



*Excel at Twerton  
the school that cares*

## **SEND Information Report**

**(2017- 2018)**

**Inclusion Leader: Hala Langan**

**SEND Governor: Sara Willis**

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**Dedicated SEN time: Tues, Wed, Thurs a.m., Fri**

**Local Offer Contribution: [www.twerton-infant-school.co.uk/](http://www.twerton-infant-school.co.uk/)**

### **1 The kinds of SEN that are provided for:**

Twerton Infant School currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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

### **2 Identifying pupils with SEN and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 3 Consulting and involving pupils and parents

The Class Teacher will have an early discussion with the pupil and their parents when identifying when there is a concern. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Parents will be informed if the decision is made to place their child on the SEND Register.#

### 4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The Class Teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### 5 Our approach to teaching pupils with SEN

Class Teachers are 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 pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

SLIP Service - Speech and Language IEP's	Thrive
Attention & Listening Group	Forest School
Vocabulary Group	Brighter Futures
Lego Therapy	Friendship Formula
Memory Magic	Rainbow Club
Rapid Phonics	Dance Therapy
Priority Reader in class	Art Therapy

Family Focus Reader	Therapeutic Playgroup
PSA Mathematics/Problem Solving Group	Parent Support Advisor
ASD Outreach – Fosseyway	Nurture Outreach
Individual Learning Plans/My Plans	School Nurse

## 6 Adaptations to the curriculum and learning environment

At Twerton Infant School, we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as, visual timetables, visual prompt cards, Now/Next boards, wedge/wobble cushions, overlays to aid reading, i-pad apps.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
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## 7 Additional support for learning

We have 12 teaching assistants who are trained to deliver differentiated interventions. Teaching assistants will support pupils on a 1:1 basis when the child has an Individual Learning Plan,

We work with the following agencies to provide support for pupils with SEN:

Area of need	External agency involvement	
1. Communication and interaction	SLIP Service Speech and Language Therapy ASD Outreach Service Area SENCo (Early Years) Paediatricians	
2. Cognition and learning	Educational Psychologist Area SENCo (Early Years)	
3. Social, emotional and mental health	Parent Support Service Brighter Futures Educational Psychologist Counselling services Area SENCo (Early Years) Thrive Children's Centre Southside Bath Area Play Project Connecting Families	CAMHS School Nurse Services Children's Outreach services Paediatricians Nurture Outreach
4. Sensory and/or physical needs	Area SENCo (Early Years) Occupational Therapy Physiotherapists School Nurse Services SENDSory Support Services Paediatricians	

## 8 Expertise and training of staff

Our Inclusion Leader holds the **National Award for Special Educational Needs Coordination – Vulnerable Learners and Inclusion**. They are allocated 3 ½ days a week to manage inclusion.

Our Inclusion Leader is also a Thrive Practitioner and Safeguarding Deputy. She is completing a Solution Focused Counselling accreditation.

Over the past few years, staff have been trained in Thrive, Rapid Phonics, Talk Boost, 1<sup>st</sup> Class@Number, Forest School, Explore Maths, Voice Play, Makaton, Sunshine Circles, 5x5x5 and Theraplay.

Staff receive regular updates and training through Staff Meetings, INSET days and our '**Inclusion Matters**' Newsletter, produced termly by the Inclusion Leader.

We use specialist staff for Speech & Language and subscribe to the SLIP service.

## 9 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Pupil Progress meetings
- Parent's evenings
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions between 6 – 12 weeks
- Monitoring by the SENCO
- Use of provision maps
- Holding annual reviews for pupils with EHC plans

## 10 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. 1:1 support will be arranged if needed.
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

## 11 Complaints about SEN provision .

Complaints about SEN provision in our school should be made to the Inclusion Leader or Head Teacher in the first instance. They will then be referred 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. They can make a claim about alleged discrimination regarding:

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

The school has a clear **Local Offer** outlining the support which is available within the school. The offer sets out the range of support available to families. This is set out very comprehensively and should be read in conjunction with this policy.

The Local Authority has a Local Offer which sets out support available for support facilities which are available but external to the school

<http://www.bathnes.gov.uk/services/children-young-peopleand-families/send-special-educational-needsdisabilities-0-25>.