



EAST BOLDON INFANT SCHOOL

SEN Information Report

Introduction

All South Tyneside Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND needs are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Issues
- Sensory and/or Physical

At East Boldon Infant School we accept that Parents and Carers need to feel confident that the school has systems in place which make it possible for us to offer appropriate provision to meet the needs of every child within our care so that they all meet their full potential. Parents will be listened to, involved in decisions and respected. When children have additional needs and advice from outside agencies is needed, parents will want to be fully informed and involved; and need to trust the school to respond to any need as quickly as possible.

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the '**Local Offer**'.

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. Further details can be seen at:

www.southtyneside.info/sendlocaloffer

The School SEN Information Report

This utilises the LA Local Offer to meet the needs of SEN Pupils as determined by the school policy and the provision that the school is able to provide. Schools refer to this as '**The Special Educational Needs Information Report**'.

Please read the following questions for more information about the provision of SEND at East Boldon Infant School.

Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability?

The Class Teacher

This would be the first point of contact, if you have any questions about your child's difficulties. The class teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Educational Needs/Disabilities Co-ordinator (SENDCo) know as necessary
- Writing Send Plans (Special Educational Needs and Disability) for children identified as having an additional need and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that the school's policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo – Mrs O'Donnell

Mrs O'Donnell completed her Post Graduate Certificate National Award for Special Educational Needs Co-ordination at the University of Sunderland in 2018 to further strengthen her expertise in this area.

The SENDCo is responsible for:

- Developing and reviewing the SEND Policy for the school.
- Co-ordinating all the support in school for children with Special Educational Needs or Disabilities (SEND)
- Liaising with all external agencies who come into school to help support your child's learning, e.g Speech and Language, Occupational Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all records of your child's progress and needs are kept).
- Providing specialist support for teachers and support staff in the school, so that they can help support children with additional needs in the best possible way.
- Ensuring parents are involved in supporting their child's learning and kept informed about the support their child is getting and reviewing how they are doing.
- Monitors and evaluates the SEND provision and reports to the Governing Body.
- Committed to attending regular CPD/meetings to keep informed about new initiatives and strategies

The Head Teacher – Miss Holt

The Head Teacher Miss Holt is responsible for:

- The overall responsibility for co-ordinating Special Educational Needs/Disabilities.
- Ensuring that all those who teach a pupil with an Education, Health and Care Plan are aware of that Plan.
- The Head Teacher must ensure that the Governing Body is kept up-to-date about issues relating to SEND.

The Governing Body

The Governing Body is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Appoint a SEND governor who will oversee the arrangements for SEND in school
- Know how many people in the school have SEND
- Know how much money the school gets for SEND and make sure the budget arrangements are in place to let the school fulfil their duties to provide for the pupils who have SEND
- Review and approve the SEND policy
- Monitor the progress of pupils with SEND and make sure the provision is written in EHCP
- Make sure that SEND provision is part of the School Improvement Plan
- Publish on the school website the SEND policy and a description of the arrangements and specialist provisions made in school for pupils with SEND
- Detail their arrangements for dealing with complaints from parents of children with SEN concerning the provision made at school

The **SEND Governor (Mrs Amy Stoddart)** has a specific oversight of the school's provision for pupils with SEND.

If you would like further information, then please do not hesitate to contact Jane O'Donnell at the school directly on 0191 536 7292.

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

1. Class Teacher input via excellent 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 upon what your child already knows, can do and understand.
- Different ways of teaching are put in place so that your child is fully involved in learning in the class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's class 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.
- A SEND plan (Special Educational Needs and Disability) may be produced for your child with specific SMART (Specific, Measurable, Achievable, Realistic, Time bound) targets related to their needs if gaps in their understanding/slow progress have been identified. This will be discussed with parents if a SEND plan is decided as the best step for your child. Class teacher and SENDCo will meet to decide a SEND range in line with other schools nationally.
- All parents are invited into school each term to discuss their child's progress and are provided with ways in which they can support their child's learning. These targets are shared with parents. We maintain a culture of openness and partnership and have strong channels of communication between parents and school.

Specific group work

Intervention which may be:

- Run in the classroom or outside. We adopt the approach of 'keeping up' not 'catching up' so all children are immersed in the full curriculum. Intervention may

take the form of pre-teaching and/or over teaching/consolidation with small focused teaching sessions which marry with the targets outlined on SEND plans and/or to close gaps identified when whole class teaching has taken place.

- Sessions will be delivered by a teacher or a teaching assistant (TA)

School SEND Register

We hold a register of all pupils in school who have special educational needs. This is updated by the SENDCo on a needs basis throughout the year and reviewed at the beginning of the school year as a matter of priority. The register indicates the child's name, year group and SEND range. The register is held by the office and is made available to the SENDCo. The office manager adds this information about a child to the Integris system which feeds in to the LA.

2. Specialist groups run by outside agencies e.g Speech and Language

SEN Code of Practice 2014: SEN Support

This means that they have been identified by the SENDCo/Class Teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority central service such as Speech and Language or the Sensory Service (for children with a hearing or visual need)

Outside agencies such as the Educational Psychology service (EPS)

Forms to be completed if assessment and/or intervention from any agencies are held in the Head Teacher's office in individual pupil folders.

What could happen?

You may be asked to give permission for the school to refer your child to a specialist professional e.g Speech and Language Therapist/Educational Psychologist. This will help the school and yourself to understand your child's particular needs better and be able to support them in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

3. 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 your child will have been identified by the professionals as needing a 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 (Including All Children documentation from the LA)

Your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority services such as the Sensory Service (for students with a hearing or visual need)

Outside Agencies such as the Speech and Language therapy (SALT) service.

For your child this would mean:

- The school can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), 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 the 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 been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write a Statement of Special Educational Needs Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the individual/small group support your child will receive from the LA (if appropriate) 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.
- The EHCP is reviewed at least annually

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Needs/Disability Coordinator (SENDCo) or Head Teacher.
- The school SEND Governor can also be contacted for support.
- Contact via the school email office@eastboldoninfants.org.uk

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child's learning.

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from South Tyneside LA, includes money for supporting children with SEND.

- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - (i) The children getting support already
 - (ii) The children needing extra support
 - (iii) The children who have been identified as not making as much progress as it would be expected and decide what resources/training and support is needed.
 - (iv) The child's view will be sought informally for review meetings; this may not always be possible with very young children/children with delayed development.
- School identifies the needs of their pupils as part of the assessment and tracking process. The support, provision and resources needed are monitored and reviewed regularly with changes made as needed.

Who are the other people providing services to children with SEND in school?

School Provision

- Teachers, Teaching Assistants and Support Assistants
- After School Clubs/Coaches

Local Authority Provision delivered in school

- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SALT (Speech and Language Therapy)

Health Provision delivered in school

- School Nurse
- Occupational Therapy

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

The SENDCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and Language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

How will we measure the progress of your child in school?

Your child's progress is continually monitored by his/her class teacher.

- His/her progress is reviewed formally every term in reading, writing and numeracy.
- At the end of each key stage (i.e at the end of year 2) all children are required to be formally assessed using End of Key Stage Assessments. This is something the government requires all schools to do.
- Children may have a SEND plan which will be reviewed and a future plan made.

- The progress of children with a statement of SEND/EHCP is formally reviewed at an annual review, with all adults involved with the child's education. Though reviews can occur more regularly than yearly.
- The SENDCo will also check that your child is making good progress within any individual work and in any group work that they take part in.
- A child centred approach is encouraged when appropriate. We ask children's opinions about how they have achieved SEND plan targets as well as their intervention group work.

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 similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets/SEND plans may be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.

Pen Portraits

Those children whose details are stored on the SEND Register also each have a 'pen portrait.' This is a detailed account of the child with the intention of presenting a picture of the whole child and also outlining which strategies and interventions have been used. These are updated throughout the year to reflect the specific provision and journey of the individual child.

Pupil Progress

Those children who have been identified as needing extra support are given SMART targets and a personalised SEND plan which are discussed and agreed with parents every term. These are written by the class teacher and may be shared with the pupil. Partnership between parents and teachers are strongly encouraged and informal meetings are encouraged.

How is East Boldon Infant School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The school has a disabled toilet with changing facilities.

- Wheelchair access is available
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.
- Extra curricular activities are accessible to all children including those with SEND.
- School trips are accessible to all children. Where appropriate a separate risk assessment may be written to take into account a child's specific needs. It will also list any specific 1:1 support or additional staff.

What support is there for my child's overall well being?

- East Boldon Infant School is fully inclusive therefore all children with SEND will be included in discussions/decision making where appropriate.
- We have monitors for playtime, playground pals and cloakroom monitors. This is a fair process, choosing from children who *want* to take part and rotating half termly/termly to ensure every child is given the opportunity who would like to.
- Our School Council members are nominated by the children in each individual class.
- Julie Porter is our named link to the Healthy Minds Team and we can make referrals to this service where concerns are raised by both staff and parents/carers

Medicines

- We hold a medical register for each child requiring long term medication e.g inhalers/epipens. A care plan accompanies each child with their medical requirements which is completed via the School Nurse. Care plans are reviewed and updated at least annually.
- All staff have appropriate training, specific to the medical needs of the children in our school.

How will we support your child when they are leaving East Boldon Infant School? OR moving on 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:

- The Head Teacher, SENDCo and child's current class teacher liaise with the SEND department of their next school
- We will make sure that all records about your child are passed on as soon as possible.

If your child joins us from another school:

- We will contact the school's SENCO (if we do not hear immediately from the school themselves) to retrieve information about your child and any specific needs/arrangements they may need.
- If necessary, arrange a meeting with the school's SENDCo to discuss any special provision needed/staff training needed.

When moving classes in school:

- Information will be passed on to the new class teacher and a planning meeting will take place with the new teacher. SEND plans will be shared with the new teacher.

In Year 2

- The SENDCo will discuss the specific needs of your child with the SENDCo from the junior school.
- Parents may be invited to meet new class teacher and/or SENDCo at a transition meeting.
- Additional visits may be arranged in the summer term to support the child's transition into school

Complaints

We encourage parents/carers with any concerns regarding the SEND policy or the provision made for their child to speak to us as soon as possible. In the first instance, please speak to your child's class teacher or the SENDCO (Mrs O'Donnell). If parents/carers feel that their child's needs are still not being met, then they should make an appointment to speak with the Head Teacher (Miss Holt).

We would always hope that any concern/complaint can be resolved in an informal manner by speaking to school staff and giving time for the concern to be actioned. If however the complaint is unresolved, then parents can follow our complaints procedure within our

complaints policy. This is available on our website www.eastboldoninfants.org.uk, or a copy can be provided from the school office.

Contact details of support services for parents of pupils with SEN

Parents can contact their local Parent Partnership Service for impartial information , advice and support in relation to their child's SEND needs.

SENDIASS SERVICE:

Telephone - 0191 424 6345

Email – www.southtynesidesediass.co.uk

The local authority local offer for SEND

Our local authority's offer can be found her:

<https://www.southtyneside.gov.uk/article/60051/Welcome-to-the-Local-Offer>

Jane O'Donnell

Reviewed May 2024

To be reviewed annually.