



## **THOMAS A' BECKET INFANT SCHOOL**

### **SEND Information Report**

#### **For Children with Special Educational Needs and Disabilities**

All schools are required to publish and review information for parents and carers about the support and provision for children with special educational needs and/or disabilities. The questions below were given to schools and the answers have been written collaboratively by the school's Special Educational Needs and Disabilities Co-ordinator (SENDCo), a parent of a child who has SEND and the school's Governor for Inclusion.

#### **1. How does Thomas A' Becket Infant School know if children need extra help and what should I do if I think my child may have special educational needs (SEND)?**

##### **How do you identify children with SEND?**

Often this begins before a child joins our school through liaison with parents and the preschool or a previous school if the child is older. For children already attending our school, identification of special educational needs is an on-going, continual process involving all staff members in their respective roles and always in close liaison with parents. A key part of this process is an in-house referral system whereby teachers complete a Record of Concern form which is passed to the SENDCo and other relevant SEND staff. Agreed action is then recorded and given to class teachers who in turn share the agreed action with parents.

##### **How will I be able to raise any concerns I may have?**

We aim to be open and approachable and therefore we actively encourage parents to tell us about the concerns they have in a way they feel most comfortable with. This might be by contacting the SENDCo prior to the child starting the school or introducing themselves at a prospective or new parents evening. It might initially be through informal discussion with the class teacher or during a parent consultation meeting. Parents can contact the school via e-mail, letter or telephone. The office can direct you to the SENDCo.

#### **2. How will Thomas A' Becket School staff support my child?**

##### **Who will oversee and plan the education programme?**

Your child's class teacher will remain key in your child's education. If your child has SEND the SENDCo will oversee his or her provision in close liaison with yourself, your child's class teacher and any other professionals or practitioners involved.

##### **Who will be working with my child and how often?**

This will depend on the nature and extent of your child's needs. The SENDCo will have an overview of all the needs of children with SEND and will allocate the most appropriate support available within the school's delegated budget. The level of support and the adults involved in supporting your child may change to adjust to the varying needs of children within the school.

##### **What will be their roles?**

This will depend on your child's needs. Your child may be supported in or out of class in a small group or 1-1. Some children benefit from attending one of our groups such as Rainbow Time, which is our nurture group, Lego therapy, or an emotional literacy support group. We try to ensure children are taught in class where possible, so they are included and are successful members of their class. We also support speech and language and sensory issues.

##### **Who will explain this to me?**

The class teacher will explain the additional support your child is about to receive. The SENDCo is available should you wish to be given more information at any point.

## **How are Thomas A' Becket Infant School's governors involved and what are their responsibilities?**

We have a designated governor for SEND. They have termly meetings with the SENDCo, and jointly monitors the effectiveness of SEND throughout the school through discussion and observations and reports back to the governing body.

**How does the school know how effective its arrangements and provisions are for children with SEND?** Class teachers monitor the progress of all children in their class on an on-going, continuous basis and formally record each child's progress each half term. The SENDCo monitors the progress of all children with SEND and liaises with other staff members to measure the impact of intervention programmes.

### **3. How will the curriculum be matched to my child's needs?**

#### **What are the Thomas A' Becket Infant School's approaches to adjusting the curriculum (adjustments, differentiation or scaffolding)?**

We believe that adjustments, differentiation and scaffolding are important for all our pupils. Class teachers strive to deliver a curriculum that is adjusted to meet the learning styles and learning needs of all the children in their class. Class teachers and the SENDCo will plan with Teaching Assistants so that the curriculum can be matched to a child's needs.

#### **How will that help my child?**

Your child may not access the curriculum in the same way that other children do. They may have their own individual learning style or perhaps they are at a level different to their peers. If this is the case, your child may need a more personalised approach, such as following their interests, working at a slower pace, so that they can achieve the best they are capable of in their learning.

### **4. How will I know how my child is doing and how will you help me to support my child's learning?**

#### **In addition to the normal reporting arrangements, what opportunities will there be for me to discuss his or her progress with the staff?**

Parents of all children are offered an appointment with the child's class teacher in both the Autumn and Spring terms and a full written report is given to parents in the Summer term each year. We find that parents of a child with SEND often need more regular contact with school staff and we invite parents to attend meetings more frequently when we feel this is needed. We also want parents to feel that they can request a meeting if they would like to discuss how their child is doing in school. We appreciate that parents are busy people and so we offer contact via telephone calls and emails in addition to face-to-face meetings. Parents of a child with an Education, Health and Care Plan (EHCP) will be invited in an annual review meeting which is an in-depth review of how their child has been doing in school. The annual review can be brought forward if there are particular issues that need to be discussed and formally recorded e.g. choosing a junior school, transition to another school.

#### **How does Thomas A' Becket Infant School know how well my child is doing? How will I know what progress my child should be making?**

We closely monitor the progress of all our pupils. If your child has SEND the class teacher will make judgements on a half-termly basis to assess your child's ability and what progress has been made. The class teacher will be supported in making their judgements by any other adults working with your child. Either way, class teachers will let you know at your parent consultation meeting how your child is doing compared to expected progress set by the Government. They will also discuss with you your child's next step targets to enable him or her to continue to progress.

#### **What opportunities will there be for regular contact about things that have happened in the school?**

We use a variety of ways of keeping in close contact with our parents who have a child with SEND. This could include a home-school book to enable a two-way dialogue. This is a book in which parents and school staff will write comments to keep each other up to date. You may also be shown your child's behaviour chart, risk assessment or be invited to regular meetings.

#### **How will you explain to me how his or her learning is planned and how I can help support this outside of School? How and when will I be involved in planning my child's education?**

Your child with SEND may have an Individual Learning Plan which will be written and reviewed each term. In most cases your child's plan will be written prior to your parent consultation meeting so that it can be shared with you during your parent consultation meeting and you will be invited to suggest any

additions and/or amendments you feel are needed. You will also be given ways of helping your child achieve their targets at home.

In order to ensure a smooth transition from one year group to the next, staff liaise within school during the Summer term to share knowledge about your child's needs and discuss helpful strategies. Where an individual transition plan is needed, we can offer an additional parent meeting with your child's new teacher to discuss your child's individual needs and their current learning plan.

### **Do you offer any parent training or learning events?**

Yes, we do. We run parent breakfast meetings, for parents of children with SEND, where speakers attend. We run behaviour workshops for parents. All details are in the school newsletter or you will be invited directly by the SENDCo.

## **5. What support will there be for my child's overall wellbeing?**

### **What is the pastoral, medical and social support available in the school for children with SEND and disabilities?**

We have a full-time Learning Mentor and an Emotional Literacy Support Assistant (ELSA) to meet with children with emotional needs. We also run a variety of intervention groups including Speech and Language, Time to Talk, Phonics and Literacy support, Lego Therapy and Social Communication/friendship groups. We have a nurture group, known as Rainbow Time, for up to 8 children who will benefit from a small, secure, home-like environment in school.

### **How does the Thomas A' Becket Infant School manage the administration of medicines and providing personal care?**

If your child has medical needs we would ask you to discuss your child's needs with one of our Pupil Wellbeing Officers in the front office and you will be asked to complete a Healthcare Plan to be shared with the other office staff and then kept in the office. A member of the office team will administer any medicines and follow any emergency procedures specified by you. All other staff involved with your child would be notified of the plan and any implications for them, including the SENDCo. If your child has personal care needs you will be invited in to meet with the SENDCo to write a Personal Hygiene Plan together. This plan will inform staff of the care your child will need and will set out what needs to be done, when and by which named staff.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

We view excluding a child for their behaviour as the very last resort and try our utmost to support a child to regulate their behaviour in school. Firstly we would meet with you as parents and with any other professionals involved, to try and determine the underlying reasons for the behaviour and what your child is trying to communicate to us. We would then devise a plan with everyone involved to try to minimise the unwanted behaviour and we would write a behaviour plan/risk assessment which would be explained to and followed by all members of staff involved with your child in school. This Behaviour Plan would be jointly reviewed on a regular basis and amended as necessary.

### **How will my child be able to contribute his or her views? How will the school support my child to do this?**

We believe that the voice of the child is important and we will always listen to the child and work with them to think of ways of meeting their needs and ensure they are happy in school. We realise that a young child often cannot talk about or understand their feelings, so we use a range of ways to encourage them to discuss their feelings such as drawings, visual prompts and cards. Some children have a 'pupil passport' in which their views and needs are stated clearly for all staff.

## **6. What specialist services and expertise are available at or accessed by Thomas A' Becket First School?**

### **Are there specialist staff working at the school and what are their qualifications?**

We have an experienced SENDCo who has many years of experience working with parents, school staff, outside agencies and other professionals in the field of SEND. She is also experienced in supporting families with vulnerable children and in managing the behavioural needs of young children. We have a highly capable team of Teaching Assistants who collectively have experience of supporting young children with a wide range of special needs including Speech and Language, behaviour, emotional needs and sensory needs.

## **What other services does the school access, including health, therapy and social care services?**

We access the full range of services provided by the National Health Service and regularly refer children for an assessment by healthcare providers including paediatricians, OTs and SALT, and we work with parents to follow the advice they give us. Similarly we have full access to social and caring services and make referrals when we feel this is in the best interest of the child. We also have access to the Learning, Behaviour Advisory Team (LBAT), and the Autism & Social Communication Team (ASCT) funded by the Local Education Authority and will request the involvement of an advisory teacher when we need additional advice. Similarly, we can book a telephone consultation with an Educational Psychologist if we need more information about a child's learning.

## **7. What training have the staff supporting children and young people with SEND and disabilities had or are having?**

### **Can you include recent and future planned training and disability awareness?**

Teaching staff have recently had training in planning and making adjustments for children with SEND. Teaching and support staff have recently received training on using visuals, de-escalation as well as Attachment and Trauma Awareness. Some staff have been trained in Team Teach, a positive handling course to keep children safe, Lego Therapy, Calm Children for children with attachment issues, and Makaton signing. Training on positive behaviour management is carried out regularly. Whenever necessary, training for children's individual needs can be arranged for staff e.g, complex medical, DS.

## **8. How will my child be included in activities outside the classroom including school trips? Will he or she be able to access all of the activities of the school and how will you help him or her to do so?**

As part of organising any trip, the teachers will visit the venue to carry out a detailed risk assessment of potential hazards for all pupils. Individual requirements of children with SEND will be carefully considered and planned for, considering the potential risks for that child and how can we minimise them.

### **How do you involve parent carers in planning activities and trips?**

We value the input of parents when planning trips as we know you have the greatest experience of how your child will react outside of school. We aim to include all children with SEND and would share our plan with the parent, to ensure all are in full agreement.

## **9. How accessible is the Thomas A' Becket Infant School's environment?**

### **Is the building fully wheelchair accessible?**

### **Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities?**

Our school building is wheelchair accessible and we have changing facilities and toilet facilities accessible to adult and child wheelchair users and a hoist facility. We have a hearing loop system in the main halls, a fixed soundfield system in one of our reception classes.

### **How does the school communicate with parent carers whose first language is not English?**

We contact parents whose language is not English to ask if they need support to understand correspondence from us or if they would like letters to be sent in an alternative format. We can arrange for an interpreter if necessary.

## **10. How will Thomas A' Becket Infant School prepare and support my child to join the school and then transfer to a new setting or school for the next stage of education and life?**

### **What preparation will there be for both the school and my child before he or she joins Thomas A' Becket Infant School?**

The SENDCo will introduce herself to all new parents at the prospective and new parents' evenings prior to the new cohort of children starting school in September. Parents are invited to introduce themselves to her during the evening if they wish to and parents often choose to have an informal chat at this time. Parents with a child with SEND can arrange a meeting with the SENDCo. Initial discussion will often lead to the SENDCo contacting the pre-school setting to arrange a visit so that she can begin to build a picture of the child's needs, particularly if these needs are significant. A meeting between parents, pre-school staff and school staff will then be arranged so that a transition plan can be put in place.

This may include a transition booklet for the parent to share with their child containing photographs of key staff and key places to familiarise the child with their new school the term before they start; extra visits to school, a Pupil Passport completed by the SENDCo with input from pre-school staff and parents;

visits to the pre-school by the Class Teacher or Teaching Assistant to see the child in their familiar pre-school setting; the gathering of reports and information from any other practitioners/professionals already involved with the child and the family.

### **How will he or she be prepared to move onto the next stage?**

A similar approach will be used when your child is due to leave us. For some children with SEND, the SENDCo will liaise with staff at the new school and make transition arrangements. For a child with significant needs, the SENDCo will liaise with the new school and arrange for a meeting between the staff of both schools and with parents and a proposed transition plan will be arranged.

### **What information will be provided to his or her new setting or school?**

All existing information known about the child will be shared with the school and the child's SEND file will be sent to the new school before he or she starts.

### **How will you support a new setting or school to prepare for my child?**

SENDCos at both schools will liaise about your child's needs and advice will be given to the new school based on what has worked well at our school so that your child has the greatest chance of making a smooth transition to their new school.

## **11. How are the school's resources allocated and matched to children's special educational needs?**

### **How is Thomas A' Becket Infant School's special educational needs budget allocated?**

The vast majority of our SEND budget is spent on staffing. We allocate support to children with SEND according to need. Children deemed as having the highest level of need will be allocated the highest level of support. The needs of children with SEND are usually met in class by an adjusted curriculum and additional strategies devised by the class teacher. Some children with SEND may attend an intervention group delivered outside the classroom by a TA. Children with an Education, Health and Care Plan (EHCP) will receive at least the minimum number of hours support as specified in their plan, which is costed on their individual provision map.

## **12. How is the decision made about what type and how much support my child/young person will receive?**

### **Can you describe the decision-making process?**

A provision map detailing all support is devised by the SENDCo based on information from the class teachers, outside agencies and parents. The progress of children with SEND is monitored at our 'Pupil Progress meeting' attended by the class teacher, SENDCo and leadership team. The support can be amended following these meetings.

### **Who will make the decision and on what basis?**

The decision-making process always involves the Headteacher, the SENDCo and the School's Business Manager and will involve other members of staff as needed. We endeavour to be a fully inclusive school, and therefore our decisions are always made with the best interests of all children in mind, and with the intention of making the best use of our allocated SEND funding.

### **Who else will be involved?**

We value the role of all our members of staff and we involve them in the decision-making process whenever it is appropriate to do so. Our Class Teachers, Teaching Assistants, ELSA and Learning Mentor may all have valuable knowledge about your child's needs which can help us in the decisions we make.

### **How will I be involved?**

We understand that your child's wellbeing is of the utmost importance to you and we will do our best to accommodate your wishes within the structure of support we put in place for all of our pupils with SEND. You will be involved at regular meetings with the SENDCo.

### **How does the school judge whether the support has had an impact?**

We measure the progress of children with SEND in a number of ways and on a termly basis. We look at the progress of each child individually to see how well the child is doing with the current type and level of support. We also look at the progress of groups of children e.g. those children who attend 'Rainbow Time', or who receive support for speech therapy. If a child is not making the expected progress, we may seek advice from an outside agency.

## **13. How are parents involved in the school?**

Common/Policies/SEN and Inclusion/ SEN Information Report



### How can I be involved?

We actively encourage all our parents to become involved in school life. We have a committed fund-raising team called F.A.B.S (**F**riends **A**t **B**ecket **S**chool), consisting largely of current parents, who work together to enhance the children's educational experience through activities, events and fund raising initiatives. All new parents are automatically considered part of F.A.B.S and are warmly welcomed to become involved in any way they can. There are also a number of volunteering opportunities for parents in school e.g. art projects, reading buddy scheme.

For parents of children with additional needs, we organise drop-in breakfast mornings, supported by the school's SENDCo. This offers parents the opportunity to meet with other parents of children with additional needs and receive friendly support and information in a relaxed and informal atmosphere. These meetings are advertised in the newsletter and invitations sent by email.

### How does the school involve parents in decision-making?

If your child has SEND we will want to work very closely with you as we value your role as a primary carer. We will work collaboratively with you, involving you in decision-making wherever this is possible and keeping you informed when we know that strategic decisions we have made will have an impact on your child. Parents are invited to contribute at Annual Reviews for EHCPs and TAFs (Team Around the Family)

## 14. Who can I contact for further information?

### Who would be my first point of contact if I want to discuss something about my child?

If your child is already at our school, your first point of contact is the class teacher.

### Who else has a role in my child's education? Who can I talk to if I am worried?

If your child has SEND or you think there are needs that haven't been identified yet, you will be encouraged to make contact with the SENDCo or the Headteacher who will also be happy to discuss any concerns you may have.

### Who should I contact if I am considering whether my child should join Thomas A' Becket Infant School?

If your child has SEND and you are considering our school please let us know as soon as possible so that we can give you a tour of the school and discuss with you what we can offer you and your child if he/she were to come to Thomas A' Becket Infant School. The more prepared we are for your child joining our school, then the closer we can all work together to help give your child the best chance of reaching their potential during their time with us. Please also see our Inclusion and SEND Policies on our website for further details of the provision for children with additional needs.

<b>Committee:</b>	<b>Signed by:</b>	<b>Date:</b>
<b>Teaching &amp; Learning</b>	<b>Chair – ??</b>	<b>5<sup>th</sup> July 2022</b>

<b>Review Date</b> <b>Autumn 2023</b>
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