

Downs Infant School SEN Information Report 2020

Downs Infants is a mainstream educational setting. We believe all children, including those children identified as having a Special Educational Need and Disability (SEND), have a common entitlement to high quality education and to be fully included in all aspects of school life.

This report outlines how the school identifies and support pupils with Special Educational Needs and Disabilities (SEND). Further information about our aims and ethos relating to children with SEN can be found in our SEN policy. This is available via our website or on request from the school office. To discuss your child's needs in detail, please make an appointment to meet with the SENCO (Special Educational Needs Co-ordinator), Mr Jon Hughes, or, if your child is already at Downs Infants, please speak to your child's class teacher.

1	<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p> <p>Teachers carry out ongoing assessment of children's academic progress with a more formal assessment submitted to the school leadership every 12 weeks and the school closely monitors those who are not making the expected progress. Meetings are held between teachers and Senior Management in order to discuss why this might be and decisions are made about what can be done to support any needs identified. Teachers discuss appropriate interventions with parents during termly consultations or during additionally arranged meetings.</p>
	<p>How do you identify children with special educational needs?</p> <p>A lack of progress can lead to: Observations being made in the classroom by the Inclusion Manager Standardised assessments carried out by the SEN team Scrutiny of children's work Advice being sought from outside agencies such as the Child Development Team, Educational Psychology Team, Speech and Language Therapy Service, Occupational Therapy Team or BHISS (Brighton Hove Inclusion Support Service).</p> <p>Any concerns raised by parents, or by children themselves, are also investigated using the above actions.</p>

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	<p>How will I be able to raise any concerns I may have?</p>	<p>Concerns about progress should first be raised with the class teacher. Concerns about emotional well-being can also be raised with the class teacher. These concerns will then be noted and discussed with SENCo. We will discuss with you how these concerns can be addressed and an action plan will be agreed. We will then arrange a further meeting to review progress and make any adjustments to the plan.</p>
<p>2</p>	<p>How will the school staff support my child?</p>	<p>We aim to provide quality 1st class education and support for all the children in our care irrespective of whether they have additional needs or not. In order to do this, we ensure that we invest in staff training and resources on a regular basis. Over the past 2 years, school staff have had training on:</p> <ul style="list-style-type: none"> Supporting children with speech, language and communication needs in the classroom Autism awareness Spelling Mental health Writing Challenging behaviour Visual awareness Attachment 'Just Right' Maths Mastery Real PE <p>(Please see section 7 for further information on staff training)</p>

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<p>Who will oversee and plan the education programme. Who will be working with my child and how often? What will be their roles?</p>	<p>The class teacher and SENCo will plan an appropriate programme of intervention after discussion with parents and children and sometimes, outside agencies. For children who are on the SEN Register, a class provision map will detail any additional support required. For children at 'School Support Plus', these will be written with targets agreed by parent, staff, the child and the SEN Team. These targets will be reviewed termly. We have a rigorous 'assess, plan, do, review' cycle which ensures children are monitored on a regular basis. Interventions may include targeted work in the classroom with the teacher, adaptations to the classroom or school environment and individual or group interventions outside the classroom. The SENCo works with the class teacher to plan the support, liaising with any professionals and other staff working with the child. The child's class teacher remains at all times responsible for the education of your child, with advice and support from the SENCo and SEN specialists.</p> <p>Higher level teaching assistants, Learning Support assistants and teaching assistants work with individual children or with groups of children. Professionals from outside agencies will also work occasionally with individual children.</p>
<p>Who will explain this to me?</p>	<p>Class teachers are the first point of contact for parents. The SENCo will be in attendance at review meetings. Additional meetings can also be arranged by the SENCo in order to work with parents when completing referrals and planning programmes of support.</p>
<p>How are school governors or trustees involved and what are their responsibilities?</p>	<p>The school has a dedicated SEN governor. Governors oversee the SEN policy and provision. They meet with the SENCo termly to discuss the needs of the children and school and to monitor provision. The SENCo reports to the headteacher, and through her report to the Governing Body on a termly basis.</p>

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	<p>How does the school know how effective its arrangements and provision for children and young people with special educational needs are?</p>	<p>There is close scrutiny of the progress of children with SEN every half-term. Progress is measured against the school's expectations, the rest of the school cohort and the progress locally and nationally. Children are also assessed using published standardised tests before an intervention is started and then at regular intervals through the intervention.</p> <p>Observations of pupils in class as well as in other contexts within the school also provide important evidence of the effectiveness of our provision (for example, playground behaviour logs, observation of classroom interaction or pupil voice).</p>
3	<p>How will the curriculum be matched to my child's needs?</p>	<p>Through observations, assessments and discussions with children and parents, the children's individual needs are identified and appropriate support is put in place within the classroom. Teachers and teaching assistants look carefully at what the child needs in order to access the learning and make adaptations to tasks where necessary.</p>
	<p>What are the school's approaches to differentiation? How will that help my child?</p>	<p>Children are individuals. They make progress at different rates and learn in different ways. Lessons are routinely differentiated to match the pupils' needs in the class. Opportunities for children to work in a multi-sensory way, using a range of practical resources, is planned in.</p> <p>Some children will be working on objectives from lower year groups to ensure gaps in learning are filled and progression is clear. Children are given support through adult and peer support and through differentiated tasks. Provision is monitored on a half-termly basis through lesson drop-ins and work scrutinies carried out by the Senior Leadership Team and subject leadership teams. Where necessary, the learning environment is adapted, i.e. some children may be offered their own individual workstation.</p> <p>Advice from external professionals (BHISS, Educational Psychologists, Speech and Language Therapists etc) will be followed and implemented in school.</p>

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4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	Parent / teacher consultations are held once a term where discussion takes place on the progress of the children against national expectations. The Inclusion Manager also holds consultations that run alongside the parent/teacher consultations. Extra communication or meetings are always available on request and if necessary outside professionals are invited to contribute to the child's provision.
	In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff?	IEP review meetings are held 3 times per year with the class teachers and the SENCo. Parents will be invited to add their thoughts, worries and/or concerns.

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	<p>How does the school know how well my child is doing?</p>	<p>Assessment within the classroom is a continuous process and involves observations of the child at work, self or peer assessment and full application of the marking scheme. The SEN team uses checklists and standardised assessments to monitor how individual pupils are progressing. Staff running interventions keep notes on what is going well and areas for further development which are fed back to teaching staff and the SENCo.</p>
	<p>How will I know what progress my child should be making?</p>	<p>The class teacher and SENCo will explain the progress the children are making against the targets set for them and indicate whether this reaches the expectations appropriate to individual needs. Annual reports also outline whether a child is working above, below or in line with national expectations.</p>
	<p>What opportunities will there be for regular contact about things that have happened at school e.g. a home / school book?</p>	<p>We use the Tapestry App throughout the school which allows parents to see what learning has taken place during the week. This is individualised for specific children. Parents can e-mail school staff for non-urgent messages and communication. If an issue is urgent, please contact the school office.</p>
	<p>How will you explain to me how his or her learning is planned and how I can help support this outside of the school?</p>	<p>The SENCo creates an Individual Learning Plan (ILP) highlighting how their needs will be met in class and what targets your child will be working towards. Teachers will also identify ways you can help at home and websites or resources you may find useful and will share with you at parent consultations. Where we have had advice from professionals external to the school, we will share this with parents at a mutually convenient meeting time.</p>

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	<p>How and when will I be involved in planning my child's education?</p>	<p>Termly meetings are held with class teachers and the parents are kept involved and updated through the communication opportunities mentioned above. Parents are asked for their opinions and support when planning special events such as school trips and residential visits to ensure full inclusion of all children. You will be involved in reviewing any Individual Learning Plans on a termly basis, and, if there is a need to request further support through an Education, Health and Care Plan (EHCP), you will be invited to work closely with the SENCo to ensure that your views, hopes and aspirations for your child are reflected in the plan. For some children we hold person-centred planning meetings which builds their self-esteem and ensures that everyone that is important to them has a voice.</p>
5	<p>What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school for children with SEND?</p>	<p>We have Individual Needs Assistants whose role is to support children who may be experiencing emotional or behavioural difficulties that cause a barrier to learning. They also lead the Nurture Group which is a short-term, focused intervention for children with particular social and emotional difficulties. The SENCo can refer children to outside agencies to offer wider support. Every child with a medical issue has a Health Care Plan or an Intimate Care Plan that is created in partnership with parents. We also employ a Counsellor who works with children on a 1:1 basis. Intervention groups take place to support and develop social/emotional skills including 'Talkabout', 'Lego Therapy' and other social skills groups.</p>

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<p>How does the school manage the administration of medicines and providing personal care?</p>	<p>All support staff are trained as First Aiders and all staff have received training in the use of epi-pens. If a child's needs require special or specialist care, we ensure that a member of staff is trained and an appropriate plan is put in place with the support of the parents. We have a Managing Medicines policy which outlines how the school ensures appropriate care is given. Two members of staff have had 'Managing Medicines in Schools' training. Where a child requires specialist medicine to be administered in school, we arrange appropriate training from experts.</p>
<p>What support is there for behaviour, avoiding exclusions and increasing attendance?</p>	<p>The Individual Needs Assistants and Teaching Assistants support children with behavioural, social and emotional needs. We believe that children behave well when they can, and seek to involve the children themselves in collaborative problem-solving to help them when they are finding this difficult. The whole school follows a 'Just Right' approach to behaviour management.</p> <p>The office team work closely with the senior leadership to ensure poor attendance is quickly improved and support is offered through referrals to outside agencies if appropriate. Parents can report absence either by telephone or the Studybugs App, and the use of Studybugs and electronic registers means we are able to monitor attendance closely and take prompt action to improve it. The school has a clear Behaviour and Anti-bullying policy that all the staff adhere to and that aims to promote positive behaviour.</p> <p>Children can earn a 'Golden Ticket' in recognition of positive behaviour or learning. Classes also have a whole class system where children can earn marbles or bears and achieve a group reward decided on by the children before a new container starts to be filled. Children can earn stickers, rewards and praise from teachers for positive behaviour and individual children can have their own reward chart if necessary.</p>

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<p>How will my child be able to contribute his or her views? How will the school support my child to do this?</p>	<p>Children with an IEP have a Pupil Passport on the front page. The information on the pupil passport is written with the child and it makes staff aware of specific areas the child feels they need help or support with. This is used as a transition tool as it informs future class teachers of this information. In addition we have a school council where council members can bring views from their classes to be discussed. Children will engage in circle time activities in their classroom with their teacher and their peers. This is an opportunity to discuss anything in a safe place. Children are able and encouraged to express their views. We also use questionnaires to find out how the children feel about all aspects of school.</p>
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6	What specialist services and expertise are available at or accessed by the school?	
	Are there specialist staff working at the school and what are their qualifications?	We have Teaching Assistants and Individual Needs Assistants (INA) trained in delivering Speech and Language Programmes and we have members of staff who has undergone training in running Nurture Groups. Our SENCo has been a SEN Caseworker for a Local Authority and has experience in writing Education Health and Care Plans for hundreds of children and young people from 0-25 years old.
	What other services does the school access including health, therapy and social care services?	The school has had access to and worked with a number of organisations and services within BHISS (Brighton and Hove Inclusion Support Services) and Seaside View Developmental Centre including: Special Needs Team Education Services Educational Psychology Speech and Language Therapists Language Support Services Autism Social Communication Team (ASC) Sensory Needs Team Schools Wellbeing Service Social, Emotional and Mental health Team Early Years Team Ethnic Minority Achievement Service (EMAS) Looked After Children Education Service Social Services School Nurse

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Child and Adolescent Mental Health Service (CAMHS)
Occupational Therapy
Physiotherapy
Family and Children's Service
Play Therapy
Transition Mentors
Links College
Ethnic Minorities and Traveller Achievement Team (EMTAS)
Locality SENCO group support

Access to these services varies and there can often be a waiting list.

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7	What training are the staff supporting children with SEND had or having?	Training has included: Communication Makaton ELS – Early Literacy Support Phonics Autism Behaviour Anxiety Language Just Right Maths Mastery
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8	How will my child be included in activities outside the classroom including school trips?	
	Will he or she be able to access all of the activities of the school and how will you assist him or her to do so? How do you involve parent/ carers in planning activities and trips?	<p>We make every effort to ensure that all children can take part in all activities organised by the school. Parents are always consulted about the suitability of an activity if there is any doubt and we work together to create a plan and personalised risk assessment to ensure success.</p> <p>Parents are given the option to take part in the activities themselves if it will help support their child.</p>
	Is the building fully wheelchair accessible?	Part of the school environment is accessible by wheelchair and we have a disabled toilet. This is explained further in our accessibility policy.
	Have there been improvements in the auditory and visual environment?	All classrooms are fitted with interactive whiteboards and speakers along with wi-fi. All classes have access to iPads. The hall is equipped with a PA system, projector and internet access.

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	Are there disabled changing and toilet facilities?	The school has a disabled toilet and changing facility.
	How does the school communicate with parent carers whose first language is not English?	The school liaises regularly with the Ethnic Minorities Achievement Support Team (EMAS) in order to gain advice. We also use our local community to support with communication.
10	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?	
	What preparation will there be for both the school and my child before he or she joins the school?	A Teddy Bears picnic is arranged for all new children and their parents in the June of their starting year. This provides them with the opportunity to meet with class teachers, teaching assistants and their peers. Children are also invited to spend time in their new class before starting the school. Extra sessions can be arranged, should we feel this is necessary, to enable a child to meet and connect with staff who may be involved in their care. Staff from the school will also visit nurseries or pre-school settings to meet the children and staff who have been working with them. Meetings can also be held with the SENCo and teacher to discuss how to make a smooth transition. The SENCo may also visit the pre- school/nursery setting if this is appropriate. Information meetings are held for parents to express their views and ask any questions they may have. In the Autumn term, staff will visit parents and children in their homes.
	How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college?	We understand that transitions between each key stage can be difficult for children. We have recently restructured the classes in Key Stage 1 to help support transition between Early Years and year 1. For children who are identified as being at risk around transitions at any stage a transition plan is written in conjunction with the current teacher, next school and with parents. The school puts Transition Mentors in place to




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		prepare children for the transfer from Downs Infants to D o w n s J u n i o r s if needed. The SENCo/Inclusion Managers of the junior school are invited to a Summer term IEP review/transition meeting so they are aware of how the children can be best supported when they move on. Extra visits are arranged with staff accompanying a child to their new school throughout the summer term to help them get used to the new environment. We also pass on each child's special educational needs file which includes the child's needs and history of support.
	How will you support a new setting / school / college to prepare for my child/young person?	Our junior school have a detailed transition form which we complete outlining the needs of the child, the support they have received and our recommendations for support they might need in their new school.
11	How are the school's resources allocated and matched to children's special educational needs?	
	How is the school's special educational needs budget allocated?	We employ a range of support staff in order to ensure that we meet the needs of our children. Funding may be used to train staff if a child has specialist needs or requires specialist equipment or resources. Funding for individual children, such as those who currently have an Education, Health and Care Plan (EHCP) is allocated specifically to those children. We aim to ensure that the children have access to appropriate assessments, resources, time and staff.
12	How is the decision made about what type and how much support my child will receive?	
	Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved?	Following observations, assessments and discussions, decisions are made based on the recommendations of outside professionals where appropriate and on the views of the child, teachers, Inclusion Manager and parents. Once these views are gathered, the Inclusion Manager will plan a programme of intervention and share this with parents. Regular meeting opportunities between teacher / Inclusion Manager and parents allow for regular reviews and adjustments to the plan.

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	How does the school judge whether the support has had an impact?	The school carries out standardised testing or other relevant assessments before beginning a programme of intervention. Further assessment is then repeated every term to monitor the impact of the intervention. ILP meetings with parents / teachers / children and SENCo ensure that targets are reviewed regularly.
13	How are parents involved in the school? How can I be involved?	
	Describe the school's approach to involving parents in decision making and day to day school life including for their own child or young person.	<p>Parents are encouraged to play an active part in their child's learning. Topic overviews are sent out each half-term, so parents are aware of what their child is learning. We encourage parents to hear their child read on a daily basis to build confidence and love of language.</p> <p>Parents are invited to termly meetings in order to maintain a regular dialogue. More up-to-date communication can also be managed through the use of communication books, home/school diaries or e-mail. We have a parent group who meet in order to discuss parent views and identify opportunities for development within the school. Parent views are also established through yearly questionnaires. We have a parent / teacher / friends association which welcomes those who are keen to take an active part in supporting the school.</p>
14	Who can I contact for further information?	
	Who would be my first point of contact if I want to discuss something about my child?	Your child's class teacher would always be your first point of contact if you wish to discuss any concerns you may have. Appointments can be made by letter, e-mail or via the school office. The SENCO is also available to discuss more sensitive issues and to support you in communicating with other professionals.
	Who else has a role in my child's education? Who can I talk to if I am worried?	Your child will meet many adults in school, all of whom have the welfare of the child at the heart of their work. We aim to ensure that all adults have appropriate knowledge of all children in order to be able to support them appropriately in all situations. Appointments can be made to see the Headteacher, SENCo and Class Teacher if concerns go beyond the classroom and all would be happy to meet with you.

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	Who should I contact if I am considering whether child/young person should join the school?	Contact should be with the Headteacher via the school office.
	Who is the SENCo and how can I contact them?	The SENCo is Mr Jon Hughes and you can contact him via the school office.
	What other support services are there who might help me and provide me with information and advice?	<p>The school has access to many local services as mentioned in section 6.</p> <p>SEN Team Brighton and Hove will provide impartial advice and support at the Special Educational Needs (SEN) team</p> <p> Email: sen.team@brighton-hove.gov.uk</p> <p> Phone: 01273 293 552</p> <p> Address: SEN team, Hove Town Hall, Norton Road, Hove, BN3 3BQ</p> <p>Amaze: Independent information, advice and support for local families with disabled children and young people.</p> <p>Email: helpline@amazesussex.org.uk Phone: 01273 772 289 Website: amazesussex.org.uk</p>
15	Where can I find the local authority's Local Offer?	The Local Offer can be accessed via this link: https://new.brighton-hove.gov.uk/special-educational-needs-and-disabilities#
16	What if I have a complaint about SEN in the school.	We hope you do not have to make a complaint, and that talking to the class teacher will be the first step in resolving any issue, but if you do have a complaint, in the first

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		instance, please contact the SENCo. If the complaint is about the SENCo, please contact the headteacher. From there, please follow the complaints policy which is on our website.
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