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## **SEND Information Report**

## Introduction

Ashbrook Infant and Nursery School is supported by the Local Authority to ensure that we meet the needs of all pupils with Special Educational Needs and Disabilities (SEND), and that all pupils, regardless of their specific needs make the best possible progress in school. We aim to be an inclusive school, with the needs of pupils with SEN and Disabilities being met in our mainstream setting. We aim to ensure that all pupils become confident individuals, who achieve their best and are well prepared for transition to Junior School at the end of Key Stage One.

## What is the Local Offer?

**The LA Local Offer** – the Children and Families Bill was enacted in 2014. From this date, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for children and young people with special educational needs aged 0-25.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. There is a link to the Derbyshire Local Offer here <https://www.localoffer.derbyshire.gov.uk/home.aspx> and within links on our website [www.ashbrookinfantandnursery.co.uk](http://www.ashbrookinfantandnursery.co.uk)

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### 1) Who are the best people to talk to in school about my child's difficulties with learning/Special Educational Needs or disability (SEND)?

#### Your child's class teacher

Your child's teacher is responsible for assessing the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, small group programmes etc), and letting the Special Educational Needs Co-ordinator know as necessary. The class teacher is responsible for reviewing your child's progress with you at parent interviews, and for ensuring that the schools' SEND policy is followed in their classroom and for all pupils they may teach with any SEND.

#### The Headteacher & The Special Educational Needs Co-ordinator (SENDCo): Mrs Helen Roebuck

In her role as SENDCo, Mrs Roebuck is responsible for developing and reviewing the school's SEND policy, and co-ordinating all the support for children with SEND. She ensures that, as parents and carers, you are involved in supporting your child's learning, that you are kept informed about the support your child is getting and that you are involved in reviewing how your child is doing in school and the progress they are making.

Mrs Roebuck also liaises with other people who might be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. She updates the school records and the data about your child that is needed to ensure that their progress is tracked and reviewed.

Mrs Roebuck works with teachers and teaching assistants to draw up individual or group learning support plans to support your children. She also supports teachers and other staff in the school so that they can help children with SEND to achieve the best progress possible.

As Headteacher, Mrs Roebuck is responsible for the day-to-day management of all aspects of the school including support for children with SEND. Responsibility for individual children is delegated to class teachers but Mrs Roebuck will ensure that each child's needs are being met. She will also ensure that the Governing Body is kept up to date about issues relating to SEND.

#### The SEND Governor: Mx Stevie Prowting (Co-opted Governor)

Mx Prowting has been nominated by the Governing Body to ensure that the school is giving all necessary support to pupils in school with SEND. Mx Prowting is responsible for reporting back to the full Governing Body. They can be contacted through school.

## 2) What are the different types of support available for children with SEND in our school?

### a) **Class teacher input via targeted classroom teaching (Quality First Teaching)**

For your child this would mean;

- That the teacher has the highest possible expectations for your child and all pupils in their class
- That all teaching is built on what your child already knows, can do and understand
- That different approaches to teaching are in place, such as practical learning, so that your child is fully engaged in learning
- That specific strategies (possibly suggested by the SENDCo) are in place to support your child
- That your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

### b) **Specific Group work**

This may be in the form of a particular intervention (such as Monster Phonics or Action Words) and may be run in the classroom or in an alternative area of the school. The interventions may be run by a teacher, a teaching assistant or the SENDCo.

### c) **Specialist Groups/Programmes run by outside agencies (e.g. Speech and Language therapy)**

This will mean that your child has been identified by the SENDCo or class teacher as needing some extra specialist support in school from a professional outside of school. This may be from LA central services provided by our Inclusion Support Advisory Teacher (Replacing Autism Outreach, Behaviour Support and SSEN from September 2024), Support Service for Physical Impairment, or sensory services (visual or auditory impairment). It may be from outside agencies such as the Educational Psychology service, Speech and Language Therapy or Occupational Therapy.

If your child requires support from outside agencies, you will be asked permission for the school to refer your child to a specialist professional. This will help the school and yourself to understand your child's needs better and enable them to be more effectively supported in school.

The specialist professional(s) will work with your child, you and school staff to understand your child's needs and make recommendations as to the ways your child is given support.

### d) **Specified Individual Support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education Health and Care Plan (EHCP). This means that your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also need specialist support in school from a professional/s outside the school. (As above)

For your child this would mean;

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process that sets out the amount of support that will be provided for your child.
- After the request has been made to the Special Needs Panel (a group of professionals who have been provided with detailed information about your child, including your own views), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been submitted, the panel will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP) which will detail your child's needs

and the support that your child needs. If this is not the case, the panel will ask the school to continue with the current level of support.

- The EHCP will outline the support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.
- An additional adult *may* be used to support your child with whole class learning, run individual programmes or run small groups that include your child.

### **3) How will the school let me know if they have concerns about my child's learning in school?**

If your child is identified as not making progress, the school will discuss this with you in more detail and they will also listen to any concerns you may have. You will be invited to meet with the class teacher and/or the SENDCo to discuss and plan any additional support your child may need, ways you can be involved and support your child's learning at home and any possible referrals that the school feels may need to be made to outside professionals.

We will not wait until parent interview events to discuss our concerns with you – if we need to talk to you, we will make sure the appointments are at a convenient time for you because we believe it is really important that you are involved in all the decisions made about the support your child receives in school.

### **4) How is additional support allocated to children and how do they progress in their learning?**

The school budget includes money for supporting children with SEND.

The Headteacher, in consultation with the School Business Officer and the governors, decides on the deployment of resources for Special Educational Needs and Disabilities, on the basis of the needs in the school. Information about the number of children currently receiving support, the number of children needing additional support and data identifying pupils who are not making progress as expected are all taken into account when planning the resources, training etc that is needed to best support the identified pupils.

The school identifies the needs of pupils on a school provision map. This identifies the support that is currently available and is reviewed regularly and changes made as required to reflect pupil need.

### **5) Who are the other people providing services to children with SEND in this school?**

Teaching Assistants and the SENDCo provide support for children that is additional to that provided in the classrooms by the class teachers.

The school has access to the following services provided by the Local Authority: Inclusion Support Advisory Teacher, Support Services for sensory impairment, Support Service for physical impairment, Educational Psychology Service and Children's Services (a group of professionals including Social Workers and Family Support Workers).

The school is also supported by services from the Health Care sector, including Speech and Language Therapy Services, Health Visiting Team, School Health Nurses, Occupational and Physiotherapy services.

### **6) How are the teachers in school helped to work with children with SEND and what training do they have?**

It is the SENDCo's job to support the class teachers in developing provision for children with SEND – this will be in the form of discussions during termly pupil progress dialogue meetings, informal "drop-ins" and other monitoring activities within school. The SENDCo attends regular training and briefing sessions to ensure that all developments within the area of provision for SEND pupils are up to date and appropriate.

The school has access to training from our Inclusion Support Advisory Teacher and staff attend training which is relevant to children in their class at different times of the year. INSET training days are occasionally used to train the whole staff in issues relating to SEND pupils, e.g. regulation for learning, Sensory processing, positive handling, selective mutism, ADHD, Dyslexia.

Teaching assistants also access training and work alongside outside professionals to gain experience and to observe good practice (e.g. working alongside a Speech and Language Therapist then delivering a support plan independently). Staff working with children with a physical impairment will have training from the Moving and Handling Team and will work closely with Health professionals such as physiotherapists and occupational therapists.

Other training is accessed through the LA provision and local and national initiatives – e.g. Confident Communicators, which trains staff to identify and support children with speech and language difficulties or disorders.

#### **7) How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of class teachers and the SENDCo, can adapt planning to support the needs of your child where necessary.

A range of specific resources, teaching programmes and strategies will be used to support your child individually or in small groups.

Planning and teaching is adapted on a daily basis in response to children's learning needs – we call this Assessment for Learning (AfL)

#### **8) How will we measure the progress of your child in school?**

Your child's progress is continually monitored by their class teacher. The class teacher and SENDCo will also check that your child is making good progress within any individual work and in any group they take part in.

Your child's progress is reviewed and discussed at least termly in reading, writing and maths (and Personal, Social and Emotional Development in the Early Years Foundation Stage - EYFS) at pupil progress dialogue meetings.

At the end of EYFS all children are assessed against the Early Learning Goals and a report is given to parents which details all areas of learning and whether your child is working towards or at age-related expectations.

At the end of Year 1 all children currently undertake a phonics screening check which assesses their ability to read and decode a range of words and non-words. Children who do not achieve the threshold mark (set nationally) are identified and given additional support with phonics and reading in Year 2.

At the end of Year 2 all children are assessed by their teachers against the National Curriculum expected outcomes. The results are given to parents with an end of year report. As children move into Year 1, with identified SEND, it may be appropriate for the school to use an assessment tool called 'The Engagement Model' if children are not yet engaged in subject specific learning- this tracks their engagement and involvement in areas such as communication, social interaction etc. If children are engaged in subject specific study, such as English and Maths, they will ultimately be assessed against 'Pre-Key Stage Standards'.

Your child may have a personal learning support plan which will be reviewed with yourself, the SENDCo and/or the Class teacher at various times throughout the year. This plan may be short term (e.g. for the length of an intervention programme) or longer term if your child is working below age-related expectations in more than one area of the curriculum.

The progress of children with an EHCP is formally reviewed at an annual review – all those working with the child, including yourselves, participate in these meetings.

#### **9) What support do we have for you as a parent of a child with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies can be used.

The SENDCo will be available to meet with you to discuss your child's progress or any concerns/worries you may have. Regular review meetings may be needed to discuss your child's individual plans and targets.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, information will be shared in a report.

School can also put you in contact with DIASS and other agencies who can support you as parents. We have contacts with local Autism support groups, local charities etc and we will always aim to signpost you to the groups/agencies we feel can best support you.

#### **10) How is Ashbrook Infant and Nursery School accessible to children with SEND?**

Our building is a single storey building with level access points, disabled parking and two disabled access toilets.

We have a range of specialist equipment for pupils with physical impairment and work closely with the Support Services who provide additional equipment to ensure full inclusion for all pupils.

All after school and extra-curricular provision is accessible to all pupils, including those with SEND.

We have an Accessibility Plan which is available should you wish to see it, and this is reviewed annually by the Governing Body so that any necessary adaptations or changes can be planned for effectively.

#### **11) How will we support your child when they are leaving this school? OR moving to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

**If your child is moving to another school, or when your child transfers to Junior School at the end of Year 2, we will:**

- Contact the SENDCo and Headteacher and ensure that they know about any special arrangements or support that might be needed for your child.
- Ensure all records are passed on immediately so that all information is readily available to the new school
- Arrange additional transition visits (outside of usual arrangements) to ensure your child is comfortable, familiar and happy with the changes that will be happening.
- Ensure that your child meets his or her new teacher/support workers early in the summer term before they leave (if your child is leaving at the end of Y2 rather than partway through an academic year).
- work with you and your child towards the end of Year 2 to create a "transition book" for you to share with your child at home – this will include things such as photos of new staff, support workers, environments etc. It will also include information about things that might be worrying your child such as arrangements for lunchtimes, breaktimes, PE etc.

**When moving classes within school, or moving from Nursery into Reception we will:**

- Ensure that information is passed on from your child's previous teacher to the new class teacher in the summer term. All records will be passed on so that support is seamless and continues in the new academic year.
- Plan visits (additional to the usual transition arrangements) so that your child becomes familiar with their new classroom, teacher and other adults who may work in that classroom.
- Create a "transition book", if necessary, for your child and you to share over the summer holidays. This will include photographs of staff, the new classroom etc, and contain information about things that your child may be anxious about, such as playtimes and lunchtimes.

#### **12) What Emotional and Social Development support do we have for a child with SEND?**

We recognise that children with SEND may well have Emotional and Social Development needs that will require support in school.

The emotional health and well-being of all our children is very important to us. Class teachers and all staff continually monitor the emotional health and well-being of all our pupils and where concerns arise, we have a referral system in place which allows any staff member to raise concerns with the SENDCo/Headteacher. Any concerns raised will be dealt with sensitively and with full involvement of yourselves and your child.

We offer nurture support to those children who need it. This is run by our trained Nurture Lead (Mrs Jones) and may form part of a child's overall support programme in school.

We also have Nat Coxon, who is a local youth worker, who volunteers in our school to support children on a Monday afternoon.

We pride ourselves on knowing all our children really well, and staff form caring relationships with all children and parents. Staff will discuss any concerns about your child's emotional well-being with you in a confidential and sensitive manner.

We have all statutory Safeguarding policies in place and follow local and national guidelines. Mrs Helen Roebuck is the Designated Safeguarding Lead in school, and Miss Margaret Smith is the Safeguarding Governor. We also have a Deputy Safeguarding Lead- Mrs Nicky Quinn (Early Years Lead). We have all had training in dealing with child protection and safeguarding issues.

Our Behaviour and Relationship Policy and Anti-Bullying Policy are also regularly reviewed and consistently implemented across school – both of these policies contribute to our approach to ensuring that pupils' emotional and social welfare is well considered.

**For additional information on any of the above, or to discuss the information in this report, please arrange an appointment with the Headteacher by contacting the school office on 01332 662695.**