



Downs Infant School SEND Information Report 2024-2025

Key Contacts

Name	Role	Contact
<p>Mrs Amy Flitton</p> 	Inclusion Co-ordinator	<p>01273 099854 amyflitton@downsinf.brighton-hove.sch.uk</p>
<p>Mrs Lisa Walker</p> 	Head Teacher	<p>01273 099854 lisawalker@downsinf.brighton-hove.sch.uk</p>
Mr Tony Fallowfeild	SEND Governor / Chair of Governors	<p>01273 099854 tonyfallowfield@downsinf.brighton-hove.sch.uk</p>
Amaze	Local special educational needs and disabilities information advice and support service (SENDIASS)	<p>01273 772289 http://amazebrighton.org.uk</p>
mASCot	Local special educational needs and disabilities information advice and support service (SENDIASS)	<p>https://www.asc-mascot.com/ Email: info@asc-mascot.com Sam: 07943346055 Mimi: 07970875398</p>
Brighton and Hove LA SEN Team	Administers support for children with special and additional educational needs and disabilities	<p>https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities 01273 293552 senteam@brighton-hove.gov.uk</p>

Brighton and Hove Inclusion Support Service (BHISS)	A multi-disciplinary team of professionals who work with children with SEND and their families.	01273 293481 BHISS@brighton-hove.gov.uk
IPSEA	Independent Provider of Special Education Advice	https://www.ipsea.org.uk/

Our school is a community and all those directly connected, staff members, governors, parents, carers, families and pupils, have an essential role to play in making it inclusive and welcoming.

Our Shared Vision

Downs Infant School is an inclusive school where we ensure all children work towards our values of **Ambition, 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. All children matter and should be enabled to achieve through dynamic leadership, quality teaching, excellent resources and support for their individual needs.

We aim to ensure that our school is a calm, safe, stimulating, vibrant, purposeful, welcoming, fun, accessible and positive learning environment. We believe that all children have a right to an education that meets their needs. We are committed to reducing the barriers to learning for all pupils, not only those defined as having Special Educational Needs (SEN). We recognise that creating an inclusive school requires time, commitment, support and reflective practice. We also recognise that many children will have additional needs at some point in their childhood.

Please note that in our school the role of SENDCo is carried out by our INCO (Inclusion Co-ordinator).

School Information

Downs Infant School is a thriving infant school centrally located in Brighton, with up to 330 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, Sensory and/or Physical needs and Cognition and Learning needs.

Downs Infant School welcomes all children equally to our school and believe that we all benefit from learning and playing together in a proactively inclusive community. We hold

high aspirations for all our children, whatever their starting point or challenges in learning and development. We know that with the right support and the right attitude, children can make progress and their potential is neither fixed nor known. We promote a growth-mindset and value children's efforts over levels of attainment. We aim to raise the aspirations and expectations for all pupils with Special Educational Needs or Disabilities (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.

We will work in partnership with parents, carers and families to ensure they have a voice in the provision for their children. They will have regular feedback about their child's progress and are to understand SEND procedures, policies and practices.

Children will be fully involved in decisions about their education and their feedback will be sought with regard to what helps them learn and how they are best supported to reach their potential.

Who can I contact for further information?

If you feel that your child may have a special educational need, you should contact your child's class teacher or the school Inclusion Co-ordinator, Amy Flitton, via the school office – Tel: 01273 0996854 or email amyflitton@downsinf.brighton-hove.sch.uk

How does Downs Infant School know if my child needs extra help?

All our teachers teach children with additional needs and SEND. All our staff recognise the importance of identifying additional needs early and making effective provision quickly. The identification and assessment of additional needs and SEND is built into the school's approach to monitoring the progress of all pupils. In addition to discussions with family members and carers, there are a variety of ways in which we monitor children's attainment and identify those who need additional support:

- We assess children throughout the year to ensure that we are fully aware of how each child is progressing and can measure small steps progress.
- We use tools such as Speech Link and Language link as a first line of assessment to identify needs in these areas.
- We use diagnostic questions from referral forms for both CAMHS (for ADHD assessment) and Seaside View (for Autism assessment) in order to frame our thinking, conversations and observations in the first instance.

- We use PhAB2 (Phonics Assessment Battery) assessment tools to identify children who have phonological difficulties and need additional help to process and use the sounds in spoken language
- We use YARC (York Assessment of Reading Comprehension) assessment tools to measure reading comprehension. It investigates the oral decoding (reading accuracy), fluency (reading rate) and text comprehension skills (reading comprehension concerning literal and inferential meaning).
- We use entry and exit data from other interventions, including Talk Boost (for children who are struggling with talking and understanding words) and School Start (used with children who need additional help in developing communication skills in their first year of school).
- SEN reviews are held termly where we discuss individual children's needs and plan support. We use a 'graduated approach' to clearly identify children's special educational needs and refine what support is required. During these review meetings, teachers will report assessment data and attainment levels to the Inclusion Co-ordinator and they will discuss the impact of interventions and/or provisions in place.
- A teacher can raise and discuss any child's particular needs at any point, and we have a variety of assessments and screening tools that can be used to identify areas of need. If a teacher has a concern over a child's progress or attainment they will initially discuss this with the family/ carer and also with the Inclusion Co-ordinator. A follow up meeting may then be arranged to explore further support and consider possible referrals to outside agencies.
- Strengths and Difficulties Questionnaires and Boxall Profiles are used to assess a child's social and emotional well-being.
- Where internal assessment tools are not specific or detailed enough to inform appropriate provision, we seek information from relevant external agencies such as the Speech and Language Therapy Service. We work closely with the Brighton and Hove Inclusion Support Service which includes the Educational Psychologist Service, the Autism Spectrum Condition Support Service and the Behaviour, Inclusion and Learning Team as well as the School's Mental Health Service.

What should I do as a parent if I think my child may have special educational needs?

Come and talk to us! You can make an appointment to see your child's class teacher and/or the Inclusion Co-ordinator Amy Flitton at any time throughout the year. Contact through the school office on 01273 099 854 or directly by email: amyflitton@downsinf.brighton-hove.sch.uk

How will the school support my child?

Most of our children who have been identified as needing support to accelerate their progress have their needs met as part of high-quality teaching. His/her/their teacher and the Inclusion Co-ordinator will consider everything we know about the pupil to determine the support that is needed and whether it can be provided by adapting teaching in class or whether something different or additional is required.

If identified on the SEND register, the child's needs are discussed with you and relevant provisions made according to their need. At Downs Infant School, our Inclusion Co-ordinator will manage provision for children identified on the SEND register. The Inclusion Co-ordinator works in close consultation with all staff to devise and monitor support for children. Within the inclusion team we have:

- Highly experienced Individual Needs Assistants (INAs) who offer additional support in all areas for specific children, following a 'team around the child' approach.
- Teaching assistants trained to deliver reading, writing and maths interventions on a 1:1 and small group basis.
- A Communication Champion overseeing 1:1 and group speech and language support.
- A maths specialist teaching assistant trained to deliver First Class @ number interventions.
- Each year group is supported by at least three teaching assistants who may run additional interventions within the classroom depending on the needs of the children.
- The school has a SEND link governor who meets regularly with the Inclusion Co-ordinator and a SEND report is shared annually at full governors meeting.

In addition to the above team of specialist support, we also support children with SEND with:

- Regular meetings of school senior leadership where a focus on improving SEND provision is discussed.
- An Individual Education Plan (IEP) may be created for children who are on the SEN register.
- A one-page profile may be created with your child to acknowledge their strengths and for them to voice how they like to be supported. This could include termly targets agreed with the children.
- Regular contact with your child's class teacher and/or Inclusion Co-ordinator to ensure that you are fully informed of progress and how we are addressing your child's individual needs. Termly pupil progress meetings are held between the class teacher and Inclusion Co-ordinator to ensure that appropriate provisions are put in place.

Examples of class based provisions which may be put in place, alongside Quality First Teaching strategies:

- Visual timetables
- Now/Next boards
- Sensory circuits
- Sensory regulation tools e.g. ear defenders, chew tools, fidget toys
- Social Stories / Comic Strip Conversations
- Flexi-seating options (wobble cushions, specialist seating)
- Weighted blankets
- Use of the sensory room
- Lego Therapy
- PECS (Picture Exchange Communication System)

- Makaton

How will the curriculum be matched to my child's needs?

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 SEN, 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.
- 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.

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.

How will I know how my child is doing?

- Through careful monitoring and reviewing at different points throughout the year, the school has a clear picture of how your child is progressing. Staff involved with your child's learning are kept informed of changes and progress. This year we have introduced a tracking system to capture small steps of progress for children with SEND and to keep informing future planning.
- Three waves of Individual Education Plans (IEPs) shared with families.
- Review meetings regarding your child's specific needs and provisions made with copies of paperwork for your own reference.
- Where appropriate, home to school communication books will enable communication between home and the class teacher on a daily basis.
- Where appropriate, daily updates 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 Inclusion Co-ordinator as appropriate.
- Meetings with external agencies following observations or assessments.
- Copies of any reports provided by any external agencies.

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.

How will you help me to support my child's learning?

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.

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. 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.

What support will there be for my child's overall wellbeing?

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 social and emotional difficulties, including:

- Emotionally available key adults who can have regular 1:1 check ins throughout the school day.
- A fully qualified Play Therapist working in school one morning a week offers 1-1 support for children who have experienced difficult events such as bereavements, family illness, family break ups, and anxiety.
- Meet and greet adults – for children who find the beginning of the school day challenging.
- Individual Behaviour Support Plans or Risk Assessments may be put in place for specific children who require a different approach to help them regulate and manage difficult feelings.
- Alternative play and lunch time arrangements may be made to support children in making friends and managing unstructured times.
- Relevant members of staff have specific training regarding medical / mental health care needs of individuals delivered by registered health professionals.
- Clear safeguarding procedures and policies, with regular safeguarding training for all staff.
- Trained first-aiders and a clear medicine policy.
- A clear behaviour policy, that is adapted as appropriate for individuals needing a different approach. This year we have launched 'Emotion Coaching', a whole school

approach to emotional regulation and inclusion that is informed by our understanding and belief that behaviour is a means of communication.

- This promotes a safe, calm and happy school environment in which all pupils can learn at their best.

What specialist services and expertise are accessed by Downs Infant School?

At Downs Infant School, we work closely with many external agencies, listed below.

- Brighton and Hove Inclusion Support Service
- Education Psychology
- Speech and Language Therapy
- Social and Emotional Specialist Advisory Teachers
- Primary Mental Health Workers
- Family Support Workers
- Children and Adolescent Mental Health Service (CAMHS)
- Autism Support Service
- Sensory Needs Service
- Seaside View Child Development Centre – to include Physiotherapists, Occupational Therapists and Disability Social Services Team
- Ethnic Minority Achievement Service (EMAS)
- Child Protection (Front Door for Families)
- Early Help Coordinator / Intensive Team for Families

Some of this expertise can only be accessed if specified on a child's Educational Health and Care Plan.

What training have the staff supporting children with SEND had, or are having?

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 Inclusion Co-ordinator 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.

How do we talk to children about SEND?

We teach children to celebrate difference and that difference is not about lack or less but about rights, needs, attitude and access. We teach the children that equality is not about everyone getting the same but about everyone getting what they need. We teach all children about equality and diversity generally through the curriculum, in particular through our Personal,

Social, Health Education (PSHE) curriculum. We also regularly discuss these ideas with the children in assemblies and aim to reflect these values in our day-to-day interactions with the

children. We teach children about the use of appropriate language and strive to ensure our playgrounds are safe places to be for all children. We celebrate different abilities in many ways while also supporting the specific needs children may experience.

There are times when we aim to support SEND children in helping their peer group to better understand and support their specific needs, which we do with parental consent/involvement. We have found that open discussion about differences is beneficial and helps to support positive relationships. We have done this through helping children to prepare PowerPoint presentations to the whole class on subjects such as autism and deafness.

How will I as a parent and my child be included in activities outside the classroom, including school trips?

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

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

There are many instances of transition in a child's school life: entering the school, moving from one year to the next, moving to another school and finally moving on to junior school. We use a high level of communication in all these instances. We will gather as much information as possible to help us prepare for your child starting our school.

Ensuring smooth transition from one year to the next is a priority and if your child moves from us to Downs Junior School they will spend time with their new class teacher prior to the new academic year. Where appropriate, children may have an enhanced transition involving a range of activities and experiences, designed to reduce anxiety. Teachers have planned transition meetings to ensure transfer of key information. The Inclusion Co-ordinators will also meet with new teachers to discuss any child who has a special educational need or disability.

We have a good working relationship with Downs Junior School and we share all information with them about your child so they are able to plan and deliver support for your child as soon as they begin in Year 3. Additional visits for your child before the transition can be arranged if needed.

How is the decision made about what type and the level of support my child/young person will receive?

Any member of staff can highlight a child if they feel that additional support is needed, this initially will be brought to the teacher's attention and then the Inclusion Co-ordinator and Head for further advice and provision. The Head teacher and Inclusion Co-ordinator regularly meet to assess the provision for children with SEND. The support each child receives is on an individual basis and reviewed regularly, making adjustments as necessary.

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.

How is specialist expertise secured and funded?

The funding for some SEND provision comes from the school's notional SEN budget, and in some instances, from 'top up funding' from the Local Authority, if it is a provision stated within an EHCP.

Funding associated with an EHCP is ringfenced for specific children, in order to carry out statutory provision. Other funding, such as the notional SEN budget and Pupil Premium funding go towards support staffing costs, staff training opportunities, assistive technology, assessment resources and more practical resources such as sensory and accessibility equipment.

Downs Infant School 'buy in' to the service provided by BHISS and EMAS, in order to have access to a wide range of professionals and specialists to inform our approach to supporting your children.

How are children involved in making decisions about their education?

At Downs Infant School, children are at the heart of every decision made and are viewed as active partners in learning. Their thoughts and opinions are sought when decisions about their education are being made. Children are encouraged to give feedback on their learning and on any additional support they may receive.

Parents/carers are involved at every stage and kept informed of any external input. The EHCP process is one where the Local Authority is required to work together with parents/carers.

How can I be involved in the school community?

It is important for us to work closely and in a mutually supportive manner with our parents. There are several ways that you can become involved: as a parent volunteer in the classroom (Reading Army); by joining Downs Infants' PTFA (FODIS); or by becoming an elected parent governor if a vacancy arises. As a school we are open to hosting discussion groups and coffee mornings for our SEND parents and inviting professionals to share their expertise in areas of interest.

What if I'd like to feed back on the provision for my child?

Parents/carers are encouraged to raise any issues with their class teacher or Inclusion Co-ordinator at the earliest opportunity and we welcome feedback during annual reviews and as a response to yearly class reports. If a parent/carer wishes to complain about the provision or the policy, they are encouraged to raise it with the Inclusion Co-ordinator, who will try to resolve the situation.

If the issue cannot be resolved, then the school's complaints policy may need to be followed. This can be found on our school website.

Is there additional support for children who are looked after? (Looked After Children - LAC)

Amy Flitton is also the Designated Teacher for LAC. This includes children in care (CiC), children previously in care (CPiC), children under a special guardianship order (SGO). The school works closely with the Virtual School, social workers and families to ensure these children have access to the tools and provisions needed, in order to access the curriculum in the same way as their non-looked after peers.

Updated: 08/11/2024

To be Updated: 08/11/2025

Agreed by Full Governing Body at a meeting on: