



Emmbrook Infant School SEND Information Report 2023/24

Emmbrook Infant School is located in Emmbrook Village and has a strong community feel, sitting alongside the Junior School and The Emmbrook Senior School. It has a capacity of 180 pupils, 30 per class.

Our school is a secure, healthy, stimulating and caring environment in which staff and children appreciate and respect each other as they develop and deepen new skills and concepts.

Learning is exciting, inspiring, challenging and enjoyable. Every child is happy, caring and confident whilst knowing they are a valued member of our school. We embrace the individual needs of every child to progress and grow through our Core values, whilst working in strong partnership with home. Children achieve personally, socially and academically, laying the foundations for lifelong learning and independence.

Our motto TEAM-Together Everyone Achieves More - summarises the sense of togetherness that exists in our school and the strong sense of care and nurture that is evident in all areas of school life. (Ofsted 2013)

Admissions:

The Local Advisers of Emmbrook Infant School have been guided by Wokingham Borough Council in preparing the criteria for admission. As a school in The Circle Trust, we are only bound by the LA's Admissions Policy for children entering reception year. Any admissions after this are dealt with by the Circle Trust. We are also bound by the national requirement for KS1 children to be in classes of 30 children or less.

However, the school are permitted to accept pupils with an Education, Health and Care Plan who will access the Total Communication Resource Base, in addition to the standard number of 60.

Children with an Education, Health and Care Plan (EHC Plan)

Where a child's EHC Plan names a particular school, the named school is required to admit the child. The Local Advisory Board does not have the right to refuse admission.

Aims:

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN) and disabilities
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Legislation and guidance

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

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

The SENCO is **Mrs Grace Massarella**.

She will work with the headteacher and Inclusion governor to determine the strategic development of the SEN policy and provision in the school.

She will:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and Local Advisory board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Report to the Trustee with responsibility for SEND in The Circle Trust

The SEND governor

The SEND local advisor will:

- Help to raise awareness of SEND issues at Local Advisory board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The headteacher will:

- Work with the SENDCO and SEND local advisor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Our school provides additional and/or different provision for a range of needs, including: Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia,

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

1. Identification of Special Educational Needs and Disabilities (SEND)

1.1 How does the school identify children/young people with special educational needs and disabilities?

- On-going teacher observations, assessments, experience.
- Screeners e.g. dyslexia, reading, spelling, Progress in Maths
- Outside agency reports
- Talk to parents and use their knowledge
- Experiences shared from previous schools and settings.

1.2 What should I do if I think my child has SEND?

- Contact class teacher initially regarding concerns if in school
- Meet with SENCO and/or Head
- If pre-school child, contact school to arrange a meeting with SENCO and/or Head

2. Support for children with special educational needs

2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

The class teacher with SENCO in consultation with parents

2.2 How will I be informed / consulted about the ways in which my child is being supported?

- Parents' evenings
- Annual reports
- Annual reviews if child has a statement of educational need or Education, Health & Care Plan
- Meetings as needed with class teacher or SENCO
- If the child is registered as SEND Support, they will have an Individual Support Plan (ISP)

2.3 How will the school balance my child's need for support with developing their independence?

- Individual Support Plan (ISP)
- Visual timetables
- Planners
- Group support plans
- Small group inputs or support to recap key learning points
- Differentiated tasks

2.4 How will the school match / differentiate the curriculum for my child's needs?

The curriculum will be differentiated based on each individual child's need, taking into account teacher assessments, advice from outside agencies, the need for small group or 1:1 if needed or specific interventions.

2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Each child's needs are looked at individually to determine the best strategies for them.

Strategies include:

- Differentiated activities
- Signing support using British Sign language
- Visual support including pictures, writing frames or word banks
- Visual timetables
- Social Stories
- Calm Place
- Then and now cards
- Reward systems
- IT support
- Learning walls
- Small steps with specific achievable objectives
- Multi-sensory approach to activities
- Occupational Therapy sensory breaks

2.6 What additional staffing does the school provide from its own budget for children with SEND?

- Nurture Assistant
- Teaching Assistants in each year group
- Additional teaching assistants and teachers to support specific interventions

2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	<input checked="" type="checkbox"/> One to one	<input checked="" type="checkbox"/> Small group
Catch-Up Reading		√
Catch-Up Maths		√
1:1 Reading	√	
Targeted Phonics		√
Nurture Assistant	√	√
Circle of Friends (social skills)		√
5 Minute Box-Maths	√	
5 Minute Box- English	√	
Speech and language Therapy	√	
Occupational Therapy	√	√

2.8 What resources and equipment does the school provide for children with SEND?

This will vary for each child but we will endeavour to provide resources as each child with SEND requires. Any resources and equipment that a child needs will be considered based on recommendations made by specialist services. Currently we have the following resources and equipment in school:

- Sloping desks
- Triangular Pencils and pencil grips
- Coloured paper and books
- Coloured overlays

- Amplified sound system in every classroom and the hall
- OT resources e.g. medicine ball, trampette

2.9 What special arrangements can be made for my child when taking examinations?

- Additional time
- Scribes
- Readers
- Quiet areas.
- Use of a computer

3. My child's progress

3.1 How will the school monitor my child's progress and how will I be involved in this?

- On-going Teacher Assessments
- Standardised tests that give standardised scores and comparative ages
- ISP Meetings and parents' evenings – a chance to give input from home experiences

3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

See above

- ISPs are reviewed and updated on a termly basis but the objectives in them are worked on daily. Reviews are based on everyday observations from school staff, as well as from advice from outside agencies and parents.

3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

- ISP meetings for children who are SEND Support, each term.
- Annual reviews if the child has an Education, Health & Care Plan
- Teachers are happy to arrange meetings to discuss issues

3.4 What arrangements does the school have for regular home to school contact?

- Teachers are always happy to arrange a meeting to discuss issues regarding a child.
- If it is felt to be useful, home school link books can be used

3.5 How can I help support my child's learning?

- Read every day at home
- Support home learning activities
- Visit places of interest at the weekend
- Use the school's website learning links

3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

- The school runs regular curriculum evenings throughout the year for specific subjects where ways to support your child are shown
- The school also offers bespoke sessions when appropriate for individual parents e.g. how to hear your child read

3.7 How will my child's views be sought about the help they are getting and the progress they are making?

- Termly conferencing meetings between the child and their teacher
- If they have an Education, Health & Care Plan they will discuss this in preparation for the Annual Review

3.8 What accredited and non-accredited courses do you offer for young people with SEND?

- N/A

3.9 How does the school assess the overall effectiveness of its SEND provision and how can parents / carers and young people take part in this evaluation?

- Monitoring progress via Teacher Assessments, standardised scores
- Outside agencies review objectives set and progress made towards these
- Impact of interventions
- Discussion with children as appropriate and parents.
- Children are aware of own learning targets and next steps
- Parent surveys

4. Support for my child's overall well being

4.1 What support is available to promote the emotional and social development of children with SEND?

- Nurture Assistant
- Specific interventions e.g. Circle of Friends, Peer Mediators, 1:1 time, Social stories

4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Behaviour Support Plans
- Safe room
- Clear guidelines of choice-Traffic Light System
- Rewarding the Golden Rules

4.3 What medical support is available in the school for children with SEND?

- First Aid

- Hearing Impairment support-Radio aids etc
- Staff will take on any training as needed to support medical needs of any child
- An individual Medical Plan if needed

4.4 How does the school manage the administration of medicines?

- Specifically trained adults according to individual needs of children
- First aiders
- Medicine policy

4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc ?

- Disabled toilet / shower
- 1:1support with personal care or during snack and meal times if required

5. Specialist services and expertise available at or accessed by the school

5.1 What SEN support services does the school use, eg. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?

We use all of the above support services for specific children plus:

- Family support workers
- CAMHS doctor
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Vulnerable Children's Education
- CAFCAS Officer
- Teachers for Hearing Impairment as part of the school team (the Total Communication Base)

5.2 What should I do if I think my child needs support from one of these services?

- Speak to SENDCO who will advise next steps and make referrals as necessary

5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

- In-school staff follow programmes provided by these services for individual children
- Specialists come in to support from time to time depending on each child's needs

5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- Single point entry referral can be made via the SENCO. This can sometimes be done through the GP as well.

5.5 What arrangements does the school have for liaison with Children's Social Care services?

- School has access to children's social care services if required.

6. Training of school staff in SEND

6.1 What SEND training is provided for all school staff?

- Regular SEND staff meetings
- A time to discuss children with SEND is allocated to every Senior Team meeting agenda
- Training is provided dependent on current needs
- SENCO / Head attend training and share with staff

6.2 Do teachers have any specific qualifications in SEND?

- We have 2 FTE qualified Teachers of the Deaf
- No specific qualifications but much experience in dealing with a range of SEND pupils
- SENCo has National Award for Special Educational Needs Co-ordination

6.3 Do teaching assistants have any specific qualifications in SEND?

- Teaching Assistants are given opportunities to attend courses and training to further develop their knowledge and understanding of areas of SEND. Recent courses attended include Nurture Assistants, Early Bird plus, Dyslexic, Speech and Language Support, Occupational Therapy support, Attachment Disorder, how to carry out Play Therapy
- 2 teaching assistants with hearing impairment training- including BSL signing-Level 1 and 2

7. Activities outside the classroom including school trips

7.1 How do you ensure children with SEND can be included in out of school activities and trips?

- All children are included in out of school activities and trips in discussions with parents and risk assessment undertaken in line with the Local Authority guidelines. Parents may accompany their child if necessary or 1:1 support may be provided depending on the level of need.

7.2 How do you involve parents / carers in planning the support required for their child to access activities and trips?

- Through discussions with parents and school staff. Advice is also taken from the place to be visited in terms of their facilities and accessibility.

8. Accessibility of the school environment

8.1 How accessible is the building for children with mobility difficulties / wheelchair users?

- The school has wheelchair access via a ramp at the rear of the playground.
- Disabled toilet
- 1 stair lift

8.2 Have adaptations / improvements been made to the auditory and visual environment?

- All classrooms and the hall have sound field systems.

8.3 Are there accessible changing and toilet facilities?

Yes – toilet with shower

8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?

- All areas can be accessed by a wheelchair if required.
- All doors are wide enough for wheelchair access

8.5 How does the school communicate with parents / carers who have a disability?

As previously stated

- Using BSL/SSE Sign Language

8.6 How does the school communicate with parents / carers whose first language is not English?

- We use translators where appropriate/necessary
- International interpreters for any deaf parent

9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life

9.1 What preparation will there be for both the school and my child before he or she joins the school?

- Home visits with school staff
- Liaison with current pre-school or setting and visits to meet the child in that familiar setting
- Planned transition includes visits into school for the family
- Photo book
- School brochure and information pack
- Meetings with the family and specialist services involved with them
- SENCO to attend TAFs, annual reviews etc if appropriate

9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?

- Additional transition visits (for both parents and child. e.g. going for story time)
- Photos of key adults and places in the new team
- Next teacher to see child in current setting or team area
- Parents introduced to teachers / TAs as appropriate
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details
- Annual Visit to new classroom on September Inset day before school starts.

9.3 How will my child be prepared to move on to his or her next school?

As above

- Summer Term transition Art Course
- Additional visits where required including meeting/working with any future support staff

9.4 How will you support a new school to prepare for my child?

- Meet and discuss individual needs in year 2 if the child has an Education, Health & Care Plan
- Suggest new school come to visit child in current setting
- Share good practise and strategies with new school staff
- Teaching Assistant may accompany visits to new school
- Vulnerable child transition programme is offered by some schools
- Teachers meet to pass on information including academic and social needs, specific strategies that work, medical details

9.5 What information will be provided to my child's new school?

- In discussion with parents, school will share records of interventions, impact, assessments (including teacher assessments, statutory assessments and other standardised tests carried out), diagnosis and strategies that have been developed and been successful

9.6 How will the school prepare my child for the transition to further education or employment?

n/a

10. Who can I contact to discuss my child?

- Class teacher
- SENCO
- Head Teacher

10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- The class teacher

10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

- School can contact the Family and Parenting Support team or Vulnerable Children's Education team should home schooling be needed at any time
- Transition meetings between professionals and parents if required

10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?

- School tries to keep up to date contacts for agencies such as Reach and is always happy to help parents/carers find support groups as needed

10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?

- Feedback via annual parent questionnaire
- Feedback via FS2 questionnaire
- Feedback via the website
- Feedback at parents' evenings and curriculum evenings
- Contact SENCO or Head to deal with complaints

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO or headteacher in the first instance. They will then refer to the school's complaints policy.

The parents of pupils with disabilities 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.