

Shinfield Infant and Nursery School annual report on the implementation of the Special Educational Needs (SEND) Policy and the Disability Equality Scheme – for 2020-21

Overview

Schools have a duty to report annually to all parents on the provision for SEND and implementation of their disability equality scheme. Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from their peers. The SEND Code of Practice (January 2015) lies at the heart of Shinfield Infant School and Nursery's policy and practice. It provides statutory guidance on duties, policies and procedures related to the Children and Families Act 2014. The Code describes a graduated approach that recognises children learn in different ways and have different forms of SEND. If early intervention does not have the desired impact, additional/ different provision is made and may include external agencies or ultimately Local Authority support/advice.

Policy

The school's SEN Policy can be located in the policies section on the school's website. It was last reviewed in January 2021. At the start of the reporting period the school's SENCo was Mrs Massey. The SEN Local Advisor is Mrs Ayres who is also the Nursery teacher.

Number of pupils with SEND

	Sept 2016	Sept 2017	Sept 2018	Sept 2019	Sept 2020
SEND support	11	13	15	20	29
Education Health Care Plan EHCP's pending	2	3	1	4	5 1

In addition to the above statistics there are 12 children with Speech and Language (SALT) assessments that have been carried out by SALT therapist and have individual targets. These children that just have a simple SALT need are not added to SEN register/census. The other 9 children with SALT needs are more complex so they are shown in the statistics in the table. In total 21 children have SALT needs. This is up from last year when there were 14 SALT needs in total.

In Nursery there are 3 children who have qualified for Exceptional Needs Funding and 2 of these children will need EHCPs. Another child in F2 will need an EHCP for KS1 but because she did not go to our nursery we are currently gaining evidence for this application. These 3 EHCP applications are in the process of being written and will be submitted this academic year meaning that the number with EHCP's at our school will continue to rise.

The number of SEN children has grown over time with the size of the school. At present we have a high number of children with Communication difficulties often a trait of ASD. Some of these children have significant needs and some have 1:1 adults. The biggest difference this year is that the children that had significant behaviour difficulties have moved on to Year 3. So whilst having a high number of needs we don't have children with complex behavioural needs that we have had for the past 4 years.

Process

If a teacher has concerns about the learning, progress or behaviour of a child and requests advice from the SENCO, the child's name is entered on the concern section of the SEND register. Observations, assessments or discussions take place and any further action is decided. If a child has significant needs but it is not yet clear whether they may need an EHCP then funding can be applied for.

All year groups include some pupils needing external support from an outside agency or additional support from school resources or from Pupil Premium funding. Currently the services actively involved are as follows: Sensory Consortium, Learning Support Services, Educational Psychologist, Child and Adolescent Mental Health Services, Speech and Language Therapy and Foundry College behaviour support. Children's support continues to be recorded on their Individual Educational Plan (ISP) and shared with parents. If their needs become more complex they will appear on the census and if they are reduced they will be signed off from SEND support.

The above services are extremely important in supporting children with significant difficulties and provide good evidence for EHCP applications. However as the confidence and knowledge of staff has increased over the years they need to be called on less frequently.

Transition was particularly good in September 2020. This could be because teachers and classes remained in the same class groups which eased anxiety. The three Year 3 children with significant needs have settled well. Two went to the juniors and one went to the Westende unit. Our school has been praised and thanked for allowing the 1:1 adult to spend two days working in the child's new school to make the transition as smooth as possible. These three children have made excellent progress since joining our school in Nursery. They have all been on huge journeys and with a huge amount of support from staff in school and outside school they have had a successful time at Shinfield infant School. As a result we have a higher number of TAs and staff confident and equipped with skills that support a child with complex behavioural needs.

Lockdown

Children with EHCP's have been well supported during lockdown. These children have been encouraged to be in school in a keyworker group where parents are willing. We have had 4 children who have had regular online sessions and have been taught online by an adult at school twice daily. We have had good feedback from parents and children have clearly been engaged during these sessions.

As a result of adults self-isolating we have had many members of staff that have completed online courses on Dyslexia, Autism, ASD, and Coping with Changes. Several TAs also attended an online training course for Precision Teaching and the school nurse has been in to train staff to meet children with medical conditions. Two children in school are fed through a peg.

The main challenge that the school has faced is lack of Speech and Language Support. This has been partly due to the pandemic and the nationwide lack of speech therapists. It has been a year since any formal assessments have been completed by an outside SALT but thankfully we now have been allocated a therapist and all children requiring support will be seen over the next weeks. Some have been done already.

Involvement of pupils in their SEND review

The involvement of pupils and parents in the process of reviewing progress towards children's ISP targets has continued to be a school priority. All parents of children with a ISP have been involved in setting and evaluating new targets for their child on a termly basis via meetings within school, with professionals, emails and 1:1 consultations. Children's ISPs have SMART targets with all provisions and resources listed to meet that target.

Children's progress towards their targets is monitored formally each term. However, adaptations can be made and conversations had between staff and parents whenever needed. New targets are set. From September 2017, when ISP's are reviewed percentages of targets met are taken as a measure of progress. When appropriate, children are involved in target setting if appropriate.

Pupils with an EHCP have the opportunity to share their views and these can be taken into account at the statutory Annual Review meeting. If the school feels it appropriate the child is invited to the first part of the meeting to share their views or to celebrate their progress.

Pupils at SEND Support have received support in school in intervention groups which were led by Teaching Assistants or class teachers and these are monitored by the SENCo. Intervention groups this year have focussed on catching up with basic skills in literacy and numeracy, fine and gross motor skills, social skills, nurture, attention and listening and Sensory diet. Targets are monitored formally termly but can be discussed with the SENCo or class teacher at any time.

Budget allocation

Each financial year the school is allocated funds with which to meet the needs of pupils with SEND. Since becoming part of the Circle Trust we buy into these services as and when we need them.

Children in Nursery with significant SEND may meet the threshold for funding. This can be applied for.

The majority of SEND funding goes on staffing costs – SENCo, teaching assistants. Funds also go towards teaching resources and training costs.

The school also makes provision for pupils as part of its early intervention work aimed at reducing / limiting the number of pupils placed on the SEND register.

Liaison with other schools and settings:

The school has links with schools in the South West cluster, particularly Shinfield St Mary's where the majority of pupils transfer. During the summer term prior to transfer to Year 3, extra transition meetings were set up to discuss the needs of vulnerable pupils. Transition programmes were also set up for pupils who were expected to face additional challenges when transferring from one class to another. Staff devise transition plans for identified pupils.

Our Foundation Stage teachers endeavour to visit all pupils in their pre-school settings in advance of joining the school. Those with identified special educational needs are given priority and transition meetings with staff at the pre-school setting are arranged. Foundation Stage teachers also carry out home visits for pupils starting in Reception.

Cross-Trust Collaboration is gaining momentum, with regular SEN meetings with SENCos to share ideas and ask for advice. This is beneficial for everyone to share good practice and ensure consistency across the Trust.

Disability Equality Scheme

The school is committed to fulfilling its duties under the Disability and Discrimination Act. Shinfield Infant and Nursery School is an inclusive school in which we act to ensure all pupils have equal access to the curriculum and associated opportunities.

Steps taken to prevent disabled pupils from being treated less favourably than other pupils

- No child is excluded because of any disability they may have and will receive additional support / resources to ensure the fullest access possible.
- The school works under The Circle Trust admission arrangements and therefore ensures it does not discriminate against pupils with physical or learning disabilities.

Pupils with disabilities and medical needs

The school has pupils with medical needs and physical disabilities such as sight impairments, mobility difficulties and significant communication difficulties. The school works with parents and outside agencies to make appropriate provision for these pupils in line with the school's equal opportunities policy.

Parents' and carers' involvement in the provision for pupils with special educational needs and those with disabilities and/or medical needs.

Parents are encouraged to discuss their child's needs on entry to the school and at any point when their child's needs change e.g. linked to a course of treatment.

Parents continue to offer regular reading and curriculum support.

In working in partnership with parents we aim to:

- To review the SEND Local Offer on the school's website on an annual basis;
- Have positive attitudes towards parents, respecting the validity of differing perspectives;
- Provide user- friendly information and procedures taking into account any specific needs with respect to disability or communication barriers;
- Recognise the pressures a parent may be under because of the child's needs;
- Acknowledge the importance of parental knowledge and expertise in relation to their own child;
- Gain parental permission before referring them to others for support;
- Continue to access parent courses through the local cluster or make a direct referral to receive support from the Parenting and Family Support Practitioner.

If parents have any complaints about their child's provision, they should follow the school's complaints procedure which can be found in the school office section of the school's website under the heading 'Policies'.

Charlotte Massey, SENCo
March 2021