

# **DOROTHY BARLEY INFANT SCHOOL**



## **SEND Parent Information**

**Approval by Governing Body:** Spring Term 2024

**Executive Headteacher:** Mrs Lauren Pearce

**Chair of Governors:** Mrs Sue Matthews

## Dorothy Barley Infant School

### Special Educational Needs and Disability (SEND).

#### SEND information report

Dorothy Barley Infant School is an inclusive school and may offer the following provisions to support children with SEND, over and above High-Quality Teaching for all.

#### **1.1 The kinds of SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

#### **1.2 Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with where the pupil is now and the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **1.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are from termly IEP meetings, held with the child, parent and class teacher.

### **Identifying pupils with SEND (monitoring stage)**

If a teacher has concerns about a child, he / she will meet with the parents and place the child on monitoring. A record is made and the SENDCo is informed. The class teacher ensures that the needs of the pupils at monitoring stage are met through the adaptive teaching. Their progress is reviewed with the Assistant Head for Data and the SENDCo after a term. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

We will notify parents when it is decided that a pupil will receive SEND support.

### **1.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **1.5 Supporting pupils moving between phases**

We will share information with the school, or other setting the pupil is moving to. The SENDCo will support pupils and parents to visit new settings.

### **1.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils as required.

### **1.6.1 Supporting children with Social, Emotional and Mental Health (SEMH)**

To support our pupils, the following interventions are available:

- Jigsaw PSHE weekly lessons
- Referral to CAMHS and Child Development
- Advice from a range of outside agencies including CAMHS and an Educational psychologist
- Personalised social stories
- Small group social skills club to support interactions
- Individual behaviour support plans
- Regular liaison with parents
- Home school liaison books
- Whole school behaviour policy

### **1.6.2 Supporting children with autism**

The following provisions are available:

- 1 to 1 work supporting targets set by the Speech and Language Therapist
- 1 to 1 or small group work on early literacy and numeracy skills
- Small group work on social thinking and active listening
- Sensory diet support
- Positive behavioural support
- Emotional awareness of self and others
- Visual support using pictures and symbols
- Intensive interaction
- The Oak and Ladybird Classes – where children are able to learn phonics, English and maths in a calm structured environment and develop the play and social skills that they need. Children’s sensory needs are supported. Weekly cookery session to support language, turn taking and sensory needs.
- Attention Bucket – To extend focus

### **1.6.3 Supporting children with speech and language needs**

The speech and language therapists work alongside teaching staff to ensure that a child with communication needs has a programme of targets that will help him/her to access the curriculum and contribute more successfully in the classroom. The Speech and language therapist will work with a child in different ways and therapy support may take the form of:

- Assessment

- All pupils are assessed for receptive language in Reception using Speechlink
- Advice and demonstration to teaching staff and parents
- Target setting
- Support to adapt the curriculum or environment
- Training and advice on specific approaches
- Direct packages to support a child in the classroom, in 1:1 or small group sessions that focus on the skills needed to interact effectively with others and to form and maintain friendships
- The targets are outcome focused and pupil progress is recorded, monitored and updated termly
- Access to a fully trained Speech and Language teaching Assistant
- A range of in class strategies such as visual timetables used by all staff.

### **1.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our planning and teaching to ensure all pupils are able to access it, for example, by grouping, pairing, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, iPads, coloured overlays, visual timetables, larger font, word mats, phonics mats etc.
- Adapting our teaching, for example, giving longer processing times, identifying and specific teaching of key vocabulary, reading instructions aloud, etc.
- Promoting cultural capital to enable our children to have the necessary skills and experience they require for life.

### **1.8 Additional support for learning**

Our teaching assistants are trained to deliver interventions such as Little Wandle, Speech Link and Language Link.

Teaching assistants will support pupils in small groups or 1:2:1 basis when required, whilst encouraging to complete tasks independently.

### **1.9 The role played by parents or carers to support children with SEND**

Parents and carers are responsible for supporting their children at home, to complete homework that has been set for their individual child.

### **2.0 Expertise and training of staff**

Our SENDCo has 9 years' experience, in this role and has achieved the NASENCO.

Jayne Osborne	SENDCo Deputy Safeguarding Lead Qualified Teacher
	National SENCo Award Team Teach Trained 3-day Autism training SENCo Network meetings / Conferences Designated Safeguarding Lead Training ESSAL (Enhanced Speech & Language) trained SCERTS training Nurture Group trained Little Wandle SEND Training Structured teaching Course TEACCH. Introduction to ACES and Early Trauma Griffin OT online training Course in Sensory Processing.
Caron Hook	Speech and Language Teaching Assistant ESSAL (Enhanced Speech & Language) trained Little Wandle training
Annette Prior	Team Teach training Little Wandle training Borough Autism Support
Natalie Castle	Team Teach training Little Wandle training. Borough Autism Support CACHE Level 2 & 3 Certificate in Understanding Autism TQUK Level 2 Certificate in Understanding behaviour that Challenges. Structured teaching course TEACCH Intensive interaction Course Introduction to PECS

	<p>Introduction to ACES and Early Trauma          CACHE Level 2 Certificate in Understanding Children and Young Peoples Mental Health          Griffin OT online training Course in Sensory Processing.          First Aid trained</p>
Terie Higgins	<p>Little Wandle training.          Team teach training.          Borough Autism Support</p>
All teachers	<p>Qualified Teacher          Little Wandle training          I can speech and language training.          Autism awareness training.</p>
All Support Staff	<p>Emergency First Aid training (Identified members of staff)          Little Wandle training          I can speech and language training.</p>

### 1.10 Securing equipment and facilities

Equipment and facilities are purchased from the SEND budget.

### 1.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term in pupil progress meetings with class teacher.
- Reviewing the impact of interventions
- Using pupil questionnaires to adapt provision
- Monitoring by the SENDCo
- Monitoring by the SEND Link Governor
- Monitoring by the Link LA advisor
- Holding annual reviews for pupils with EHC plans
- Local Authority Quality Assurance Visit

## **1.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

School visits are available to all our pupils.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our accessibility plan has more detail related to the facilities available for disabled children.

## **1.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take on positions of responsibility in their Houses and around the school.
- Pupils with SEND are also encouraged to be part of after school clubs to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying.

## **1.14 Working with other agencies**

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist (EP)
- Speech and Language Therapist
- Child and Adolescent Mental Health Service (CAMHS)
- Child Development Team
- Occupational Therapy (OT)
- Specialist Link Advisors from LBBD
- Vulnerable Pupil Borough Advisors
- Phoenix Trust (support for parents of children with autism)

## **1.15 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the class teacher/SENDCo/head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services



- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **1.16 Contact details of support services for parents of pupils with SEND**

- Heathway Centre 0208 227 5500 <https://www.lbbd.gov.uk/the-heathway-centre>
- Sycamore Trust enquiries@sycamoretrust.org.uk

#### **1.17 Contact details for raising concerns**

Jayne Osborne SENDCo – [josborne@dorothybarleyinfant.org.uk](mailto:josborne@dorothybarleyinfant.org.uk)

**1.18 The local authority local offer can be found at: <https://localoffer.lbbd.gov.uk/>**