



SEND Information Report 2020 - 2021

This 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.

Introduction

At Joydens Wood Infant School we offer a broad and balanced curriculum for all pupils through Quality First Teaching. Our teachers are trained and skilled in planning differentiated lessons to meet the needs of pupils with a range of abilities. Pupils are carefully tracked and barriers to learning are identified and addressed in a timely manner. We are supported by the Local Authority to ensure that all pupils, regardless of any specific needs they may have, make the best possible progress in school.

The four broad 'areas of need' are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Need

Monitoring children with SEND

Children with SEND are monitored through a number of processes that include observations, assessments, teacher and SENCO meetings and attendance and behaviour records.

Any decided action relating to SEN support will follow a graduated response, 'assess, plan, do and review' model:

Assess: Pupil's data held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will be informed of any additional support and reasonable adjustments that are being made within the classroom to support their child. They may be invited to discuss any barriers to learning that have possibly been identified.

Plan: If review of the data indicates that additional support will be required then the views of all involved will be obtained and appropriate interventions identified and implemented. This will follow the steps outlined in the Best Practice Guidance (EYFS) or Mainstream Core Standards (KS1) of a universal approach, targeted intervention (Whole School Provision Map) and then personalised provision (Personalised Plan or Provision Plan if an EHCP is acquired).

Do: Additional support and/or interventions will run for 6-8 weeks and clear, expected outcomes will be identified and recorded. Parents will be consulted on the action they can take to support attainment of the desired outcomes.

Review: Progress towards these outcomes will be tracked and reviewed collaboratively with the intervention leader(s) and Class Teacher, with SENCO support where required and shared with the child and parent(s) at parent consultations. Additional discussions/meetings can be arranged if all parties feel this is relevant to the child's progress and attainment.

Who is best to talk about my child's needs?

1. Class Teacher

This is the person who sees your child daily and should always be your first port of call.

They are responsible for:

- Identifying, planning and delivering quality first teaching for your child.
- Monitoring attainment and progress and identifying any barriers to learning that your child may have.
- Liaising with the SENCO if necessary to raise concerns and seek advice.
- Implementing personalised teaching and learning for your child as detailed on the Whole School Provision Map, Personalised or Provision (EHCP) Plan where appropriate.
- Ensuring the school's SEN Policy is adhered to within their classroom for all pupils, including those with SEND.

2. SENCO – Miss Barnett & Deputy SENCO – Miss Vinton

If your child has had barriers to their learning identified and is requiring SEN support and monitoring the SENCO or Deputy SENCO may become involved in supporting your child. The SENCO or Deputy SENCO works closely with Class Teachers to monitor and co-ordinate the provision within all classes. Not all children and their families will require direct input from the SENCO or Deputy SENCO.

The SENCO and Deputy SENCO are responsible for:

- Developing the school's SEN Policy.
- Coordinating any intervention or support for your child in liaison with the Class Teacher.
- If your child has been recognised as requiring SEN support the SENCO is responsible for ensuring you are involved in supporting your child's learning, kept informed about your child's learning and involved in reviewing how your child is doing in liaison with the Class Teacher.
- Liaising with outside agencies and professionals who may be involved in supporting your child.
- Updating the school's SEN register.
- Updating the school's Provision Map.
- Taking children's cases to the Local Inclusion Forum Team (LIFT) to seek further specialist support and advice where required.

3. Family Engagement Leaders (FEL) – Mrs Adams

Is responsible for:

- Building relationships and maintaining regular contact with our families.
- Offering support and resources to tackle parenting issues and challenging family situations.
- Providing social and emotional support for children and families within our school.

4. Headteacher – Miss Hately

Is responsible for:

- The day to day management of all aspects of the school including support for children with SEND.
- Liaising with the SENCO and Class Teachers regarding provision for all children including those with SEND.

5. SEN Governor

Is responsible for:

- Ensuring the SEN Policy is adhered to by all staff and that it is updated and ratified yearly.

What type of support is available at school?

We are an inclusive school and children have access to provision depending on their need. The site is fully wheelchair accessible with wider doors and ramps to some classrooms to allow ease of access and a disabled toilet if required. Three classrooms have been fitted with enhanced sound systems to support children with hearing impairments.

Work is differentiated as appropriate to enable all children to progress from the level in which they started. A range of teaching strategies are implemented to target all types of learners. Specific strategies are implemented, where appropriate, to support children's learning and progress and attainment is tracked regularly. Where necessary, Risk Assessments are carried out for individuals and the Whole School Provision Map targets children's needs when they require more personalised intervention. Interventions may be carried out within the classroom or in another group learning space; these may be run by a Teacher, Cover Supervisor or Learning Support Assistant.

We provide interventions that support children socially and emotionally such as Therapeutic Play and Lego Therapy. We can provide support to identify Speech and Language difficulties by carrying out Speech and Language Link Assessments. We have access to interventions to support motor skill development such as Clever Fingers and Sensory Circuits.

Children can often find unstructured times like play time and lunch time difficult. The school opens one of the classrooms as a Time to Chill room where quiet activities such as colouring can be accessed. We also have a lunch time Nurture Group which is signposted to specific children who may require more support because they struggle to maintain friendships, require support to demonstrate appropriate social skills or become overwhelmed on the playground.

The school has access to specialist teachers from the Local Authority via the LIFT process, access to Speech and Language support from the NHS via a referral process, as well as support from an Educational Psychologist and the Early Help team.

Where can I go if I require further support and advice?

The Local Offer

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents/carers in understanding the range of services and provision in the local area.

The Local Offer for Kent can be found:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

https://www.kent.gov.uk/_data/assets/pdf_file/0007/18736/IASK-Special-Educational-Needs-support-in-mainstream-schools.pdf