



SEND Information Report

Moss Lane Infant School

Moss Lane Infant school is an inclusive school where every child is valued; we aim to address children's need and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on the school's website, detailing our philosophy in relation to SEND.

Introduction – Contact Information

Sara Cox – senco@moss-lane.surrey.sch.uk Telephone Number 01483 417214 is the SENDco. She has had training in SENDco Leadership and Management, Autistic Spectrum Disorder, Speech and Language difficulties, Down's Syndrome, Dyscalculia, Dyslexia, Elklan training, Attachment disorders, Supporting Vulnerable, Adopted and Looked after Children, Counselling and many other related SEND courses.

There is a team of 6-8 Teaching Assistants who have extensive experience in training and planning, delivering and assessing intervention programme and a range of training in specific areas of Special Educational Needs. SEND training forms part of the continuing professional development of all teachers and LSA's and is organised in accordance with needs of our children.

We refer to the term "Special Educational Needs" if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision.
- b. Has a disability which wither prevents or hinder him or her from making use of educational facilities of a kind generally provided in schools within the area of Local Authority concerned for children of similar age.

The kind of Needs for which provision is made at the school

Additional and/ or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties – dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – Autistic Spectrum condition, Asperger's Syndrome, selective mutism, Speech and Language difficulties.
- Social, Emotional and Mental Health – Attention deficit hyperactivity disorder.

Support available for improving the social emotional and mental health of pupils with special educational needs

- The schools behaviour and anti-bullying policy is supported by specialist teachers. Children with Social emotional and mental health support have access to:

- A differentiated curriculum via a pathway plan to meet their needs
- Individual reward charts
- Access to play leader during lunchtimes
- Access to social skills/ nurture time during lunchtimes in the ICT suite
- Access to individual talking, nurture, role play sessions with home-school link worker
- Specialist referrals to Children and Mental Health Service workers
- Specialist referrals to surrey teaching team for emotional, social and mental health issues.

Assessment and Identification

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against national and age related expectations. If a child is not making expected progress then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- Closes the attainment gap between the child and children of similar age
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- Matches or is better than the previous rate of progress
- Ensures that a child has full access to the curriculum in line with their peers
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in a child's behaviour allowing them to be receptive to learning

Teaching Approach to children with SEND

The school promotes a graduated approach to assessing, identifying and providing for pupil's special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. Teachers and Support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. If a child fails to make expected progress, the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification assessment and recording of the children's learning difficulties. We incorporate these procedures into our normal working practise.

If the child requires an intervention, a child will be given some targets to work towards and they are discussed in collaboration with the parents. Those targets are put onto a Pathway Plan and reviewed each term.

Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they: -

- Plan appropriate work/activities for their pupils
- Ensure that support is available for all children (inclusive "quality first" teaching)
- Differentiate the curriculum to take account of different learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify in liaison with SENDco and Learning support assistants those children who require additional or different support in order to make progress.
- Set targets in liaison with SENDco and Learning support assistants

Learning Support Staff

- Through “quality first” teaching, support the teachers in enabling all children to have access to the teacher
- Support the teachers in enabling children with SEND to have access to an appropriate curriculum
- Encourage and promote independence in the children
- Liaise with the Class Teacher
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty
- Promote the inclusion of all children in all aspects of life at school.
- Use their specialist training for the benefit of the whole school.
- Many of the Learning Support Staff have specialist training in Autistic Spectrum Disorders, Speech and Language difficulties, have Eklon training etc.

Intervention

Intervention is carried out by the school and is “additional to or different from” the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments within the physical environment
- Making reasonable adjustments to routines
- Support staff in the classroom
- A more focused level of support in a small group withdrawn from the class
- Focused work to be completed at home

Frequency & Timing of Support

The timing and frequency of support will depend on the need of the child whether that support happens daily or weekly. Some interventions take place within the classroom during lesson time in the morning and some intervention take place out of the classroom if specifically required.

Organisation of Support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. Lessons are structured so that there are a variety of Visual, Auditory and Kinaesthetic activities. Any additional support will be in the form of a specific intervention that meets the child’s needs. These will take place usually during the morning sessions and within the classroom. The physical layout of the classrooms enables us to make provision for small groups of children as well as other personal learning areas. This allows us to provide greater differentiation with more quality support.

External Services

When a child is demonstrating further cause for concern or their learning need is more complex and persistent than can be met by the school interventions already put in place, school will engage with relevant external services. This is triggered when:-

- A child continues not to make adequate progress
- Continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- Continues to have difficulty in developing Literacy and Numeracy skills
- Has emotional or behavioural difficulties which substantially or regularly interfere with child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- Has sensory or physical needs and require additional specialist
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- A child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school. For these children their attainment and that of the other children is widening and this needs further investigation

A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:-

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that an Education and Health Care Plan is advisable
- Consult with all parties involved with the child

Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools.

Statutory Assessment: EHCP (Education, Health Care Plan)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place then an Education and Health Care Plan (EHCP) will be considered. The EHCP incorporates all the information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If an EHCP is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authorities Provision Panel. The decision will be made by Surrey County Council. Their Offer can be obtained from www.surreycc.gov.uk/SEND

Some of the Information required is

- Information of the child's progress over time
- Documentation as the special educational need
- Details of action by the school to meet the child's ongoing special educational need
- Details of any resources put in place

This information includes where relevant:-

- Individual Learning Plans (ILPs) for the child
- Records of regular reviews and their outcomes

- Health reports, including medical history where relevant
- National assessment levels and reports or records of progress compiled by the teachers
- Educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- Reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services)

The views of the parent and child are sought. Parents may also make a request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. Statements / EHCP are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to six monthly reviews. The legal test of when a child requires an EHCP remains the same as that for a statement. It is expected that all pupils who have a Statement and who would have continued to have one under the current system, will be transferred to an EHCP. No child should lose their Statement and not have it replaced with an EHCP simply because the system is changing.

The SENDco

Sara Cox is SENDco. She is responsible for the implementation of the SEND policy and will support and encourage other members of staff where and when necessary. She will liaise with parents and relevant outside agencies, Medical and Psychology Services. She will attend and cascade appropriate in-service training in order to meet new developments with policy and practice. She will prepare and deliver INSET and assist in the purchase and deployment of resources encouraging their efficient and effective use. The SENDco will also be responsible for overseeing the maintenance of the Special Needs, More able, gifted and talented, PPG and EAL Register.

Partnership and consulting parents

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Head teacher's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavour to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Initially, when a child's special needs are identified parents will be invited to discuss this further. Parents are consulted regularly at the termly parental consultations and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

Pupils

- Are encouraged to participate fully in the life of the school
- Understand the success criteria to enable progress to take place
- Are expected to behave in a responsible and respectful way within a learning context
- Have a role to play in voicing their suggestions as to how the teachers can help them to learn better
- Comment on how they feel they are progressing when the ILP is evaluated

Complaints

We hope that complaints about SEND provision will be rare; however, if there should be a concern, please contact the SENDco directly to try to resolve the issue. If the matter is unresolved then contact the Head teacher.

Transition

We have excellent Links with our feeder Nurseries and transfer schools and operate in close liaison with them. Staff from the schools, which our pupils will transfer, are contacted and additional visits, photo packs, booklets to support transition can be organised to suit the needs of the child. We ensure that all staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. All SEND documentation and information held on file will be transferred to their new setting prior the child starting at their new school.

The Local Offer

SEND Local Offer can be obtained from Surrey County Council's website:-

<https://www.surreylocaloffer.org.uk/>