



## **SEND Information Report for Parents**

**September 2023**

### **Southbroom Infants' School - The White Horse Federation**

**Address:** - Southbroom Road, The Green, Devizes, SN10 5AA

**Website:** - [www.southbroominfants.co.uk](http://www.southbroominfants.co.uk) and [www.thewhitehorsefederation.org.uk](http://www.thewhitehorsefederation.org.uk)

**School opening hours for the children:** 9.00 – 15:00 Mon-Fri

**Point of contact:** - Amy Edwards 01380 723184 [head@southbroom-inf.wilts.sch.uk](mailto:head@southbroom-inf.wilts.sch.uk)

**Type of Provision:** - Nursery and Infant Education

**Age range:** - Aged 2 - 7

**Admission arrangements:** - The White Horse Federation subscribes to the Wiltshire Council admissions procedures and policies. Parents can apply through Wiltshire Council for Infant School admissions. For the Nursery, parents apply through the School Office to register their child for a place.

**Referrals:** - Children can be referred to the school if the Local Authority accommodates them or if they have an Education Health and Care Plan on parental request.

**Cost:** - Pupil Premium funding will follow the child as well as additional funding from Wiltshire Council.

### **Special Educational Needs are provided for at Southbroom Infant School**

At Southbroom Infants' School, we aim to provide an inclusive, broad and balanced curriculum for all pupils, including those with SEND (Special Educational Needs and/or Disability). We are a school where each child's individuality is valued and where our aim is to inspire all children to realise and value their potential. We have a range of systems in place for early identification of barriers to learning and participation and we set high expectations for all.

Provision for children with SEND is a matter for the whole school. All teachers are teachers of children with SEND.

We currently support a wide range of needs within the following categories:

- Cognition and Learning – children with moderate learning difficulties and specific learning difficulties including dyslexia and dyspraxia
- Communication and Interaction – children with Autistim (ASD) and also a wide range of speech and language difficulties
- Sensory, Medical and Physical – children with hearing impairment, visual impairment, sensory processing difficulties, diabetes and epilepsy
- Social, Emotional and Mental Health – children experiencing specific anxieties and ADHD

### **Partnership agencies: - We work with;**

- Speech and Language Therapy (SaLT)
- Wiltshire Autism Parent Program - SWAPP
- Supporting Parenting Programme
- Behaviour Support Team – Nylands behaviour support
- SSENS (Specialist Special Educational Needs Service)
- Emotional Literacy Support Assistant (ELSA)
- Paediatricians
- Educational Psychologist
- Ethnic Minority Achievement Service (EMAS) support
- PCAMHS Social care
- School nurse 1-1 sessions
- Children's Centre courses
- Common Assessment Framework
- Counselling
- Occupational Therapy
- Hearing impairment team
- Early Years inclusion team
- Education Welfare Officer (EWO)

**Curriculum:** - The Early Years Foundation Stage Curriculum is followed, as is the National Curriculum. The needs of the child influence the curriculum they receive and this will be tailored to individual need and the outcomes for any pupils with an Education, Health and Care Plan (EHCP).

**Identification and assessment:** - We assess the pupil's progress and attainment throughout the year as identified in the school assessment calendar. Parents will receive a written report on their child's progress and attainment at the end of the year. Twice a year, parents are invited to meetings to discuss their child's progress and attainment. In addition to this, parents are invited to annual reviews for children with an EHCP and additional meetings will be held for identified children on SEN School Support. Specific information regarding assessment of SEND can also be found within our SEND policy, which can be found on our website.

If situations occur where the child's behaviour is of concern or needs the assistance of Positive Handling, these are reported to the parents on the same day and recorded on the schools Cpoms system.

Any health concerns are reviewed as appropriate and necessary and children with a care plan have these reviewed at least annually with the support of the School Nurse and other professionals as appropriate.

Where a specific need for a child is identified, the school will seek support from outside agencies to carry out specialist assessments.

Three times a year, teachers will make judgements on all pupils' attainment, judgements are made using the child's work or a formal assessment. Pupils are assessed as to whether or not they have met the expected standard for a child their age. BLW (Working below) if they are working well below the year group standards, WTS (working towards standard) if they do not yet fully meet that standard or are still working towards it, EXS (expected standard) if they do meet it and GDS (greater depth standard) if they exceed that standard and are working at a greater depth.

For children who are identified as working below or working towards year group expectations, additional assessments are completed so that individual learning needs can be identified and progress tracked.

When children start in Nursery and Reception, the teacher will carry out a baseline assessment for all areas of the EYFS curriculum.

**Transition:** - Before any child starts at Southbroom Infants' School, parents will have the opportunity to meet with Tiff Butcher (SENCO) to discuss any specific needs of their child. The SENCO will ensure that any agencies supporting the child are contacted before they start school, and using the information from parents and professionals, appropriate support will be put into place.

If a pupil transitions from Southbroom (a mainstream school) to a specialist setting, as soon as we know that this transition is happening, we will work closely with the new setting to create a bespoke transition package which supports the child's specific needs.

Any child moving on to another school will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 2 pupils have a structured transition plan in place in Term 6. If a child has an EHCP, then a transitional annual review will take place in year 1 and all possible school options are discussed.

**Staff Expertise:** - Tiff Butcher, The SENCO, Assistant Principal of the school and a fully qualified teacher.

Southbroom Infants' School and WHF expectations are that all teachers are responsible and teachers of SEND and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are spent on SEND and new practices.

Teaching Assistants are employed to support the learning needs of all the children, with the exception of targeted support for children with high needs, to enable them to access our curriculum.

We also have pastoral support for all pupils when appropriate this includes support from our Family Support Advisor and ELSA practitioner.

**Monitoring of the effectiveness of the provision:** - There are robust systems in place for the SENCO to monitor the effectiveness of the school provision, these include.

- Book scrutiny
- Pupil Progress meetings
- Lesson observations of all staff, including the quality of provision for SEND children
- Monitoring of planning
- Monitoring provision plans
- Annual reviews
- Review meetings with external professionals

Subject leaders also monitor the delivery of their subject and the progress made, ensuring appropriate adaptations are made to meet the needs of all learners.

The SEND Governor will meet with the SENCO and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders/teams also monitor the delivery of their subject and the progress made. The principal monitors and will quality assure the impact of the SEND action plan/School improvement plan. The Local Authority moderate as part of a cycle for KS1 phonics monitoring/KS1 SATs monitoring visit and end of EYFS data to validate or challenge.

**Equal Opportunities:** - All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure where adaptations will be made as needed. The Accessibility Plan details how the school aims to treat all of its pupils fairly and with respect.

**Spiritual, Moral, Social and Cultural Curriculum:** - The WHF is a values-based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

- School council, to which all pupils contribute
- Pupil voice
- Pupil governance
- Community events
- Religious festivals
- Special school days
- Building strong meaningful relationships between staff and pupils
- Measures to prevent bullying
- National initiatives, such as eco-weeks, charity events, religious celebrations

*This list is not exhaustive.*

Bullying of any kind is not tolerated. All children are taught:

- How to recognise bullying,
- Why it is harmful,
- What to do if they think they are being bullied
- What happens in school when children bully others

### **From the parent carer's point of view:**

#### **1. 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?**

We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance parents should speak to the class teacher. This can be an informal chat about your child, or you can contact school to make an appointment to see your child's class teacher, and/or Tiff Butcher (Assistant principle/SENCO) or Mrs Amy Edwards (Principal). The identification of SEND may also arise as part of our usual practice of teachers meeting with senior leaders on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called Pupil Progress Meetings. School resources are used to target support at every level for children who are experiencing difficulties.

#### **2. How will the school support my child?**

The class teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENCO where necessary. The teacher will discuss with you any support that they think is needed that is additional and different to what we would offer to children as part of our usual practice. If you, and the teacher, identify a need for a specific in school assessment or involvement from any outside specialist services, then the SENCO will talk to you about this and seek your permission to proceed.

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

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. The curriculum is carefully differentiated to meet the needs of every child. That is, it is individually tailored to each pupil. Your child is then able to learn at his/her own level and make the progress he/she needs to make. Children learn in different ways so different learning styles are recognised and included in teaching. Multi-Sensory methods are often used.

If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children. These groups, also called intervention groups, may be run:

- In the classroom or outside.
- By a teacher or teaching assistant who has been trained to run these groups.
- By a specialist from outside the school such as a speech and language therapist.

Further specific support may also be provided through a My Support Plan or an EHCP – also known as a ‘My Plan’ in Wiltshire. This means your child will have been identified by the class teacher and SEND Team as needing a particularly high level of individual or small group support and agreed by the Wiltshire SEND Team.

### **3. How will I know how my child is doing and how will you help me to support my child’s learning?**

We will talk to you about how we help your child regularly and encourage you to communicate with us regularly about your child’s learning. This communication may be verbal or may be written down through provision plans. We like to hear from you what works for your child and we will support you to help your child’s learning further. These are some of the ways we may communicate:

- Informal conversations between parent/carers with the class teacher.
- Informal conversations between parent/carers with a teaching assistant who works with your child.
- Formal discussions between parents and class teacher to discuss how your child is doing.
- Through reading records.
- For some children we may use home/school diaries or behaviour charts.
- If a child is identified as needing a provision plan or My Support Plan, parents will be involved in helping the school to create this, and then in reviewing targets at regular intervals, usually twice a year. Formal reports are sent home at the end of the academic year

### **4. What support will there be for my child’s/young person’s overall well-being?**

The school promotes a positive behaviour ethos as outlined in our ‘Calm Code’, behaviour policy. The school teaches children strategies to help their well-being socially and emotionally in the following lessons:

- PSHE – Personal, Social, and Health Education
- Circle times
- Whole School and/or Year Group assemblies
- Small group interventions – e.g., social skills groups which encompass social stories, discussions and making choices

If necessary we also support children’s social and emotional development in individual support sessions that teach social skills and coping strategies delivered by an ELSA – Emotional Literacy Support Assistant.

The Family Support Advisor may give advice and opportunities for holiday activities. The school give many opportunities for children to participate in after school enrichment activities We can offer Breakfast Club and After School Club care for your child. The school gives all children equal opportunities to participate in all activities. This may be supported by pupil premium and targeted SEN funding. Older children are encouraged to care for others. Our school council representatives in each class discuss issues around schooling with peers and feed ideas and suggestions back to staff. For some children who may need additional emotional support or a quiet space, we can offer regular ‘In for lunch’ clubs. We currently employ additional trained P.E. / play specialists to support the outdoor lunch time session – designed to make lunch time fun, learn new skills, engage in group activities and make new friends. In additional we make use of Commando Joe resources to enhance the play experience for all children.

**5. What specialist services and expertise are available at or accessed by the school?**

- Speech and Language Therapy (SaLT)
- Wiltshire Autism Parent Program - SWAPP
- Supporting Parenting Programme
- Behaviour Support Team – Nylands behaviour support
- SSENS (Specialist Special Educational Needs Service)
- Emotional Literacy Support Assistant (ELSA)
- Paediatrician
- Educational Psychologist
- Ethnic Minority Achievement Service (EMAS) support
- PCAMHS Social care
- School nurse 1-1 sessions
- Children’s Centre courses
- Common Assessment Framework
- Counselling
- Occupational Therapy
- Hearing impairment team
- Early Years inclusion team
- Education Welfare Officer (EWO)

**6. What arrangements are there for handling complaints from parents/carers of children with SEN about provision made at the school?**

All details about handling complaints can be found within the school Complaints Policy which is on the school website.

**7. What training are the staff supporting children with SEND had or are having?**

*All staff have access to CPD, which is tailored to the needs of the children. These include:*

<b><u>Training programme</u></b>	<b><u>When / Time</u></b>	<b><u>Who</u></b>
Medical training	Yearly updates	All staff
First Aid	Yearly updates of basic training 3-year reviews for fully trained staff	Identified teaching and support staff
Team teach positive handling and de-escalation strategies	Reviewed every 2 years 6- or 12-hour course dependent on level	Identified teaching and support staff
Annual Safeguarding training	Annually + updates through the year	All staff
Ongoing training in excellent Teaching and Learning and SEND professional development, e.g., supporting SEMH and behaviour needs	TA training meetings and staff meetings – throughout the year.	All staff

**8. How will my child be included in activities outside the classroom including school trips?**

We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.

**9. How accessible is the school environment?**

The school is wheelchair accessible; there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. Accessibility plan available on request

## **10. How will the school prepare and support my child to join the school or transfer to a new school?**

Before any child moves to our school we try and find out as much as possible about them to help them settle in quickly

Before entry to Reception, staff visit the local pre-schools to meet the children, look at Learning Journals and talk to staff.

All new children have the opportunity to come and visit the school and spend some time in their new classes and meet the teacher. If we know a child has SEND, we will meet with parents and other professionals to decide upon the desired outcomes for your child and develop a plan, including transition arrangements to support each child to settle into school easily and happily.

Transition arrangements can be flexible and tailor made for children with SEND and might include:

- Longer settling in periods,
- Visits with key workers from previous settings,
- Visits with parents
- A transition booklet of photos of staff working with your child and key places around the school that can be shared at home prior to entry Where appropriate, a one-page profile will be drawn up to communicate to staff exactly how to help your child and targets needed to support progress at school Whenever a child moves to another school we always pass on school records to the new school.

If a child has SEND we also:

- Pass on SEND records to new school including SEND support plans, Statutory My Plans and one-page profiles
- Liaise with the SENCO/ Head teacher / Class teacher at the new school to share any information necessary

If needed we can meet with staff from receiving school to discuss ways to support your child to have a settled move to a new school including:

- Extra transition visits for parents and children
- Spend time discussing the move with the children in preparation using our ELSA and other key staff
- Making photo books
- Starting a new one-page profile of how your child's needs would best be met during the transition period
- Wherever possible we invite the new school SENCO/ class teacher to the last annual review of a child's Statutory 'My Plan' and a transition plan can be set up as part of this meeting
- For children with a non- statutory 'My Learning Plan' the receiving school SENCO is invited to any meetings involving the child, including CAF review if appropriate and attend the last SENCO surgery – discussion meeting between class teachers and SENCO.

## **11. How are the school's resources allocated and matched to children's special educational needs?**

The school has a designated budget for children with SEND and this is used to deliver effective provision for individual children. The school will allocate resources and deploy members of staff according to individual

need. The resources will be reviewed, evaluated and modified to ensure effective support is maintained to maximise the learning and progress for individuals. Parents will be involved in these discussions through parent support meetings. Tracking progress on a regular basis will ensure the provision matches the need. For children with a Statutory 'My Plan' support requirements will be named on the paperwork

## **12. How is the decision made about what type and how much support my child will receive?**

Each child is assessed individually according to the SEND Code of Practice and Local Authority guidance and a personalised support programme will be developed where appropriate. All class teachers meet with the Headteacher six times during the school year to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning.

Additional assessments from outside services will help us decide what type of support and resources are needed. Some pupils will also have a Provision plan or My Support Plan and these will be reviewed with you twice per year. Pupils with an EHCP will have an annual review.

## **13. Who can I contact for further information?**

If you wish to discuss your child and the support that they are receiving, please speak to their class teacher,

If you still have questions or if you wish to discuss the curriculum offer please contact the SENCO, Miss Tiff Butcher on 01380 723184 or [admin@southbroom-inf.wilts.sch.uk](mailto:admin@southbroom-inf.wilts.sch.uk)