



SEND Information Report- 2023

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.

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.

Our current SEN at Moss Lane

We currently have provision for children with ADHD, ASD, ODD, SEMH and SLCN, as well as displaying traits of dyslexia, dyscalculia and dyspraxia. We also have provision for children with Cerebral Palsy and Diabetes.

Contact Information

SENDCo- Gilly Forbes-Wood – senco@moss-lane.surrey.sch.uk

Telephone Number 01483 417214

The SENDCo

Gilly Forbes-Wood, has her NASENCO and has had training in Level 3 Understanding Autism, ELSA, Speech and Language, OT, EBSNA and many other related SEND courses. 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, such as Educational, 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, PPG and EAL Register.

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.

As stated in our SEN Policy, an initial concerns meeting will take place between the parents/carers and the class teacher, with the SENDCo being made aware. It will be discussed what Quality First Teaching is taking place. The child then may need to progress to Wave 2, with school interventions taking place and the graduated approach (assess, plan, do, review) may begin. If the school feels that the child is still not meeting their SMART target outcomes, then Wave 3 interventions with specialists may be required. At this point, a learning support plan will be put in place and the child will be placed on the SEN register. If as a school we feel the child needs substantially more support than what may be typically expected, or they are two years or more behind where they should be, and the graduated approach has clearly been implemented for at least two cycles, then we may feel an Education Health Care assessment is applicable for that child.

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

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.

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 (as detailed above) 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 SMART targets to work towards and they are discussed in collaboration with the parents. Those targets are put onto a Learning Support Plan and reviewed each term.

Provision, additional support and adaptations

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

- Plan appropriate work/activities for their pupils and adapt it if necessary
- Ensure that support is available for all children (inclusive "quality first" teaching)
- Differentiate the curriculum to take account of different learning styles, interests, abilities and ensure it is accessible to all
- Ensure that all children can be included in tasks/activities- according to the Equality Act 2010
- Ensure the learning environment meets the individual needs of their class.
- 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
- Adhere to the SEND Code of Practice for the children who are in their class, as we believe every staff member is an educator of SEND.

Learning Support Staff

There is a team of 8-10 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. The LSA's have had training in restorative behaviour, zones of regulations, quality first teaching, colour coding and autism. They also attend speech and language sessions, particular to the children they are supporting.

They support learning in class, as detailed below:

- 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.

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

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

The school's restorative behaviour and anti-bullying policy is supported and implemented by all school staff. Children with Social Emotional and Mental Health needs have access to:

- A differentiated curriculum via a Learning Support Plan to meet their needs
- Individual reward charts
- Access to supported play during unstructured times

- Interventions and support such as sensory circuits, social skills, speech and language groups, phonics intervention and social and emotional support
- Access to individual talking, nurture, role play sessions with home-school link worker
- Time with our SENDCo, who is trained in ELSA and EBSNA
- Specialist referrals to Children and Mental Health Service workers
- Specialist referrals Surrey Specialist Teaching Team for Inclusive Practice
- CPD from Freemantles Outreach team
- Link therapists for OT and Speech and Language

Frequency & Timing of Support for all four areas of SEND

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.

Securing equipment and facilities

When we feel a child needs extra to support their outcome during their Wave 2 or 3 provision, we can use the SEND fund to secure equipment they may need. E.g. A sensory peanut ball; sensory chews or Widget.

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. 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.

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 Learning Support Plans 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 Learning Support Plan is evaluated

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 is the Surrey County Council's website providing information for parents and schools on the Special Educational Needs support and relating organisations on offer throughout Surrey. Here you will find information on support services for children with SEND. The school's SENDCo, Gilly Forbes-Wood, is able to support you with contacting these services, if you wish.

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

The Surrey Local Offer will take you through to the Learner's Single Point of Access (L-Spa) if you have a concern about the developmental or learning need of your child. They are open 9am-5pm, Monday- Friday Phone: 0300 200 1015.

If you have a **safeguarding concern** about a child, you can contact Children's Single Point of Access (C-SPA).

If you are a child or young person being abused or neglected, or an adult who is concerned about a child or young person's safety and wellbeing, you can contact the Children's Services 'Single Point of Access' between 9am to 5pm on Monday to Friday.

- **Phone:** 0300 470 9100
- **Email:** cspa@surreycc.gov.uk

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. All complaints are taken seriously and we hope to work with you to ensure that all parties are working together for the child. If the matter is unresolved then contact the Head teacher.