



**Meath Green Infant School**  
**SEND INFORMATION REPORT**  
**Updated September 2021**

## **1. Aims**

Our information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

## **2. Legislation and guidance**

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEN coordinators (SENCOs) and the SEND information report

## **3. SEND information report**

### **3.1 The SEND that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, global learning delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, processing difficulties and sensory overload

### 3.2 Identifying pupils with SEND and assessing their needs

In our school, a child may be identified as having Special Educational Needs and Disability if:

- they have speech, language and communication difficulties that make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- their academic achievements are significantly below their peers of a similar age.
- they are making inadequate progress, so that the gap between their attainment and their peers is widening.
- they find it difficult to develop social interaction with their peers and staff, or those children who exhibit emotional difficulties that prevent them from forming relationships or accessing the curriculum effectively.
- they have a physical or sensory difficulty that prevents them from taking part in school life.

At Meath Green Infant School, the Headteacher, SENCO and class teachers seek to identify children with SEND through conversations with parents/ careers, transition meetings, pupil progress reviews, observations, work scrutiny and assessments.

### 3.3 Consulting and involving pupils and parents

We will have an early discussion with parents when identifying whether their child may need special educational provision. These conversations will make sure that:

- we have information regarding the pupil's history of development
- everyone develops a good understanding of the pupil's areas of strength and difficulty
- we take into account the parents' concerns
- everyone understands the agreed outcomes sought for the child
- everyone is clear on what the next steps are

We will then inform parents if their child will receive SEND support.

### 3.4 Assessing and reviewing pupils' progress towards outcomes

At Meath Green Infant School, we follow the graduated approach: **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs and an Individual Support Plan (ISP) will be written. This will draw on:

- the teacher's assessment and experience of the pupil
- their previous progress and attainment and behaviour
- other teachers' assessments, where relevant
- the individual's development in comparison to their peers and national data
- the views and experience of parents

- the pupil's own views
- advice from external support services, if relevant

The ISP will then be reviewed termly.

All teachers and support staff, who work with the pupil, will be aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **3.5 Supporting pupils moving between phases and preparing for adulthood**

We will arrange a transition meeting with either the setting they are coming from or moving to.

We will prepare the pupils for transition by:

- arranging additional visits
- sending our staff to their current setting or inviting the schools staff to visit the pupil here
- making a transition book with photos of their new school and teachers

### **3.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND.

We may also provide the following interventions:

- Language Link
- Speech Therapy
- First Class @ Number
- Write Start Handwriting
- Precision Teaching

### **3.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access the learning. For example, using pupil's strength and interests.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching. This may be consideration of teaching style, questioning, processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Please see our accessibility plan, within our policies, on the school website for further information. <https://primarysite-prod-sorted.s3.amazonaws.com/meath-green-infant-school/UploadedDocument/2286ffb40766421da13ef0bdacd4ad49/accessibility-plan-2018-20.pdf>

### **3.8 Additional support for learning**

We have;

- 3 ELKAN trained teaching assistants who are trained to deliver individual Speech and Language programs and Language Link intervention.
- 2 teaching assistants who have received training to support pupils with ASD
- All teachers and at least one teaching assistant in each class has received training to deliver precision teaching.

Teaching assistants will support pupils on a 1:1 or in a small group when there is a high area of need or they have an EHCP.

The class teacher or teaching assistants will support pupils in small groups to aid their learning.

We work closely with the following professionals/ agencies to provide support for pupils with SEND:

- Outreach workers
- CAMHs (Child and Adolescents Mental Health services)
- Educational Psychologists
- Specialist Teachers for Inclusive Practice (STIPs)
- Speech and Language Therapists
- Occupational Therapists

### **3.9 Expertise and training of staff**

Our SENCO;

- has achieved the National SENCO Award
- has been in role for 5 years.
- is part of the Senior Leadership Team
- is allocated one and a half days a week to manage SEND provision
- attends a termly meeting with the Multi Professional Team
- attends termly network meetings

We have a team of 19 teaching assistants, including 4 higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In recent years, staff have received training to support: Emotional Literacy (ELSA), Speech, Language and communication needs, receptive language (Language Link), behaviour, Precision Teaching and Pathological Demand Avoidance (PDA).

This year we endeavor staff will receive training on the 'Literacy for All' program, consistent and inconsistent phonological disorder and articulation disorder.

### **3.10 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their outcomes each term
- meeting with parents
- reviewing the impact of interventions
- holding pupil progress meetings
- monitoring by the SENCO
- holding annual reviews for pupils with EHCPs

### **3.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

**All pupils will access a broad and rich curriculum.**

All of our enrichment activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our school visits.

All pupils are encouraged to take part in sports day and enrichment activities.

Pupil will not excluded from taking part in these activities because of their SEND.

#### **Arrangements for the admission of disabled pupils**

We are a fully inclusive school that admits all pupils including those with SEND.

We have disabled toilets and accessible classrooms.

Meetings will be held with parents, children and specialists in order to plan admission and ensure that the facilities and resources are in place to enable the child to access the curriculum.

Appropriate support will be provided.

Training will be provided for staff.

Regular reviews will be planned, which include the pupil's views

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### **3.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development by:

- promoting a Growth Mindset
- developing pupils metacognition and self-regulation strategies

- sharing and teaching our School values
- providing ELSA intervention to support individual/ groups of pupils
- following our Behaviour Policy, which includes guidance on expectations, rewards and consequences.
- teaching pupils about 'online-safety' and how to keep themselves safe online.
- having a zero tolerance approach to bullying.

### 3.13 Working with other agencies

The **Governing Body** will ensure that the school fulfils its legal duties with regard to special educational needs. This will include maintaining an overview of the learning support procedures and resources, and reporting annually on the effectiveness of the school's Special Educational Needs and Disability policy.

The **Headteacher** has overall responsibility for ensuring the Special Educational Needs and Disability policy is implemented and is responsible for Safeguarding.

The **SENCO** takes the lead in work relating to children with SEND. Staff liaise with her closely on the provision and progress of all the children with SEND to ensure continuity and support for them and their families. The SENCO is also responsible for 'Looked after' and Pupil Premium children.

SENCO Roles and Responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

### 3.14 Complaints about SEN provision

Copies of the complaints procedures are available on request from the school office and are available on our website.

Complaints about SEND provision in our school should be made to the class teacher in the first instance.

The parents of pupils with SEND have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### 3.15 Contact details of support services for parents of pupils with SEND

Surrey SEND Information, Advice and Support Service:

<https://sendadvice.surrey.org.uk/>

### 3.17 Contact details for raising concerns

*Mrs Pipe – Headteacher*

### 3.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

## 4. Monitoring arrangements

This information report will be reviewed by Kelly Lang/ Inclusion Leader **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 5. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information
- Complaints procedures
- Inclusion Policy