

Greensted Infant School and Nursery

SEN Information Report 2021



The full SEN policy can be viewed online

SENCO

Mrs T Lee

Headteacher

Mrs J Farrow

SEN Governor

Mrs D Boukriss



What are Special Educational Needs and Disability (SEN/D)?

In accordance with the SEN Code of Practice 2014, we consider a child has special educational needs if he or she has a learning difficulty or disability which calls for a provision which is additional to, or different from, that made generally for others of the same age. Our school environment is on one level and has wheelchair access from the front of the building. Further adaptations are made, according to the needs of the children.

We provide SEN support for pupils under the four broad areas of need:

Communication and Interaction Some children need additional support with social communication, others might need support with speaking or understanding speech.

Cognition and Learning Some children learn at a slower pace than their peers even with high quality teaching. They might have multiple learning difficulties, or specific learning difficulties such as dyspraxia, dyslexia, or dyscalculia.

Social, Emotional and Mental Health Children may experience a range of social emotional difficulties which might manifest themselves in withdrawn behaviour or disruptive disturbing behaviours. Other children might have disorders such as ADHD or attachment disorder.

Sensory and /or physical needs Some children require special educational provision because they have a disability. A child might need support from a visual impairment or hearing impairment team. They might need support from occupational therapy and require specific programmes or resources.

Who do I contact if I feel my Child has SEN/D needs?

The school has a welcoming open door policy. If you have any concerns, please talk to your child's class teacher.

Your concerns in the first instance will be addressed by making observations, looking at data and your child's work. Where necessary further detailed assessments of learning barriers will then be carried out by Mrs Lee (SENCO) who is always available to speak to.

Please telephone the office to make an appointment.

Contents

Page 1 What are Special Educational Needs?

Who do I contact if I feel my child has SEN/D ?

Who do I contact if I have a complaint?

Page 2 How does the school know if my child needs additional support?

What agencies does the school work with?

Page 3 Working together.

The One Plan Process.

Page 4 Types of support.

Page 5 Times of change and transition arrangements.

Page 6 The wider Curriculum

Who do I contact if I have a complaint?

Contact Mrs Farrow

Headteacher



How does the school know if my child needs extra support?

- Liaison with previous school or pre schools
- Concerns raised by parents
- Concerns raised by teachers
- Observations
- Pupil progress meetings
- Use of standardised assessments—Wellcomm screening of Speech and Language in the Foundation Stage.
- Lucid Cops Screening - Identifies visual memory, auditory discrimination and phonological awareness difficulties.

The Essex Local Offer

The Essex Local Offer gives you information about education, health and care service in Essex.

It also provides information about leisure activities and support groups for those with special educational needs and their families.

You can access this by typing into your search engine

<http://www.essexlocaloffer.org.uk>

Whole School training

Staff have had inset days on supporting pupils with Dyslexia and have completed 'Good Autism Practice' as part of inset training.

Teaching Assistants

Have regular training in using interventions, questioning techniques to encourage the child to develop greater independence and spotting barriers to learning.

Outside agencies the school works with

Paediatricians

Occupational therapists

Speech and Language therapists

Educational Psychologist

Specialist Teacher Team

School Nurse

Mental Health worker

Training

The SENCO :

National Award for SEN/D

Working with Pupils with Autism in school

(Certificate of further professional studies university of Cambridge Faculty of Education)

Working with pupils with Specific Learning Difficulties in Schools

(Certificate of further professional studies university of Cambridge Faculty of Education)

Enabling children to speak about feelings through the arts

(The centre for child mental Health Islington)

ADHD Explained (Terry Gilligan)

Developing Reading Skills in Learners with Dyslexia

(Dyslexia Action)

Working Together to support your child

We believe it is important to work in partnership with parents and children. We use a person centred approach to information gathering and the cycle of assess, plan, do, review.

Once a Special Educational Need or Disability has been identified, you will be asked to attend a termly meeting.

During this time the teacher will :

- Feed back to you what is working and what is not working in school.
- Ask you what is working and not working at home.
- Share with you, your child's views gathered on his/her One Page Profile and share the progress that he/she has made.
- Together you will formulate a plan during a One Plan meeting that meets your child's needs. This plan will be worked on for half a term then reviewed by staff to ensure the initiatives are having an impact. A formal termly review will be held.
- Where the expertise of the SENCO and other professionals are needed, they will be invited to join the meeting.

Looked After Children:

The progress of Looked After Children is closely monitored and reported termly on the Personal Education Plan. Looked After Children with SEN/D will also have a one plan meeting where a Personal Learning Plan with appropriate targets will be written with carers.



One Plan meeting

Parent Views

“It is really positive and a really good way to get on the same page and to collectively move forward as a partnership between home and school.

I feel I have a voice”



Types of support

Class support

All children receive 'quality first teaching' with targeted differentiated support according to your child's need.

All class teachers use visual timetables and present materials where possible in a dyslexia friendly font.

Where necessary, the class is adapted to meet the needs of the child. For example a child might need a work station, writing slope, weighted pencil or ear defenders to ensure the child's needs are met within the classroom. Apps on the ipad are used to support a range of needs.

Children are encouraged to be independent learners

Resources used in interventions are available in class to support pupils in their learning. This includes resources such as counters that support pupils to recall their sentences, which are used in memory games and phonics mats used in interventions such as small group 'Letters and Sounds' to support spelling.

A range of practical mathematical equipment is available to support a range of different learning styles.

All children are made aware of their personal literacy targets with child friendly symbol card.

Personalised provision on time limited interventions.

Once barriers to learning are identified, your child will be placed into an intervention to develop his/her skills. This might be 1-1 or within a small group within their bubble. Your child will be given support tailored to their needs.

These interventions include:

- Gym trail, finger gym
- Social skills groups
- Play therapy
- Listening and Attention skills
- Memory skills
- Speech and Language
- Maths and literacy interventions

Interventions used

Literacy

Phonological awareness games

The 5 minute box

Words First

Precision Monitoring

Small group Letters and Sounds

Small group literacy taught by SENCO

'Touch Tronics' (ipad)

Listening and Attention skills

Listening Comprehension lower

Listening skills Early Years

Listening Comprehension skills

Start Listening

Speech and Language

Wellcomm

1-1 speech programs

Colourful Semantics

Memory games

Auditory memory skills

Visual memory skills

Memory Fix

Maths

10 minute box

EPS Maths intervention

Emotional & Social Skills—Nurture

Team

Zones of Regulation

The Essex Approach

Socially Speaking / Social Stories

Attention Autism

Brilliant Books / Home School Rewards

Times of change

What the parents say

“It was really helpful knowing over the Christmas period what my child would be doing the following day. Close liaison with the school and being given a timetable for the following day helped me prepare my child and stopped him becoming distressed when leaving the house”.

Transition meetings and books

What the parents say

“My child is on the Autistic Spectrum having additional meetings with the agencies prior to my child starting school reassured me and a short transition book with pictures of his teachers helped him make a good start to school”.



How will times of change be managed for my child?

Children on the Autistic Spectrum and children who become anxious find changes in the school day and new experiences difficult. If you know your child struggles with change please alert a member of staff.

How we can support your child

We have experienced members of staff who can write a social story to support your child.

We can write transition books.

We can write social stories.

We can use personal visual timetables.

We can arrange for your child to meet members of the pantomime, or visit the Grotto, Space Dome or any other visitor to the school, prior to the class entering to ensure they enjoy the experience.

Transitions between rooms for example lunchtime, P.E, and assembly are managed by supporting the pupil to enter for just a short while and watch from just outside the hall to develop confidence.

Transitions between classes and schools

The children's new teachers will visit the children in their existing classroom. At least 3 transition days are placed in the school calendar, but for pupils with additional needs further visits are arranged.

Transition books are made with the children. The children take the photos for the transition book and are supported by one of our nurture team who ask if they have any worries. These worries are addressed within the book.



The Wider Curriculum

Children with SEN are encouraged to participate in a wide range of activities and clubs.

Clubs are made accessible to all children and children's talents are valued developing self esteem.



Children's interests are used for rewards to encourage children to work hard and be motivated to achieve their goals.

