

Special Educational Needs Information Report



November 2020

Type of school	Mainstream Infant School – Local Authority Maintained.
Who should I contact to discuss a concern about my child or the needs of my child?	Talk to your child's Class teacher who can provide specific feedback on your child's learning. You may then wish to talk to the SENCO - Jayne Osborne – josborne@dorothybarleyinfant.org.uk
What kinds of SEN are provided for by Dorothy Barley Infant School?	<p>In the Code of Practice, need is broken down into four Broad Areas.</p> <p><u>Communication and interaction</u> This need identifies those pupils who: - Have speech, language and communications needs - Children with Autism Spectrum Condition, are likely to have particular difficulties with social interaction, difficulties with language and imagination which may impact on how they relate to others.</p> <p><u>Cognition & Learning</u> This need identifies those pupils who learn at a slower pace than their peers.</p> <p><u>Social, Emotional and Mental Health Difficulties</u> Pupils may experience a wide range of social and emotional difficulties which appear in many ways and for a variety of reasons including being a young carer, or subject to a traumatic event These can include : being withdrawn or isolated; showing challenging, disruptive or disturbing behaviour.</p> <p><u>Sensory and/or physical needs</u> These can include;</p> <ul style="list-style-type: none"> • Vision impairment • Hearing impairment • Multi-sensory Impairment • Physical Disability

What policies are in place for identifying children with SEN.	The following policies are published on the school website with more information on identifying and assessing pupils. Special educational Needs Policy Behaviour Policy Accessibility Policy
How will Dorothy Barley Infant School support and liaise with parents?	The following support is available;- <ul style="list-style-type: none"> • The SENCO is always available to discuss any concerns or queries that parents may have. • Children with high levels of need will have an Individual Education plan. Targets will be reviewed and discussed with class teachers termly. • Children with EHC plans have Annual Review meetings with the SENCO and the class teacher. • Individual consultation and support from external agencies such as Speech and Language Therapists and Educational Psychologists where appropriate. Parents and school are then advised on activities and strategies. • We have termly Parents evenings. • We hold parent workshops on literacy and maths for parents on EYFS and Key Stage 1.
Pupil Engagement	All pupils with SEND are encouraged to be involved at an appropriate level.
How will Dorothy Barley Infant School support my child with SEND?	Support has three graduated steps. <u>Wave 1</u> :- All children will be provided with high quality teaching that is differentiated to meet the needs of all learners. All pupils have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as Parents' Evenings <u>Wave 2</u> :- Small group support to improve children's learning for those pupils who require a group catch up intervention. We run intervention groups for reading and writing, phonics, maths and social skills. <u>Wave 3</u> :- Targeted support delivered by trained staff to meet children's individual specific needs following the guidance of external specialists. We have a trained Speech and Language Teaching Assistant who delivers 1:1 speech and language sessions. We have a small Nurture Group run by trained staff. We deliver 1:1 and small group interventions for children on the Autistic Spectrum. We have a qualified Art Therapist who works 1:1 with children.
How is SEND progress assessed?	The school uses a continuous form of assessment and planning in the form of the 'assess, plan, do, review' cycle. Planning and assessment for pupils with identified special educational needs may involve the use of the following: <ul style="list-style-type: none"> • Use of P levels where appropriate. • Use of Early Years and Foundation Stage (EYFS) in Year 1 if required • Use of P levels at the end of Year 2 if working below National Curriculum levels • Personalised targets • Termly review of

	<p>targets with parents and child • Education Health Care Plan (EHC) • EHC Annual Review</p> <p>Regular pupil progress meetings take place termly between the SENCo and the Class Teacher. The school aims to meet all pupils' needs through quality first teaching (Wave 1). Some pupils may need additional support at a Wave 2 level this is administered by teaching assistants. A discussion is held with class teachers as to the child's progress. Some children require 1:1 (Wave 3) support to address their specific needs. The majority of children receive Wave 3 support for Speech and Language. Other children receive Art Therapy and literacy programmes such as Better Reading Partners, and Reading Support. Parents/Carers will have the opportunity to and review their child's progress on at least two formal occasions (parents' evenings) and at additional reviews. Due to the nature of the support it may be relevant for external agencies to meet with the Parents/Carers to review the child's progress.</p>
How will my child be supported when moving to a new class or a new school?	<p>We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school or if your child is joining us from another school We will discuss his/her needs with the SENCo, arrange for staff to visit if needed and provide a social story. We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible We will ensure that the relevant staff members from the receiving schools are invited to the final annual review for children with an EHC plan before a planned move When moving classes in School: Information will be passed on to the new class teacher and a meeting will take place with the new teacher. All IPs will be shared with the new teacher. A transition book will be made for your child if it is felt that he/she would benefit from it.</p>
How will the curriculum be matched to each child's needs?	<p>At Dorothy Barley Infant School we provide a broad and balanced curriculum. Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCo) and/or external specialists. In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the school will be shared with parents.</p>
What training do the staff supporting	<p>In the last three years school staff have received a range of training. Awareness training has been provided to staff on:</p> <ul style="list-style-type: none"> • How to support pupils on the autistic spectrum • How to support pupils with behavioural difficulties (attachment theory)

SEN undertake?	<ul style="list-style-type: none"> • How to support pupils with speech, language and communication difficulties. <p>Individual members of staff have received enhanced training on Speech, Language and Communication Needs, Nurture Group training and staff have attended a range of training sessions to support children on the Autistic Spectrum.</p> <p>Enhanced training has been provided to the SENCo on</p> <ul style="list-style-type: none"> • Autistic Spectrum Disorder • Attendance at the termly SENCo Forum <p>The SENCO holds qualified teacher status and has completed and passed the Nationally Accredited Award for Special Educational Needs Coordination.</p> <p>The school has regular visits from an LA Educational Psychologist , The school receives visits from the Speech and Language Therapist who provides advice on assessing and planning for targeted children. Programmes planned by the therapist are then delivered by a Teaching Assistant.</p>
How will we support your child if they have a medical condition?	<p>The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual Health Care Plans will normally specify the type and level of support needed. If your child has a medical condition we will:</p> <ul style="list-style-type: none"> • Contact the relevant Health Care Professionals and arrange for a meeting to discuss your child's needs • From that meeting an agreed care plan will be drawn up and any necessary training put into place • All relevant staff will have access to the Care Plan and training • The Care Plan will be reviewed annually
What should I do if I have a complaint?	<p>Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussions early in the morning before school.</p> <p>In the event of a formal complaint parents please refer to the school's complaints policy.</p>
How do you support children's emotional and social development?	<p>All children take part in circle time each week and a daily Assembly. We run a Nurture group each morning for children who need support in Key Stage 1.</p> <p>We have an Art Therapist who sees children who have been referred to her each week.</p> <p>We also make referrals to CAMHs when appropriate.</p>
SEND equipment and facilities.	<p>The school has a Valentines Room for children with complex needs who are in the mainstream school. The children are taught by The SENCo and 4 trained teaching Assistants. There is an additional quiet room for TEACCH workstations and Attention autism sessions.</p>

	<p>The school has a dark tent and sensory equipment to support children's emotional and sensory regulation.</p> <p>The school employs an Art Therapist who is in school once a week and a private Speech and Language Therapist who is in school every 4 weeks. In addition to this the school has access to NHS speech and language therapy and to an Educational Psychologist.</p>
Who are the other people providing services and support for children with SEN and/or disabilities in this borough ?	<p>Sycamore trust. http://www.sycamoretrust.org.uk/</p> <p>Carers of Barking and Dagenham. https://carers.org/partner/carers-barking-and-dagenham</p> <p>The Heathway Centre https://www.lbbd.gov.uk/the-heathway-centre</p> <p>The national Autistic Society https://www.autism.org.uk</p> <p>You can view the local offer www.lbbd.gov.uk/childrenandyoungpeople/childrenwithsen/pages/senlocaloffer</p>
How do we identify SEND pupils.	See Appendix 1.

Identification of SEND pupils (appendix 1)

