

# SEN Information Report

## COTEFORD INFANT SCHOOL



<b>Written by:</b>	Roxie Cavill (Inclusion Manager)	<b>Date:</b> 20.09.19
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## 1. Intent Statement

At Coteford Infant School we strongly believe in inclusion and work hard to make sure that all children, whatever their starting points, are given the right support to be the best that they can be. We believe that all our children benefit from the experience of being in a school with children with disabilities and that together they learn skills and attitudes that will help them as they grow older.

Our SEN Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

## 2. Pupil Voice

Links to videos

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The Inclusion Manager

The Inclusion Manager (SENCO) is Roxie Cavill

She will:

- Work with the head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans



- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## 4.2 The SEN Governor

The SEN Governor is Juliette O'Loughlin.

She will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head teacher and the Inclusion Manager to determine the strategic development of the SEN policy and provision in the school

## 4.3 The headteacher

The headteacher will:

- Work with the Inclusion Manager and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability



## 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

# 5. SEN information report

## 5.1 The kinds of SEN that are provided for

We are incredibly lucky to have a Specialist Resourced Provision (SRP) for children with physical disabilities. We have space for up to 10 children in our SRP. We believe that all our children benefit from the experience of being in a school with children with disabilities and that together they learn skills and attitudes that will help them as they grow older. Our children have the benefit of being part of our SRP and also working within a mainstream classroom. We have an in-house Physiotherapy assistant who is trained to deliver daily physio programmes with children and also sensory circuits.

As a result of our SRP it means we have a range of equipment including specialist seating, hoists, buggies and adjustable tables.



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

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- 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

## 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry. 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 SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. Parents will always be informed when their child will be receiving SEN support and their opinions heard when discussing types of interventions.



Children at SEN Support will have an Individual Education Plan (IEP) which will be reviewed with parental involvement every term with the class teacher and the plan for the next term made. The progress of children with an EHC plan or Early Intervention Funding is formally reviewed at an annual review with all adults involved with the child's education invited to attend. The Inclusion Manager will also check that your child is making good progress within any individual work and in any group that they take part in through regular tracking. All LSAs and teachers, who carry out targeted work, track and record the child's progress closely each session.

## 5.3 Consulting and involving pupils and parents

Coteford Infant School believes that the only way children will reach their full potential is by working in partnership with parents and carers. We recognize that parents and carers have a unique insight into their child's growth and development. Parents and carers are encouraged to keep an open dialogue with class teachers, this can be done by:

- Arranging meetings with class teachers before/after school
- Quick catch up after school
- Use of home/school link book.

The Inclusion Manager may 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

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEN support, however this would have been discussed prior to the decision being made.

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

Class teachers and intervention staff work closely towards shared, age related targets with all children. Coteford Infant School follows the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the Inclusion Manager 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 (interventions)
- 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



The assessment will be reviewed regularly.

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. If it is not working we will adapt, change strategies or seek additional advice

#### **5.5 Supporting pupils moving between phases**

We recognize that transition can be difficult for all children, but particularly those with SEN and take many steps to ensure that the process is as smooth as possible. When a new child with SEN starts in Nursery or Reception our Inclusion Manager will always try and arrange a meeting beforehand at the child's previous setting. For those starting in Year 1 or 2 with SEN our Inclusion Manager will always try and have a phone conversation with the previous setting. This enables information to be effectively communicated between the two settings and all records/paperwork handed over. Likewise, if a child decides to move on from Coteford Infant School, we will always work closely with the child's new setting to ensure a smooth transition.

For children transitioning to Coteford Junior School at the end of year 2 they will be partnered with a Year 5 buddy who they meet prior to starting in Year 3. All Year 2 children visit the Junior School for lunch, have a tour of the school and watch a special assembly. Additional visits are organized for individual children who may require more support.

We also use Social Stories for some children to help support their transition.

#### **5.6 Our approach to teaching pupils with SEN**

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

Our first step in meeting the needs of pupils with SEN is high quality teaching. All aspects of learning are effectively differentiated to ensure all children are being pushed and encouraged to reach their full potential. At Coteford Infant School we believe children learn best when they are included, therefore we try and keep all children learning together in their class with their peers at all times.

We do however provide out of class interventions in the afternoons for children who require a little extra support, such as:

- Attention Hillingdon
- PALS (Social skills group)

- Fun Art
- Time to Talk
- Lego Therapy
- Language Link
- Writing, Numeracy and Reading boosters
- Black Sheep Press
- Play Therapy
- Physiotherapy programmes
- Occupational Therapy programmes



We also run Read Write Ink (phonics) sessions every morning for children in Reception and Year 1. These are taught in small, targeted groups.

The interventions are reviewed half termly and adjusted to meet the needs of the children.

### 5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting physical environment, for example, working stations, writing slopes, pencil grips, wobble cushions, specialist seating.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, movement breaks, visual supports etc.

### 5.8 Additional support for learning

We have a high number of highly trained learning support assistants who are trained to deliver interventions such as Attention Hillingdon, speech sound practice and Lego Therapy.

Learning support assistants will support pupils on a 1:1 basis when it is outlined in their Educational Healthcare Plan (EHCP) and work on pupil specific targets, such as speech and language.

Learning support assistants will support pupils in small groups when shared targets, such as problem solving and expressive writing.

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

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Play Therapy
- CAMHS
- Hillingdon Autistic Care and Support team (HACS)
- Child Development Centre (CDC)
- Community Pediatricians



### 5.9 Expertise and training of staff

We have a strong team of teachers and learning support assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in working with children with Autism, Attachment theory, safeguarding, use of sign along and speech sound training from our Speech and Language Therapist.

### **5.10 Securing equipment and facilities**

At Coteford Infant School we have a Specialist Resource Provision for children with physical disabilities. Therefore we have a range of equipment including specialist seating, hoists, buggies and tables.

We also have a range of resources available such as writing slopes, non-slip mats, pencil grips and wobble cushions.

The Inclusion Manager works very closely with Occupational Therapists, Physiotherapists and class teachers when considering which equipment is needed to meet the needs of the children.

This year we will be creating our very own multisensory room called 'The Zen Den'. The products in our new sensory room will be an essential part of our pupils' development, providing a calm space for them to learn and grow independently. The Zen Den will give pupils a sensory diet, promoting language, aiding fine and gross motor skills and hand and eye co-ordination.

### **5.11 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress towards their goals each term (IEPs)
- Reviewing the impact of interventions half termly
- Using pupil questionnaires
- Monitoring by the Inclusion Manager
- Holding annual reviews for pupils with an EHCP or Early Intervention Funding

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day and special workshops, etc. Children have regular opportunities to take part in class assemblies, exhibition evenings, Christmas productions and celebration evenings.

No pupil is ever excluded from taking part in these activities because of their SEN or disability. Our building is level access, meaning that all children can access all areas of the school. As mentioned above, we have specialist equipment such as hoists, specialist seating and buggies and members of staff who are trained to use them all.



Throughout the year we plan many educational trips relating to different areas of the curriculum which all children can attend. Children who require a one to one, as stated in their EHC Plan, have an adult with them throughout the day who actively encourages and supports their engagement in group activities.

Find our Accessibility Plan [here](#).

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

At Coteford Infant School we recognize that children will not flourish unless they feel safe, happy and secure in themselves and in their learning environment. We provide support for pupils to improve their emotional and social development in the following ways:

- Whole class teaching, i.e. circle time
- Buddy systems in class, and in the playground, allow children with SEN to develop friendships.
- Play therapy is provided for a limited number of children by a qualified play therapist in a 1:1 setting.
- Children are given a named adult who they can talk to if something is troubling them.

- Staff develop effective relationships with children built on mutual respect.

We have a zero tolerance approach to bullying.

Find our Anti-Bullying Policy [here](#).

### 5.14 Working with other agencies

The Inclusion Manager works closely with external agencies to support children with SEN. The Inclusion Manager will discuss with parents whether to make a referral to external agencies in order to improve provision for a child with SEN.

Those agencies may include

- Speech and Language therapy
- Education Psychology
- Occupational Therapy
- Physiotherapy



School works in partnership with Early Support and our neighboring Children's Centre to provide support for families.

### 5.15 Complaints about SEN provision

Coteford Infant School values its strong partnership with parents and strives to work together to resolve any difficulties that may arise.

Complaints about SEN provision in our school should be made to the Inclusion Manager 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 SEN 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

Our Complaints Policy can be found [here](#).

### 5.16 Contact details of support services for parents of pupils with SEN

Parents living in Hillingdon have access from Hillingdon's Connect to Support team. Information can be found [here](#). This site details support provided by the Local Authority, offers helpful advice and contact details of agencies such as SENDIAS.

Hillingdon Autistic Care and Support team also offer information and training on Autism. This information can be found [here](#).

### 5.17 Contact details for raising concerns

Parents/Carers are encouraged to have an open dialogue with their class teachers, so if any concerns arise they can be dealt with quickly and effectively. If parents/carers have concerns about their child's attainment, progress or wellbeing they should approach their class teacher in the first instance and then the Inclusion Manager or Headteacher.

Our governor responsible for SEN in school is Juliette O'Loughlin.

### 5.18 The local authority local offer

Our local authority's local offer is published [here](#).

## 6. Monitoring arrangements

This information report will be reviewed by Roxie Cavill (Inclusion Manager) every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints Procedure



## 8. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.