

Shinfield Infant and Nursery School annual report on the implementation of the Special Educational Needs (SEND) Policy and the Disability Equality Scheme – 2023-2024

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.

At the start of the reporting period the school's SENCo was Ms Massey. The LAB for SEN is Mrs Abigail Tapley.

Number of pupils with SEND

	Autumn 2016	Autumn 2017	Autumn 2018	Autumn 2019	Autumn 2020	Autumn 2021	Autumn 2022	Autumn 2023
SEND support	11	13	15	20	29	21	29	21
Education Health Care Plan EHCP's pending	2	3	1	4	5 1	6 2	9	12 4

The number of children with SALT needs has reduced considerably since last year. All children in F2 are assessed in the first term by our Elklan trained HLTA. This thorough approach is a real asset to our school and not something that a lot of schools offer. All schools in Circle Trust do. The 'Speech Link' programme generates really specific targets and activities and monitors progress carefully. We have two other members of staff now training on the Elklan programme so that effective interventions can be offered to our Nursery and so that we ensure this SALT approach is whole school.

In Nursery there are 3 children who have qualified for Exceptional Needs Funding this academic year. This is issued termly if enough evidence is gained to show that the child has significant needs. The need in Nursery was extremely high last year but is less so this year. Two Foundation Stage children have been kept back in Nursery as this is the best place for them to learn. They are both currently on staggered timetables.

We have confirmed places in SEN schools for 5 of our EHCP children for September 2024. One other child has SEN school accepted but has not been placed yet. We have 3 other children whose parents would like to try and apply to panel for SEN school. We should know by February Half Term if they are successful.

The number of high need SEN children has grown significantly each year and is double what it was in September 2021. By the end of this year it is likely that we will have 16 children with EHCPs. We are already well above the average number now but below average for the number of SEN children overall.

Process

If a teacher has concerns about the learning, progress or behaviour of a child and requests advice from the SENCO, a 'concerns' sheet can be completed. The child is monitored and the next step would be to complete an ISP. 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 but evidence of outside agencies is needed.

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, Addington Outreach. 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. Since COVID it has become harder to access external agencies.

Transition despite the pandemic has worked well for children. It has been done in varying ways and changes have had to be made but we feel that children have transitioned into their new year groups particularly well.

Due to the significant needs of the children this year we have had to use Blossom room as an extra SEN space and run it a bit like a unit.

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.

Pupils with an EHCP have the opportunity to share their views if appropriate 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. When a child has significant needs we can apply for extra funding. We have this for a child in Nursery.

Liaison with other schools and settings:

The school has close links in the Circle Trust Academy and SENCos meet once termly at least. Termly reports are sent to LAB advisors. 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 contact the pre schools of children joining us the summer before they start. Those with identified special educational needs are given priority and transition meetings with staff at the pre-school setting are arranged. Our Nursery teacher also carries out home visits for pupils prior to them starting in Nursery.

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
September 2023