



Herne Bay Infant School and Seashells Nursery

Special Educational Needs and Disabilities (SEND) Information Report

At Herne Bay Infant School we have high expectations of all of our children and we aim to help and encourage children to achieve to the best of their ability. Every child is unique and every child matters; all children are entitled to experience success. We strive to support each child so that they can maximise their potential despite any barriers to learning that they may have.

The SEND Information Report describes how the needs of SEND pupils are met at the school in conjunction with the school SEND policy.

The SEN Team

SENCo-Fiona Wood (Tues, Wed, Thurs) AEN Consultant-Dez Riddler (Mon, Fri)

Seashells Nursery SENCo-Kym Goddard

SEN HLTAs- Mary Wass (Year R) Tracey Hewitt (KS1)

1:1 SEN TAs-Sam Fry/Jenny Martin

Speech & Language TA-Carol Wakerley

Behaviour Support TAs-Desi Baker Lou Scott

Learning Bay Team- George Parsons (Teacher)/Desi Baker (TA)/Janet Harrad (TA)

Reading Recovery Teacher-Sue Edge

Play Skills (Play Therapy)-Carrie Hill

Legislation

The Children and Families Act came into force in September 2014. It introduced a number of important changes to how SEND support was delivered in pre-schools, schools and colleges. SEND support was extended from birth to 25. Parents/carers, children and young people were involved more in the process with a stronger voice about the kinds of outcomes that were sought. Statements and LDAs (Learning Difficulty Assessments) were replaced with Education, Health and Care Plans with the intention that there would be greater cooperation between all the services that support children and their families. A new Code of Practice was devised and has subsequently been updated. Each Local Authority was required to provide a Local Offer describing all the services available to support disabled children and children with special needs and their families. The Kent Local Offer is available at <http://www.kent.gov.uk/education-and-children/special-educational-needs>

The SEND Code of Practice: for 0 to 25 years (DfE 2014) defines SEN as follows:

'A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they have:

- a) a significantly greater difficulty in learning than the majority of others of the same age; or*
- b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'*

At Herne Bay Infant School we regard every child as an individual and therefore the educational needs of each child are likely to be different. This difficulty or disability may relate to:

Communication and Interaction:

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This will include children and young people with Autism, including Asperger's Syndrome.

Cognition and Learning:

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with high quality teaching and appropriate differentiation. This will include a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health:

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical needs:

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

SNJ Flow Charts

At Herne Bay Infant School we recommend the Special Needs Jungle Flow Charts as a good visual means for understanding the new system of SEND support. They can be accessed at <http://www.specialneedsjungle.com/flow-chart/> or copies can be provided by the SEN Team.

What should I do if I think my child may have Special Educational Needs?

If you have concerns please contact your child's class teacher. The teacher will liaise with the SEN team as required. The class teacher plans each child's education and differentiates the content to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. We have learning groups for English so children who require extra support will be in a smaller learning group with more adult support.

If a child has needs related to more specific areas of their education, such as spelling, handwriting, English & Maths skills etc. then the child will receive focussed support. This will be delivered by a teacher or teaching assistant. The length of time of any intervention will vary according to the

need, but will generally be for a term. The interventions will be regularly reviewed by all involved, including the children, to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the child's provision map (this is a record of the interventions, timings and impact of the intervention). A provision map is also a record of support that the child is receiving including the impact it is having on the child's learning.

Pupil Progress Meetings are held regularly throughout the year. This is a meeting where the class teacher meets with the Head teacher and a member of the SEN Team to discuss the progress of the children in their class. This shared discussion highlights any potential difficulties in order for further support to be planned.

Occasionally a child may need more specialist support from an outside agency. Referral forms are completed in conjunction with the child and the parents/carers and then forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

A higher level of support is provided with an Education Health and Care Plan (EHC Plan, formerly known as a Statement of SEN).

For your child this would mean:

The majority of children with SEN will have their needs met through quality first teaching, intervention support or involvement from specialist professionals. There are some cases where the support the child needs cannot reasonably be provided from the resources normally available to a mainstream school. In such cases, the Local Authority may carry out an assessment of education, health and care needs, and prepare an EHCP. The EHCP is based on a thorough planning approach, which has the child and family at the centre of all decision-making.

The EHCP process:

An EHCP requires an assessment by the Local Authority. It can be requested by the school or by the parent.

A panel of professionals from the Local Authority SEN team will decide whether your child's needs seem complex enough to require a statutory assessment. They will take into account the views, wishes and feelings of you and your child, as well as evidence of progress in school and the impact of any support already in place.

If the LA decides to conduct an assessment, it must ensure that you are fully included from the start. They will ask you, the school, and any other professionals involved with your child to complete a report outlining your child's needs.

Once the reports are all collated and submitted, the panel will decide whether an EHCP is needed, or whether support can continue at the current level in school. The plan will outline the provision of 1:1/small group support your child will receive – this additional support might be needed in class or out of class.

The whole EHCP process, from the point the assessment was requested to the final EHC plan being issued, must take no more than 20 weeks (there are some exceptional circumstances).

The Governing Body is responsible for ensuring that the necessary support is given to any child with SEND who attends the school.

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

Every child has their work differentiated appropriately by the class teacher to enable them to access the curriculum more easily.

We also have learning groups for English so children who require extra support will be in a smaller learning group with more adult support.

Where required, specialist equipment will be identified to support the children e. g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

- ❖ You will be able to discuss your child's progress at Parent Consultation Meetings.
- ❖ Appointments can be made to speak to the class teacher at the end of the day.
- ❖ Appointments can be made to speak to the SEN Team by visiting or phoning the school office.

- ❖ Every child receives an annual report of attainment in relation to expected achievement.
- ❖ Provision Maps are reviewed and sent home, twice a year in Reception and three times a year in Key Stage One.

In addition, parents can access support from the school Family Liaison Officer. Parents can contact Information Advice and Support Kent (IASK) for advice on a range of issues. They have a confidential helpline at 03000 413000. Impartial EHC support and advice can be obtained from Independent Support Kent on 03000 110151. Herne Bay Infant School can also signpost parents to the SOSSEN advice clinics held once a month in Kent.

How is extra support allocated to children with SEND?

The school budget, received annually from Kent Local Authority, includes some money to be used specifically for supporting children with SEN. The Head Teacher decides how this resource will be used on the basis of the needs in the school and in consultation with the school governors. The Head Teacher and the SENCo will discuss SEN needs in the school, including the children getting support already, the children who need extra support and the children who have been identified as not making as much progress as would be expected. From this information, they decide what support, resources and / or training are needed.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Specialist involvement is sought where a child's needs are felt to be significant and they have not responded to the interventions already put in place.

Specialist support is sometimes arranged after a Local Inclusion Forum Team (LIFT) meeting where professionals will decide what a child needs to improve their learning. The aim of LIFT is to gain an understanding of, and try to resolve a child's difficulties. It may include a referral to the Specialist Teaching and Learning Service for extra advice.

Some specialist support is requested by referral from the school. This can include a paediatric assessment, an observation or report from an Educational Psychologist, assistance from the School Nursing Service, a referral to the Speech and Language Therapy Service, a referral to Occupational Therapy, Physiotherapy or to the Children and Adolescent Mental Health Service (CAMHS).

What training do school staff who are supporting children with SEND have?

The school provides development opportunities for training and support for all staff to improve the teaching and learning of children, including those with SEND. There is whole school training on SEND issues as well as training on specific topics. Training providers can be accessed through CPD online or from the outreach courses at St. Nicholas School Canterbury. Some training is delivered by the SEN Team. Recent training sessions have included: -

- Numicon Maths intervention
- The Kent SEND Conference at Detling in October 2015
- Evening Speech and Language Seminars at the University of Kent at Canterbury
- Autism Awareness
- Safeguarding

How accessible is the school environment?

The school accessibility plan is regularly updated and reviewed. As a school we are happy to discuss individual access requirements.

How will my child's special needs be supported when joining or leaving the school or when moving from one year group to another?

We understand that transitions can be difficult for a child with SEN, consequently we take steps to ensure that any transition is as smooth as possible. We have a range of transition programmes and support in school, depending on the age of the child and their specific needs.

If your child is joining us from another school/early years setting:

The Head Teacher and SENCo will liaise with the other school to ensure that all information is shared, and any current provision which is successful can be replicated as much as possible. Your child will be able to visit our school both during and after the school day and stay for a taster session, if this is appropriate. Extra visits may be arranged. Children coming from Seashells Nursery attend taster afternoon sessions.

If your child is moving to another school:

We will contact the school SENCo and ensure that s/he knows about any special arrangements or support that needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. SEN paperwork and reports from outside agencies will be shared and passed on. A final parent teacher meeting will be offered with the out-going and in-coming teacher to ensure parents are confident that the current level of provision will be maintained in their new class and all relevant information has been passed on. This will include a final review of progress detailed on the child's individual Provision Plan.

If required, transition plans are created for those children who require additional support with moving on. This may involve time with their new teacher in the summer term to make sure they are fully prepared for the move.

What support will there be for my child's overall well-being?

Every member of staff is committed to ensuring the wellbeing of all children. We feel that it is important within the school for pupils to develop emotional resilience and social skills both through direct teaching (as in Personal, Social, Health and Emotional lessons) and indirectly through the interaction staff have with pupils throughout the day. We offer a wide variety of pastoral support for children who may be encountering emotional difficulties. This includes:

- ❖ Members of staff such as the class teacher, teaching assistants, SEN Team and Headteacher being readily available for children who wish to discuss issues and concerns.
- ❖ Specific interventions such as social skills groups run in the course of the year.
- ❖ Provision is made at lunchtime for children experiencing social and emotional difficulties. The children attend the Rainbow Room that is closely supervised by a Teaching Assistant.
- ❖ A play skills teacher (play therapist) works at the school one day a week.
- ❖ Where required, referrals are made to specialist outside agencies such as Early Help.

Children with Medical Needs

If a child has a medical need then a detailed Care Plan is compiled with the family and the SEN team. Where appropriate this will be supported by an external healthcare professional.

- ❖ Health Care Plans are shared with all relevant staff and reviewed annually.
- ❖ First aid training is regularly updated.
- ❖ Specific health care training such as Epipen Training, is delivered by a healthcare professional.
- ❖ Where necessary and in agreement with parents/carers, prescribed medicines are administered in school, but only where signed consent is in place and, where necessary a Health Care Plan, to ensure the safety of both child and staff members.

We hope that you have found this information useful and that you feel confident to approach the school to discuss any need you feel your child may have so that we can provide them with the best possible support available.