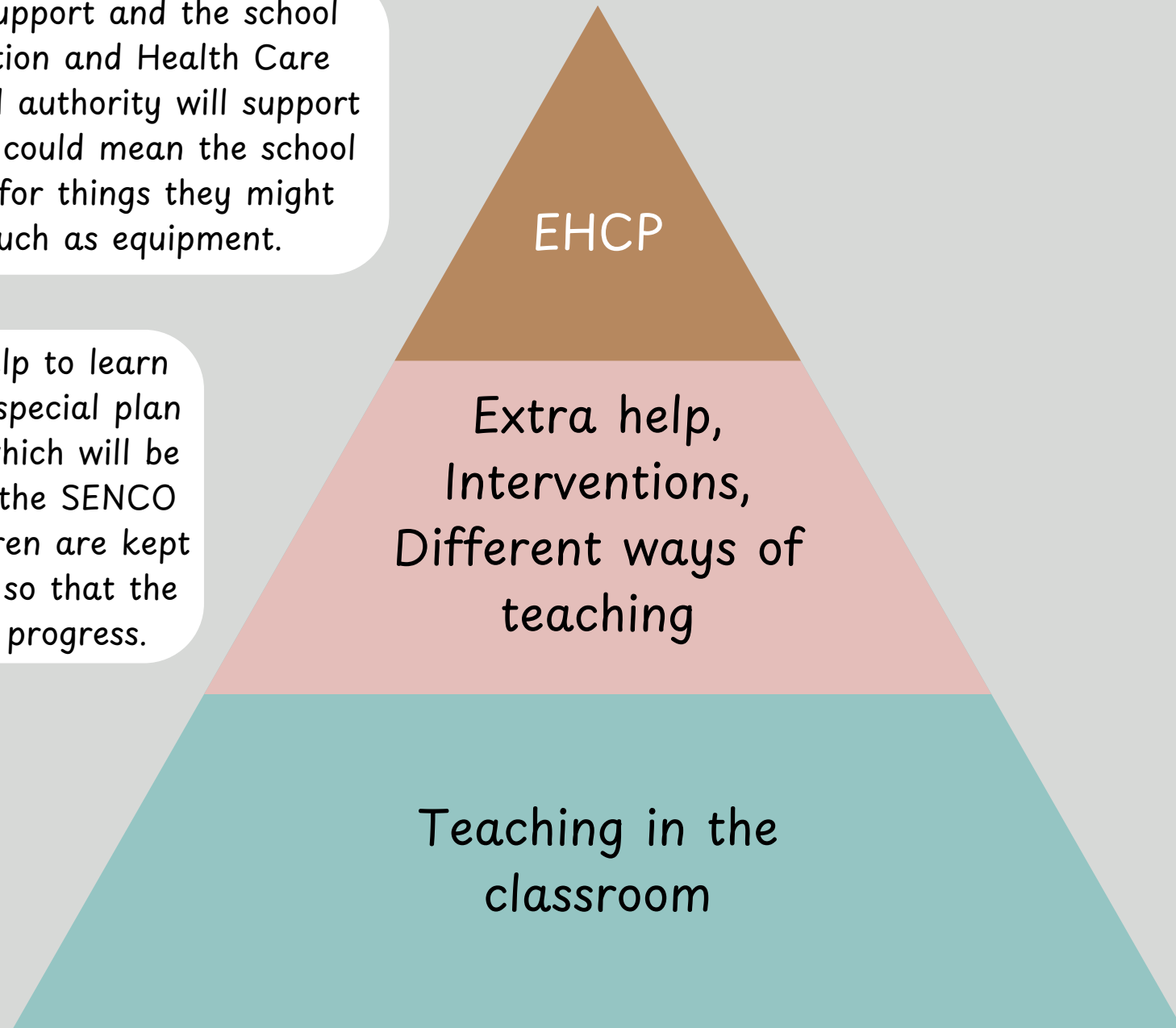
EHCPs



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 will have a special plan of extra things to support them, which will be looked at throughout the year by the SENCO and the 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 from pictures or toys that help them learn. All children are given extra help when they need it. We are always focusing on the development of our approach to adaptive teaching for all.



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EHCPs



We aim to 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/>