

Special Educational Needs Information Report

Village Infant School

Type of School	Mainstream Infants School – Local Authority Maintained
Special Educational Needs & Disability Coordinator [SENDCo]	Mrs Debbie Rosaman Contact number: 020 8270 6589 Available to meet with parents: Through appointments via school office
Governor responsible for SEND	Nichola Bridge
Policies	The following policies contain information relating to SEND and are published on the school website: ○ Special Educational Needs Policy ○ Behaviour Policy ○ Positive Handling ○ Supporting Pupils with Medical Conditions
The kinds of SEN that are provided for	Our school can provide additional and/or different provision for a range of needs, including: ○ Communication and interaction, for example, autistic spectrum condition, speech and language difficulties ○ Cognition and learning, for example, dyslexia, moderate and multiple learning difficulties ○ 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 The learning provision that we offer has three graduated stages: Wave 1: A range of teaching strategies and resources are used to deliver Quality First Teaching for all pupils.

	Wave 2: Small group support for pupils who find it difficult to learn in a whole class situation or require a group catch up intervention. Wave 3: Targeted individual intervention.
Identifying pupils with SEN 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. Class teachers will discuss any concerns with the SENDCo and she will then observe the pupil in the classroom. 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. It may be decided that a pupil needs a Personal Learning Plan and the class teacher will then discuss this with parents. For some pupils an Educational Health Care Plan may be needed and the SENDCo will discuss this with parents.
Consulting and involving pupils and parents	We will have an early discussion with the pupil and their parents when identifying whether special educational provision is required. These conversations will make sure that: ○ Everyone develops a good understanding of the pupil's areas of strength and difficulty ○ We listen to the parents' concerns ○ Everyone understands the agreed outcomes sought for the child ○ Everyone is clear on what the next steps are We will formally notify parents when it is decided that a pupil will receive SEN support.

	Parents who have any concerns should initially speak to their child's teacher and then if needed to the SENDCo.
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. Personal Learning Plans will be reviewed each half term and Educational Health Care Plans will be reviewed annually.
Supporting transition	There are planned transition activities for pupils with SEND when transferring to a new year group. Pupil's will meet their new teacher and visit their new classroom. Transition arrangement between Village Infants School and William Ford C of E Junior School are carefully planned and pupils from Village Infants also visit their new classroom and meet their new teachers. Transition booklets are made for some SEND pupils. The booklets contain photographs of the pupil's new teacher, learning support assistant, lunch time staff, classroom and toilets. The booklet is sent home to enable parents to have regular discussions with their children during the summer holiday.
Our approach to teaching pupils with SEN	Village Infants is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout our school. 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 SEN. This will be differentiated for individual pupils. We may also provide the following interventions: ○ Targeted small group work that may take place either inside or outside the classroom ○ Targeted individual intervention ○ Specified high needs support that has been outlined in an Educational Health Care Plan
Adaptations to the curriculum and learning environment	We make the following adaptations to ensure all pupils' needs are met: ○ Differentiating our curriculum to ensure it meet the needs of all pupils, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. ○ Adapting resources ○ Using recommended aids, such as laptops, visual timetables, larger font, etc. ○ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
Additional support for learning	We have learning support assistants who are trained to deliver interventions such as literacy, maths, speech and language and social skills. Interventions may take place either inside or outside of the classroom and may either be in small groups or 1:1. Consideration will be given as to whether a pupil needs to access one, or more, of our intervention rooms, collectively referred to as our Orchard, where the curriculum is adjusted to meet specific learning needs. Pupils work in small groups to build their ability to focus on adult led activities. There is a strong focus on developing attention and listening, social interactions, communication and play skills. Pupils have opportunities to work 1:1 and alongside peers to enable new skills and concepts to be introduced and practiced before being supported to transfer them to a mainstream setting.

	Rainbow Room, Star Room & Sensory Room provide quiet learning environments for pupils in our Early Years Foundation Stage. Class Sunshine & Sunshine Garden provides a safe space for pupils with complex needs who find the mainstream classrooms and playgrounds too distracting, overwhelming or difficult to cope with. Class Apple Tree is a small, dedicated learning area designed to minimise distractions while supporting pupils to develop early learning skills. Cherry Tree Communication Room supports the development of specific speech and language skills, and is also used to support pupils who need help with exploring, understanding and dealing with emotions. Plum Tree Room allows pupils with identified gross motor, balance and coordination difficulties to access specific interventions. There is an additional sensory area to support emotional regulation, calming strategies and enable safe exposure to a range of sensory input, which some pupils find overwhelming or challenging. Pear Tree Room is used for all forms of creative activities for pupils who need their learning delivered kinaesthetically, or through a more hands-on, play-based approach.
Expertise and training of staff	Our SENCo is a qualified teacher. We have a team of learning support assistants who have been trained in using Makaton, delivering social skills, speech and language support, using the TEACCH approach and autism awareness.
Securing equipment and facilities	The school building has been modified to provide easier access for pupils with physical difficulties and there is a lift in the hall between the two levels. Toilet facilities have also been modified to provide disabled access. In response to the DDA Code of Practice, an audit has been carried out and an action plan written. LA guidance on procedures for increasing access is followed. ○ Specific equipment is available e.g. writing slopes, pencil grips, sensory resources. ○ Visual timetables are used in every classroom. ○ The Orchard Rooms provide a distraction free area and multi-sensory approach for learning.

	○ Symbols and objects of reference are used throughout the school.
Evaluating the effectiveness of SEN provision	We evaluate the effectiveness of provision for pupils with SEN by: ○ Reviewing pupils' Personal Learning Plans every term ○ Regularly reviewing the impact of interventions at every half term ○ Monitoring by the SENCo ○ Monitoring by our Governor with responsibility for SEND who has extensive experience of supporting SEND ○ Using provision maps and tracking to measure progress ○ Holding annual reviews for pupils with EHC Plans
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. All pupils are encouraged to take part in sports day/school plays etc.
Support for improving emotional and social development	We provide support for pupils to improve their emotional and social development in the following ways: ○ We have social groups to support pupils with emotional learning ○ Small groups of pupils go to our Orchard Rooms for activities to support the development of social and communication skills ○ We have a zero-tolerance approach to bullying.
Working with other agencies	In addition to the support provided by school staff we have access to a wide range of outside agencies who support children with SEND including: ○ Speech and Language Therapist ○ CAMHS (Child and Adolescent Mental Health Service) ○ Educational Psychologist ○ Local Authority Advisory Team ○ School Nursing Team ○ Child Development Team ○ Joseph Clarke Service for the Visually Impaired

Concerns or Complaints about SEN provision	Concerns or complaints about SEN provision in our school should initially be made to the class teacher. If necessary, the class teacher will then involve the SENDCo. If the parents are not happy with the outcome or the issue has not been resolved it will then be referred to the head teacher and if necessary, the governing board.
Contact details of support services for parents of pupils with SEN	The Sycamore Trust - Information for parents of children who have a diagnosis of autism. 020 8517 9317 enquiries@sycamoretrust.org.uk Carers of barking and Dagenham - Information, advice and support for families of children with SEND 020 8593 4422 carers@carerscentre.org.uk The Heathway Centre - A resource centre for families with children who have additional needs or disabilities. 020 8227 5500
The local authority local offer	Parents/carers are encouraged to visit the Barking and Dagenham Council local Offer website Barking and Dagenham SEND Local Offer (lbdd.gov.uk) This website provides information about different agencies, services and resources for children, young people with SEND and their families.