Special Educational Needs and Disabilities (SEND) Information Report

Brookfield Infant School

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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

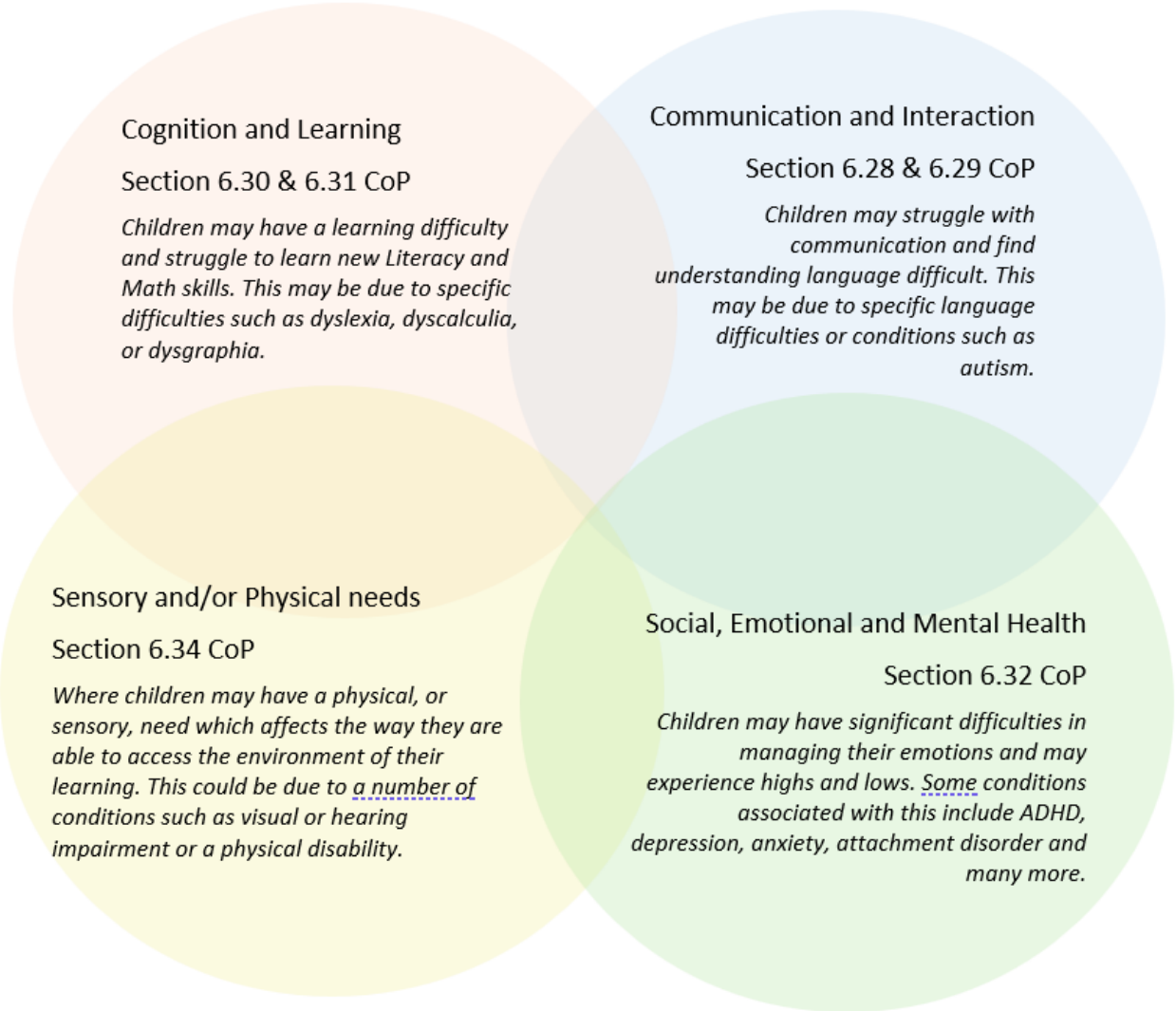
You can find our SEND policy on our website :

https://primarysite-prod-sorted.s3.amazonaws.com/flourish-federation/UploadedDocument/a5c9e2f9-b448-48fe-8e48-560e5fcd228e/send-policy-the-flourish-federation.pdf

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

2. Which staff will support my child, and what are their key responsibilities?



At Brookfield Infant School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Our Special Educational Needs Co-ordinator, or SENCO

Our SENCO is Louise Freeman

They have 30 years of teaching experience with 21 years experience in this role and have worked as a KS1 teacher and Inclusion teacher prior to becoming a SENCo. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2005.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. This training has recently included Autism Education Training (AET), Speech and Language support, Portage Checklist, Engagement Model and Positive Handling training (Team Teach).

Teaching assistants (TAs)

We have a team of 13 TAs, including 3 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 13 teaching assistants who are trained to deliver interventions such as Little Wandle, Speechlink and Language link, and BEAM.

In the last academic year, TAs have been trained in Autism awareness, speech and language skills, Portage Checklist and The Engagement Model.

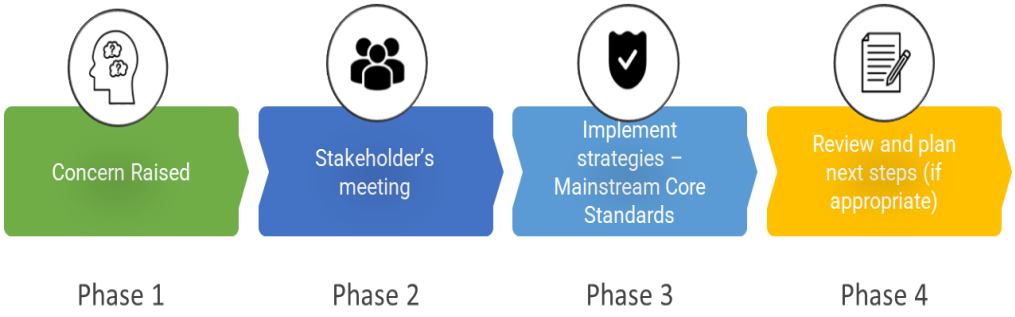
External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation



3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. This can be done through your child's class teacher, though dojo or directly email the SENCo at senco@flourishfederation.kent.sch.uk
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

Our school's SEND policy outlines the process used throughout the school to identify and meet the needs of those children with SEND. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child' previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

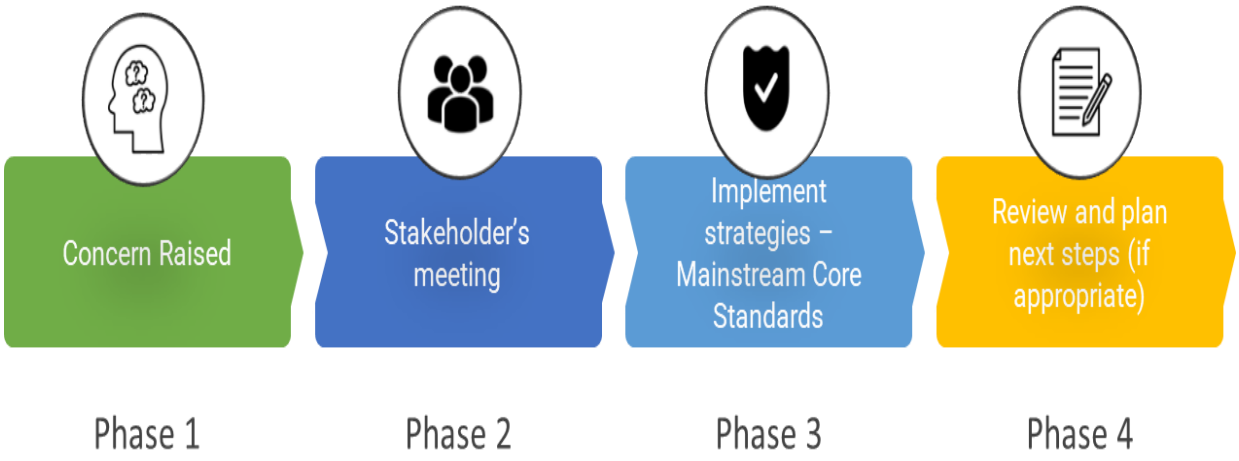
Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to secondary school. When a concern is raised by a member of staff or parent, after consultation with all parties, a plan will be agreed. This may include class observations of an identified child, school based assessment or referrals to health services such as Speech and Language or Occupational Therapy services. Where behaviour is a concern, a behaviour log may be carried out daily, along with playground/class observations.

At Brookfield Infant School, a range of specific, more specialised tests are used by the SENCo to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. To obtain further understanding of a child's learning difficulties, we may use:

- Language Link/Speechlink
- Lucid Rapid Dyslexia Software
- Social, Emotional, Behavioural checklists eg Leuven Children's Well-being Scale, Strengths and Difficulties Questionnaire and Boxall Profile.
- Aston Index
- WRIT (Wide Range Intelligence Test)
- TVPS (Test of Visual Processing)
- TAPS (Test of Auditory Processing)

In addition, school can request assessments from the services of the STLS (Specialist Teaching and Learning Service)

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. This will be through regular pupil progress meetings, bi- termly data tracking, teacher assessment and Leuvens scales (well-being and involvement).

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

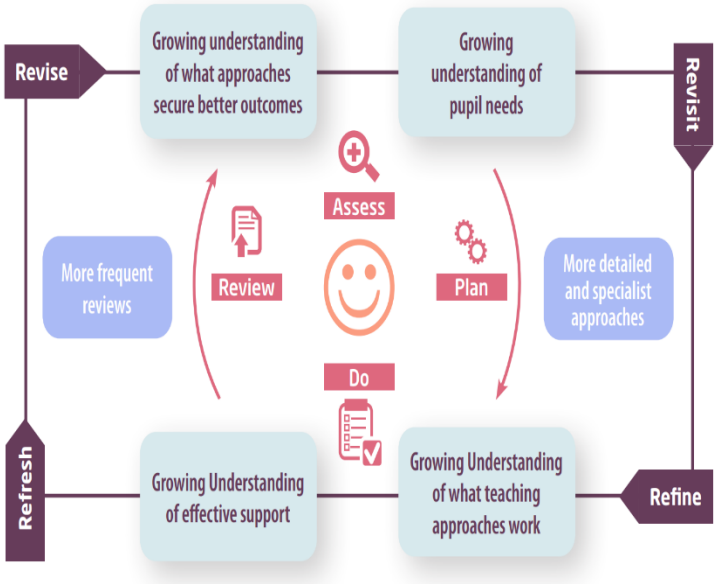
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

- SEN reviews are held as part of Pupil Progress meetings.
- Use of a class Provision Map to measure progress and achievement each term.
- Use of an individual Personalised Plan for all children placed on the SEN register at SEN Support level or with an EHCP (Education, Health and Care Plan).
- Tracking of intervention impact through evaluation of the class Provision Map.
- Use of attainment and progress data for children with SEN.
- Use of pupil voice questionnaires.
- Feedback from parents and carers.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice.

	The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress.

A member of staff who knows your child well will meet you 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or Louise Freeman-SENCo directly through dojo or via email at senco@flourishfederation.kent.sch.uk.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

The curriculum is scaffolded and differentiated to meet the needs of all our children. Differentiation may occur by grouping (e.g. small group, 1:1, ability, peer partners); content of the lesson; teaching style (taking into account that children may be visual, auditory or kinaesthetic learners); lesson format (e.g. thematic games, simulations, role-play, discovery learning) ; pace of the lesson ; provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc);outcomes expected from individual children ; materials used ; support level provided; provision of alternative location for completion of work.

We endeavour to ensure that all classrooms are inclusive for all needs and include the use of visual timetables, personalised timetables and prompt/sequence cards as necessary, visual schedules, quiet work stations, areas of retreat and pictorially labelled resources where appropriate. Manipulatives, such as Numicon are readily available in all classes.

We endeavour to ensure that all classrooms are speech and language friendly including the use of Task Management boards, “chunking” of instructions, use of “10 second rule” to allow processing time, pre-teaching of key vocabulary and Language for Learning/Language link strategies and resources.

We endeavor to ensure all areas are accessible to all pupils. For more information please see our accessibility policy: https://primarysite-prod-sorted.s3.amazonaws.com/flourish-federation/UploadedDocument/fd496955-7f05-4424-842a-3d12cc261ebc/accessibility-plan-the-flourish-federation.pdf

Pupils with complex needs may benefit from accessing our nurture classrooms – The Pod and Oasis. Pupils also have access to a sensory room – Sunflower.

Your child’s teacher is 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 your child’s needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all’ approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:



- Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



- Adapting our resources and staffing



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



- Scaffolding lesson materials

We may also provide the following interventions:

BEAM
Clever Fingers
Language for Learning
Language Link /Speechlink
Social skills/Nurture support
Lego Therapy
Little Wandle
Numbots
Nurture lunch

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 7 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied. Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

For children with specific identified or diagnosed needs, we work very closely with external agencies to ensure that the best possible support is in place (e.g. speech and language therapists, occupational therapists and specialist teachers from STLS. Meetings are often held in school involving specialists (as noted above) and/or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home. Alongside this, Kent County Council have introduced new working groups called Community of Schools. These groups will enable schools to provide strategies for support, share resources and allocate funding and training.

Specific resources or strategies are in place for many children recommended by external agencies e.g. coloured overlays/exercise books, sloping boards, sensory cushions, access to area of quiet and personalised schedules.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular 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 trips.

All pupils are encouraged to take part in school events such as sports day, special workshops and school productions.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



Children whose parents/carers have identified their child as having SEN are ranked under criteria 4 Health and Special Access Reasons which gives them a higher priority. If the application is for the main round of admissions the SENCo is informed and will contact the child's preschool/nursery and/or parents to gather further information so we can best support the pupil once they are taken on to our roll. If the application is an In Year Admission the SENCo is informed and will contact the previous school and/or parents to gather further information so we can best support the pupil once they are taken on to our roll.

Kent County Council will offer EHCP children places in the main normal admission round before allocating places to other children. The school is then sent a list of pupils with EHCP who have been offered a place at our school. For In Year Admissions, we would (and have) go over our PAN to admit pupils with an EHCP.

Health and Special Access Reasons – Medical, health, social and special access reasons will be applied in accordance with the schools' legal obligations, in particular those under the Equality Act 2010. Priority will be given to those children whose mental or physical impairment means they have a demonstrable and significant need to attend the school. Equally this priority will apply to children whose parents'/guardians' physical or mental health or social needs mean that they have a demonstrable and significant need to attend the school. Such claims will need to be supported by written evidence from a suitably qualified medical or other practitioner who can demonstrate a special connection between these needs and the school.

13. How does the school support pupils with disabilities?



Brookfield Infant School makes every reasonable effort to include all children regardless of disability and we are committed to equal opportunities for children, staff, parents and carers.

As stated in the National Curriculum Inclusion Statement we have a responsibility to provide a broad and balanced curriculum for all pupils. As far as possible, children with disabilities will learn alongside their peers. Their potential areas of difficulty will be identified and addressed at the outset after consultation with parents. Teachers will take specific action to enable the effective participation of pupils with disability.

Areas of disability to support may include:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry otherwise move everyday objects
- Speech, hearing and eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk or physical danger
-

Please see the school's Accessibility Plan for further information:

https://primarysite-prod-sorted.s3.amazonaws.com/flourish-federation/UploadedDocument/fd496955-7f05-4424-842a-3d12cc261ebc/accessibility-plan-the-flourish-federation.pdf

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

14. How will the school support my child's mental health and emotional and social development?

Brookfield Infant School is committed to providing a high level of social, emotional and mental health support to our pupils. Our well-being team consists of Gabby Gray (Family Liaison Officer) and Louise Freeman (SENCo). Meetings are held monthly to co-ordinate the provision for more vulnerable pupils. We track the well-being of all pupils through Leuven scales three times a year and assess with Boxall Profiles for select pupils. Support offered includes weekly FLO check ins, Hot Chocolate club, Drawing and Talking, Play Therapy, Spurgeons counselling. In addition, we provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of Hot Chocolate club to promote teamwork/building friendships

- We provide extra pastoral support for listening to the views of pupils with SEND though regular check ins
- We have a 'zero tolerance' approach to bullying. For further information please see our Anti-Bullying Policy:

  https://primarysite-prod-sorted.s3.amazonaws.com/flourish-federation/UploadedDocument/d113348b-8f03-41ba-b508-d06c4d3228d2/anti-bullying-policy-the-flourish-federation.pdf

15. What support is in place for looked-after and previously looked-after children with SEND?



Cathy Smith (Headteacher) will work with Louise Freeman, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year's teacher to attend a transition meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term.
- Pupil passports are created and shared with the new class teachers.

Between schools

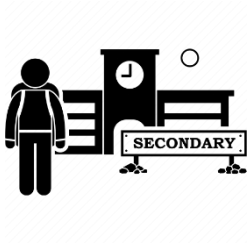
When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. Your child's pupil passport and Personalised Plan will be passed on to the new school. Information will be shared with the new SENCo.

Between phases (for primary schools)

Our SENCo and Early Years staff will attend transition events with nurseries and pre-schools to discuss pupils with SEND. They will discuss the needs of all the pupils who are receiving SEND support with the specialist teaching service and Nursery/pre-school staff. The SENCo and Early Years staff may also visit your child in their pre-school/nursery setting.

Pupils will be prepared for the transition by:

- Attending a transition Stay and Plays
- Pupils transitioning over to our Junior school, will attend buddy lunches with Year 3. Additional transition visits will be offered to our more vulnerable pupils and a social story will be given to share over the summer.



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at KELSI:

https://www.kelsi.org.uk/

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisation are Information, Advice and Support Kent (IASK) and Kent PACT

You can find more support at:

https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent

https://kentpactnew2022.co.uk/

Local charities that offer information and support to families of pupils with SEND can be found here:

https://local.kent.gov.uk/kb5/kent/directory/results.action?localofferchannel=0

National charities that offer information and support to families of pupils with SEND are:

- IPSEA
- SEND family support

- NSPCC
- Family Action
- Special Needs Jungle

18. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the class teacher in the first instance. This will then be escalated to the SENCo and /or Headteacher should you feel your compliant has not resolved.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

All complaints are dealt with following the school's Complaints Procedure Policy. This is available on the school website here:

https://primarysite-prod-sorted.s3.amazonaws.com/flourish-federation/UploadedDocument/157dd0a8-44da-49d4-bf52-a97843016a98/flourish-federation-complaints-policy-reviewed-sept-2022.pdf

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. You can find more information here:

https://www.kent.gov.uk/education-and-children/special-educational-needs/education-health-and-care-plans/if-your-child-does-not-get-a-needs-assessment-or-ehc-plan

https://www.kelsi.org.uk/special-education-needs/special-educational-needs/mediation-and-resolution

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages