



Excel at Twerton
- the school that cares

SEND Information Report

(2020-2021)

Inclusion Leader: Hala Langan

SEND Governor: Sara Willis

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

Local Offer Contribution: <http://twertoninfant.school>

1. Our approach to supporting children at Twerton Infant School and Nursery

Twerton Infant School and Nursery is committed to the inclusion of children with Special Educational Needs (SEN). We believe that all children should be equally valued in school and we are constantly striving to ensure that all of our children reach their full potential. We pride ourselves on creating a caring and safe environment where all children can thrive. We treat each child as an individual and take into account their different needs and backgrounds.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional wellbeing, age and maturity.

We believe that all children are special and that meeting a child's needs is a shared responsibility. We value and endeavor to constantly promote the role of parents/carers as partners in ensuring their children make optimum progress.

2. 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

3. Identifying pupils with SEN and assessing their needs

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in **partnership with parents/carers**. Detailed parent information about a child is taken when children start at nursery and in Reception when every child receives a **Home Visit** (*These have been held in a socially distanced compliant way in school since COVID*)
- Use an **Early Identification of Need Checklist** to support the gathering of information about a child.
- Hold regular **Pupil Progress meetings** are held with the Class Teacher, SLT and the SENCo/Inclusion Leader.
- Hold regular **SENCo Surgeries** for the Class Teacher to highlight/discuss the additional needs and progress of children.
- Consult with relevant **external agencies** such as **Speech and Language Therapy, School Nurse Service, Brighter Futures, Child Health and Occupational Therapy**.
- Use of **screening tools** such as for Speech and Language in Early Years.
- Use of **standardised tests** such as – **Sandwell Maths, York Assessment for Reading, Thrive and Memory Magic**.

4. Consulting and involving pupils and parents

It is important we work in partnership with parents so they are fully involved in the support of their child. 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.

5. 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.

6. 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. We may also provide the following interventions depending on the needs of each cohort of children.

SLIP Service - Speech and Language IEP's	Thrive
Assess-Plan-Do-Review Individual Learning Plans/My Plans	Forest School
Attention & Listening Group	Brighter Futures
Vocabulary Group	Friendship/Social Skills Group
Lego Therapy	Rainbow Club
Memory Magic	Cozy Club
Rapid Phonics	Parent Support Advisor
Priority Reader in class	Nurture Outreach
Family Focus Reader	School Nurse
Pre-Learning provision	ASD Outreach – Fosseway

7. 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.

8. Additional support for learning

Each class has a Teaching Assistant to support children with their learning . We also currently have 9 1:1 Teaching Assistants supporting individual children who may have Transition Support Funding or an Educational Care and Health 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	

9. Expertise and training of staff

Hala Langan is the Inclusion Leader holds the **National Award for Special Educational Needs Coordination – Vulnerable Learners and Inclusion**. She is allocated 3 ½ days a week to manage inclusion.

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

Over the past few years, staff have been trained in the following:

- Thrive
- Forest School
- Autism Education Trust Training
- Rapid Phonics
- Talk Boost
- 1st Class@Number
- Voice Play
- Makaton
- Sunshine Circles
- 5x5x5
- 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.

We have a Forest School Leader and a dedicated Speech and Language TA (who holds a degree in Speech and Language) 5 afternoons a week.

10. 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

11 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.

12 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>.