

SEN Information Report for Parents 2020/21

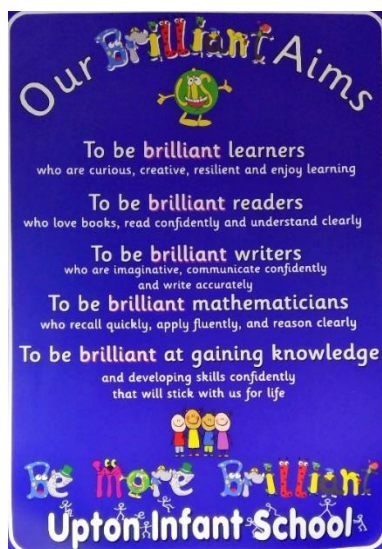
(The Code of Practice 2014)

1. The kinds of special educational needs for which provision is made at our school

At Upton Infant school we are able to provide individualised learning for all children. We have a highly enriched and differentiated curriculum designed to meet the needs of every child.

Teachers and teaching assistants are highly trained in all aspects of learning so that they can make reasonable adjustments as required. Additionally, we are very lucky to have a strong Inclusion team who support complex needs, learning difficulties, Emotional Literacy, Speech and Language, Multi-Sensory Learning and Physical development.

Regardless of a child's need our school aims remain the same and promote high levels of inclusion for all:



ACHIEVE THEIR BEST
CONFIDENT INDIVIDUALS
SUCCESSFUL TRANSITIONS
(CofP 2014)

We currently support a wide variety of needs and are very proud to enable all of our children a rich and varied curriculum which reflects their varied learning styles and strategies. Over the years we have had the pleasure of fostering and developing learning for:

- Autistic Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attention Deficit Disorder (ADD)
- Obsessive Defiance Disorder (ODD)
- Complex language needs including speech, areas of language and social skills
- Attachment disorder
- Dyslexia
- Dyscalculia
- Cognition and learning delays
- Global development delay
- Dyspraxia- gross and fine motor control difficulties

- Verbal dyspraxia
- Complex physical difficulties including paralysis
- Complex medical needs requiring medical care plans
- Mental health and emotional well being
- Anxiety

For more information about the four areas of special educational needs and disabilities follow the link below:

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/education/what-are-sen>

2. Information about our policies for the identification and assessment of pupils with special educational needs.

We value partnership working, it is essential that parents and carers and children are involved with any identification of special educational need. If we believe that your child requires additional help within school the class teacher and Inclusion Co-coordinator Mrs Dawson (Inclusion Leader) will let you know. There will be regular discussions and planning to ensure we support every child to make good progress. In addition, we value all concerns from parents and have an open door policy to meet with any member of the Inclusion team. If your child is identified as having a special educational need (SEND) you will be invited to support long and short term planning. Equally if progress against peers is strong and sustained we would notify you that your child is no longer on the SEND register.

Please follow the link below for our SEND policy which explains how we identify through a graduated response in detail.

<http://www.uptoninf.dorset.sch.uk/policies/>

This following table indicates the level of need currently identified at Upton Infant School over previous years:

2018/19				2019/20				2020/21				2021/22			
Autumn		Summer		Autumn		Summer		Autumn		Summer		Autumn		Summer	
13%	R	13%	R	12%	R	19%	R	26%	R	19%	R	16%	R		R
19%	1	19%	1	21%	1	18%	1	18%	1	14%	1	13.7%	1		1
15%	2	20%	2	23%	2	23%	2	23%	2	14%	2	12%	2		2
1%	EHCP	2%	EHCP	2%	EHCP	2%	EHCP	2.6%	EHCP	2.3%	EHCP	4.2%	EHCP		EHCP
17%	ALL	19%	ALL	21%	ALL	22%	ALL	22%	ALL	17%	ALL	18%	ALL		ALL

*year group % is taken from 90 and ALL/EHCP is from 270

The data above reflects the identification of SEND pupils in the Autumn term through a graduated response and then decision making in Summer Term also level of discharge from SALT service once supported.

The predominant need identified is Communication and Interaction- this has been an ongoing trend over previous years.

ASSESSMENT:

Although all children are measured against age related expectations at the end of a key stage we have developed systems which allow teachers to track individual progress for every child. These include Pillars of Parenting, Boxall, ABC Movement, LUCID COPS, Pre key stage, Engagement tool, SCERTS, Autism Engagement Too, Tapestry, Development Matters, Coping In Schools Scale and Skills Builder. Not one system would be use in isolation and as parent you would be updated and informed at every assessment point.

3 Information about the our policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans

Inclusion in its widest sense is a strength of our school and provision/resources are put into place once we have identified the needs of the individual. It is important that children have access to the equipment/resources and support they require, this is usually identified during a Person Centered Planning meetings and supported by multi agency discussions/reports. This process is available for all children with SEND with additional Pupil Centered Reviews for those children with Educational Health Care Plans (EHCP).

In line with the School Development Plan and in liaison with the Governors Inclusion Group we allocate the appropriate resources from the school budget.

Staff at Upton Infant work in partnership with families. It is essential that your child's needs are identified and supported. Pupil Centered Planning with you and your child will ensure that the provision is effective. The curriculum is highly differentiated and every effort is made to ensure that provision is timely and effective. The needs of every child are addressed and met, adaptations will be made to ensure that all children are happy and achieve their very best.

The school uses ongoing assessment and tracking to ensure all children make good individual progress. We have yearly Person Centered Planning sessions with the Inclusion Leader, Class teacher, specialists, child and parents/families. There are termly parent consultations with the class teacher and all specialist advice is shared with parents/carers.

Provision is made for all children to attend school trips and enriched activities. If there is a particular need such as ramps or extra adults to ensure safety than this is put in place. A risk assessment identifies the risk and measures are put into place to remove it.

For more information about how we assess and review progress and our approach to SEND adaptations and differentiated learning click on the link to our policy page (Including medical needs, accessibility and equality):

<http://www.uptoninf.dorset.sch.uk/policies/>

We understand that readiness for learning and the emotional wellbeing of children is essential to meet our school aims. We have an Emotional Literacy Support Assistant (Happiness and wellbeing) working daily to support both children and families and are fortunate to have a trained Incredible Years facilitator and Early Support Teacher who is available every day for both formal and day to day support. It has been a pleasure to attend local training and also confirm that we now have two qualified Mental Health First Aiders who can assist and support through early identification and help.

We also have a range of additional provision such as Jigsaw, Playground leaders, playground buddies etc.

Over previous years there has been a need to introduce an alternative resource provision within school to support complex Communication and Interaction needs and Social and Emotional Health. This has been carefully planned and delivered with great success for both progress and transitions into mainstream and specialist schools at the end of key stage. More information about the Hive can be found on our website.

'Parents are overwhelmingly positive about how well you and your staff support their children. They praise the quality of the teaching and the progress that their children make. Parents also praise the level of care and attention that staff provide each day that helps to ensure that their children are happy and secure.' Sept 2017

Our current provision for teaching and learning:

Quality First teaching
Intervention groups (daily in each class, including additional teaching assistants in all year groups)
Targeted technologies
Sound proofing (suspended ceilings, curtains etc) in classrooms, Quiet Room and School Hall
Disabled toilet with changing unit
Ramps
Automatic swing door to the hall
Lunch time and after school clubs
Attendance- support for poor attendance and lateness (Attendance Party and EWO support)
Breakfast Club
School Council
Social Stories/Power Stories
ELSA
Brunch Club and Time for Tea- Social Communication Groups
Lego Therapy
Pony Therapy
Play leaders
Incredible Years Facilitators
Behaviour Support Services
Firm Foundations-FFT
Phonics-FFT
Vulnerable readers
Speech and language support from Therapist
Delivery of speech and language programme
PEIC-D
PECS
EAL training and support
Sign a Long
Breaking Barriers
Multi Sensory Learning
Learn to Move / Move to Learn
SEN Literacy support– Read Write Inc
SEN Numeracy support- TA support 1:5
Additional 1:1 support
Direct links and early support as part of Purbeck Locality Team

As stated before we value partnership working and work hard to ensure we are meeting the needs of parents and young people. As part of the annual cycle of support we encourage families to complete a SEND questionnaire. The following results were achieved for 2021/22

Special Educational Needs Questionnaire 2021/22

Statements	Agree	Disagree	Unsure
Do you feel confident in understanding your child's needs?	100%		
Do you feel that the school meets the need of your child?	100%		
Do you believe the school keeps you updated with their progress?	100%		
We understand why our child requires extra support to meet their individual needs and targets	100%		
We believe the provision offered by UIS is enabling children to make good progress according to their needs	100%		

We believe our child is aware that they have an additional need	60%	20%	20%
We know who we can talk to if we are concerned regarding special educational needs.	100%		
We are aware of the key SEND policies, Local Offer etc	100%		
In the future I would be interested in attending coffee mornings and educational workshops to support my child	90%	10%	

Comment
"No feedback on how to improve, you have helped **** settle in and have met his needs by going above and beyond. Thank you
"The summer transition picnics were very helpful for making the change from nursery to school. Mrs **** has been a great help too- my son likes to talk about seeing her in school".
"I would like to thank everyone for their hard work"
"I am very happy with the help that he has received in his short time in school"
"As spoke about before I hope the process of finding what specific needs **** has can be as quick as as thorough as possible, so that we all know exactly how to help him. I am very happy with the school and teachers that go above and beyond. Just the process has been reasonably slow- lock down etc has not helped however."

The following tables demonstrate progress and attainment for SEND pupils in comparison to All pupils at the end of the academic year.

2020/21 End of Year achieved GLD					
All	SEN	PP	PP+SEN	Boys	Girls
63%	45.5%	54.5%	0%	55%	71.4%

*National GLD data is not available to show a comparison score

End of Year 2 SEND Progress/Attainment against ARE with children getting expected levels

Academic Year	Reading		Writing		Maths	
	School	National	School	National	School	National
2018/19	38%	33%	33%	25%	39%	19%
2019/20	21%		7%		21%	
2021/22 (baseline)	7%		0%			

Phonics Test % pass rate from a group of 90:

Academic Year	SEND	School	National
2018/19	19% (17)	86%	82%
2019/20 (prediction)	8%	74%	
2020/21 (prediction)	0%	82%	
2021/22 (Christmas 2021)			

4 Name and contact details of the SENCO.

If you have any questions or would like further information please contact:

Mrs Nadine Dawson –Inclusion Leader
nadine@uptoninf.dorset.sch.uk
 01202 622367

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

All staff have an awareness and basic training in Sign a Long. PEC, Behavioural needs, Sensory needs, Epilepsy, Epi- pen, Dyslexia, Type 1 diabetes, Autism, Attachment, writing development, Read Write Inc and the emotional well being of children.

Group and individual training

Read Write Inc

English as an Additional Language

Bereavement and loss

Emotional Literacy

Mental health First Aid

Lego Therapy

Supervision

Pupil Centred Review- Dorset County Council

Whole Family Approach and outcomes based accountability

Speech and Language support

Challenging Behaviour/ADHD

Learn to Move/Move Learn

Early Birds

Attachment-Inside I'm hurting

PECS

PEIC D

CAF training

Supervision

Physical handling to support paralysis

ELKLIN- supporting speech and language needs

Incredible Years facilitators

Attachment Awareness- Leila Jamil

ASD awareness

Open University- Attachment, Autism and Dyslexia

Team Teach

Behaviour Management Response plans

Attention Autism

Anxiety in ASD

Precision Teaching

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

If any additional resources or equipment are needed to support/accelerate learning we follow local DCC requests and procedures and take advice from our Multi Academy trust- Hamwic. For example I pads, outsourced advice and local project funding, mobility chairs and walking frames. We ensure that all barriers are removed and will support families to source additional funding such as disability living allowance, direct payments, DFM and the Family Fund.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Without exception, we as a school encourage parent support and partnership working every step of the way. These are just some of the ways you can get involved:

Use the website for policies and updated information

SEND coffee mornings

Incredible Years Coffee afternoons (On hold)

Arrange CAB meetings within school

Attend Person Centred Planning meetings

Parent consultations

Home school learning diaries can be put into place

Be a reading buddy

Join the Parent School Association

Speak to the Inclusion governors (some are parents)

Become a regular classroom helper

Follow us on Twitter and Facebook

In addition we have an open door policy with a member of the Inclusion team available every day- just come and ask at the school office.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

Children are at the centre of all we do. Every decision made and target set is discussed with the child themselves at point of review through the Person Centred Planning sessions. Children regardless of need, communication level or age are encouraged to discuss their likes and dislikes, share their future aspirations, wants and needs and celebrate their success.

We have a range of aspirations this year which include being a police man, beautician, inventor to save animals in Africa and even somebody who wants to be Spiderman. It is our job as a team to ensure we engage learning and the importance of basic life skills to help them on their way.

9 Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If you are concerned about any of the processes or have a complaint please discuss it with either:

Mrs Nadine Dawson Inclusion Leader

Mr Duncan Churchill- Headteacher

Mrs Emily Hannam- School governor

Mrs Claire Shaw- Hamwic Inclusion officer <http://www.hamwic.org> 023 8078 6833

You can also contact the Dorset Parent Carer Council (DPCC)

07827 793 244

dpcc@dorsetparentcarercouncil.co.uk

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

We are very lucky to have a strong level of support from external and multi agencies. We work alongside Purbeck Locality Team to ensure that early help and the needs of our children are recognised and addressed by the community.

Over the past year we have sought support from:

HAMWIC education Trust- Behaviour support

Speech and Language Therapist

Speech and Language Teaching Assistant

Behaviour Support Service

Community and Consultant Paediatrician

Educational Psychologists
Moving and Handling team- DCC
Clinical Psychologist and nursing team
Psychiatry team
School Health Team
Sure Start- Children's Centre
CAMHS
Family Counselling Service
You First
Outreach from specialist schools TADS
SENSS
Occupational Therapist
Physiotherapists
ELSA Supervision

A significant feature of Upton Infant School being the Summer Transition Project. This has enabled families in need and children with SEND to transition into school smoothly, comfortable with their environment and ready to learn. This was carried out despite restrictions from COVID 19. It is also a recognisable feature within our Pyramid and accessed at all Key Stages.

"The Summer Transition Project was very good and helpful to allow **** to spend time at school with a small group, getting to know her surroundings. We felt it certainly helped *** settle into Reception with ease and confidence to do so too."

"I found the transition days were very good for ***. She really enjoyed the sessions, couldn't wait to start school."

"The summer transition was of great benefit to ***. I'm unsure if other schools do this, but he really looked forward to coming, coupled with the fact he knew another child. Any extra familiarity that he can have with new changes will always help an emotionally unconfident boy."

"*** loved her sessions and she has settled lovely into school life. Thank you very much."

"I feel much more confident about him starting school, my son enjoyed the sessions."

If you think your child would benefit from this please contact either your local pre-school, health visitor, Children's Centre, Mrs Dawson Inclusion leader or Mrs Thow (EYFS Leader)

11 contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32 (Looked After Children).

Our Local SEND Co-Ordinator: Emma Adlem



Making Positive Change for Children and Young People with Disabilities

<http://www.dorsetparentcarercouncil.co.uk/>

For the Dorset Local offer or more support regarding SEND and support for parents, children and young people please follow the link below:

<https://www.dorsetforyou.gov.uk/special-educational-needs>

For those children who are Looked After: Virtual School Head: Helen Coleman
01305 228350

12 Our arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

We have a very strong transition package for additional needs. We encourage parents to contact us with any concerns; alternatively we speak to all feeder pre-schools and child minders. If there any additional needs we begin visiting the children in January. In addition to the universal transition we then arrange additional visits, transition meetings with parents and multi-agency professionals. A place is given on the Summer Transition and photo stories are provided introducing key adults and environments.

As children progress through the school we support their move to each year group and try our best to inform both parents and children of class teachers and assistants well ahead of their transition. Our ELSA is a vital part of this transition and will run groups every April/May.

As the children enter Year Two we ensure that our last Pupil Centred Planning sessions meeting supports change, transition and independence. This year we have planned meetings with the parents and staff of Upton Junior School to discuss continued provision. These are held in June.

We have strong links with the local Junior schools. Regular meetings are held to discuss the transfer and staff will begin to meet your child. Provision is made for the next school. We believe communication is the key to support independence and transition.

The benefits of working within a multi academy trust also include shared services, advice and communication. This across our local area and outside the Hilary Trust partnership.

13 Information on where the local authority's local offer is published

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>

If you can spare the time we invite you to provide feedback by adding your comments to the 'You Said, We Did' feature

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/you-said-we-did>