

Spring Meadow Infant And Nursery School

And Infant Assessment Unit

Information Report

School Name	Spring Meadow Infant and Nursery School with an Infant Assessment Unit		
Type of School	Mainstream Infants with an Infant Assessment Unit and Nursery -Placement allocation for the Infant Assessment Unit is through the Statutory Assessment Team alongside an EHCP. - 10 place Infant Assessment Unit		
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	Michele Gemelos and Dawn Page	SEND Governors	office@springmeadow.cambs.sch.uk

The kinds of special educational needs and disabilities (SEND) for which provision is made at the school.

Our Special Educational Needs and Disabilities (SEND) policy outlines our commitment and approach to offering an inclusive curriculum that ensures the best possible progress for all pupils, whatever their need or disability. This policy is available on our school website.

At Spring Meadow Infant and Nursery School, including the Infant Assessment Unit we currently have **12** children who have an Education, Health and Care Plan – EHCP (E). **9** of the **12** children attend the Infant Assessment Unit. These children require a highly personalised and closely monitored specialist provision, usually involving specialist support from external services.

We also have **21** children who are registered on our SIMs database at SEND Support (K), who all have their own Assess, Plan, Do and Review document which outlines their long-term intervention and support needs. Children on SEND Support will be given more tailored programmes to aid their development and specialist outside services may work with us in school to help plan these programmes. **5** of these **21** children are currently undergoing an education, health and care plan needs assessment.

The percentage of children currently at the school with SEND (SEND Support and EHCP) is: 13.6%

SEND Support percentage: 8.6%

EHCP percentage: 4.9%

(Dated 21.11.19)

In addition to these there are other children for whom we are monitoring and offering short term targeted intervention, these children appear on our termly provision maps. Children requiring access to this level of support may take part in various targeted intervention programmes designed to manage any gaps in their learning or to help them progress in areas of difficulty.

The special educational needs of our children include speech, language and communication; visual or hearing impairment; attachment difficulties; difficulties with physical development; social, emotional or mental health difficulties or needs relating to pupils with Autistic Spectrum Condition or Attention Deficit Hyperactivity Disorder; and mild to severe or specific learning difficulties in one or more subjects;

The highest areas of need within our school are speech, language and communication needs, Autistic Spectrum Condition needs and social, emotional and mental health needs.

We have Level 2 and Level 3 teaching assistants who help support children either as a named adult, or with specific interventions or as additional classroom support.

Information about the school's policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SEND CO

Our SEND Policy includes information about how we identify and assess children with SEND and how this involves a graduated response. We always inform parents and carers where we have concerns and if you are concerned at all about the development, progress or well-being of your child, please do not hesitate to contact your child's class teacher. She will listen to your concerns and together you can decide how best to support your child. At times, the teacher may feel it is also appropriate to involve the SEND Leader in discussion, particularly where catch-up and interventions have been tried but progress is still not being made. Teachers will log concerns on our initial concerns form and take appropriate actions. Sometimes children do progress at different rates and sometimes they have missed a significant amount of schooling and a catch-up or targeted intervention programme is enough to address difficulties. At times though a child may have a specific need that impacts upon learning which is best addressed with advice from our SEND Leader and external professionals.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. 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 high-quality teaching, or whether something different or additional is needed.

The SEND Leader at Spring Meadow is: Mrs Alice Carter acarter@springmeadow.cambs.sch.uk

Mrs Alice Carter is in school on Tuesday, Wednesday and Thursday. While it is best to liaise first with the class teacher of your child, our SEND Leader is also available to make an appointment with to discuss concerns about particular learning needs or disabilities.

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and the delivery of any additional support.
- Writing individual plans that prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEND Policy.

If you have concerns about your child's progress, talk to the class teacher first. You may then be directed to the SEND Leader.

The SEND Leader's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.

- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Monitoring the progress of children on the SEND register ensuring there is a clear system of Assess, Plan, Do, Review, in place, via class provision maps and Individual Provision Plans.

The Head Teacher is responsible for:

- The day to day management of all aspects of the school, including the provision made for students with SEND.

Arrangements for consulting parents of children with SEND and involving them in their child's education

We involve parents and carers at all levels and will inform them when there are concerns over progress or specific needs. School communicates with parents and carers in a number of ways including via email, newsletters, assemblies, meetings and many other forms. For parents and carers whose child has an additional need we may also provide extra meetings, annual reviews, telephone discussions, additional teacher meetings, TAFs (Team Around the Family meetings) and personalised written feedback. Parent Consultations are available for all parents and carers at least termly. Parents and carers are able to voice their concerns and teachers are always available to meet with parents and carers though an appointment through the school office may be necessary. We signpost parents and carers to activities in the local area which may benefit their child. Parents and carers are made aware of Locality Team parenting courses, Children's Centre activities and other opportunities in and around Ely. Up and coming dates are sent via email. We also hold half termly SEND parent support groups within the school day. Details of this group are emailed directly to parents and advertised on our school newsletters.

Arrangements for consulting young people with SEND and involving them in their education

All children have their own Literacy and Maths targets in their books that are reviewed regularly with their class teacher. Children with their own Assess, Plan, Do, Review documents will have the chance to talk about their work and experience of school leading up to any review. Children with an Education, Health and Care Plan contribute to their annual review in the best ways to suit their needs, this might be by attending their annual review, drawing a picture about their likes within school, sharing their views with an adult or by film clips or observations. School Council meetings also discuss any concerns raised by any child including those with SEND.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

Spring Meadow Infant and Nursery School undertakes a constant Assess, Plan, Do and Review process where we evaluate our interventions and their impact. This allows us to effectively plan our support for pupils with SEND. Short-term, time limited interventions and support are recorded on our class or year group provision maps. Please refer to the 'Provision Mapping at Spring Meadow' document for further details.

We use a graduated approach where a child can access appropriate levels of support based on need. If a child is accessing more help and support than the majority of children of that age, or they are working at a level increasingly below age related, often requiring a need for outside agency support then they are placed on the SEND register at 'K' code and teachers produce an APDR (Assess, Plan, Do, Review) document. This identifies targets and

strategies to support that child. This process is discussed with parents and carers at the initial 'plan' meeting and at the 'review' stage and involves children and their thoughts as appropriate.

Education, Health and Care Plans are reviewed annually (or 6 monthly for children under 5). Reviews involve class teachers, parents, professionals, support staff, SEND Leader and children (as appropriate). If it is not appropriate for children to attend the meeting their views will be collected in the best ways for them, this maybe through drawings, collage, conversations with adults, film clippings, school books etc. Education, Health and Care Plan review meetings can also be called by anyone involved with the child at a time earlier than required, this is often called 'An Emergency Annual Review'. All paperwork for any EHCP annual review is completed by the SEND Leader or Teacher of the Infant Assessment Unit and submitted to the Statutory Assessment Team for updating.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We take every opportunity to ensure a smooth transition for your child either into school from home or from a previous setting or school. We will invite you to tell us about your child, their strengths and difficulties; what works well and what not so well. We share this information with staff in the school that will have contact with your child so they know how best to welcome and support your child.

Our Early Years Foundation Stage (EYFS) teachers and teaching assistants visit the early years setting your child comes from if applicable; we hold taster sessions in the Nursery or Reception classes and we have a parent meeting for parents/carers. Home visits are carried out in the first week of the Autumn Term. Some children may require a gradual transition into school and this will be carefully arranged with parents and the class teacher to ensure the needs of the pupil are best met.

The school also works hard to liaise with Ely St Mary's Junior school or other transferring school. Some children have an increased level of transition where necessary, either from early years settings into school/nursery or from infant school to junior school. This can involve additional visits for the pupil and meetings with parents and any professionals involved.

Pupil passports are updated yearly in collaboration with parents and pupils. These include a summary of the pupil's strengths, difficulties, ways to support etc. Passports are then shared with the new class teacher at our annual passport/transition meetings which also includes the current class teacher, support staff (if relevant), parents and pupils (as appropriate).

The approach to teaching children and young people with SEND

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 SEN. This will be differentiated for individual pupils. Different learning materials or specialist equipment may be used alongside group or individual support, which may involve small groups of children working with TA support or Teacher for specific intervention.

We have the following interventions available:

- Precision Teaching (Reading, phonics, etc)
- 5-minute number box (Maths)
- Numicom firm foundations (Maths)
- 5-minute literacy box (Reading and spelling)
- Toe by Toe (Reading)

- See and Learn first phrases 1, 2, 3 (Reading)
- Sensory circuits (Gross motor/sensory/following instructions)
- Fizzy motor skills programme (Gross and fine motor)
- Write from the start, book 1 and 2 (Fine motor)
- Speed up programme (Writing/fine motor)
- Lego Therapy (Social Skills)
- Thumbs up social skills programme (Social Skills)
- Attention Autism (Attention and Listening)
- Identi-play (Play skills and following instructions)
- Barrier games (following instructions)
- Word Aware (Speech and Language)
- Colourful Semantics (Speech and Language)
- Structured sensory breaks – therapy pattern cards (Sensory)
- Calming routine (Sensory)

Please refer to our school SEND policy for further information regarding outside agency support and when to request an Education, Health and Care Plan.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

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 ICT equipment, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We use skills maps to plan for the needs of all children across the curriculum. These identify skills from aged 3 to 7 and teachers will deliver the relevant skills to meet the child's needs at that time regardless of age.

Teachers support children in a variety of ways so they can access learning which has been carefully planned, sometimes the purpose of the session will be organised so a child achieves success in an area without any adult input, this is essential to develop the independence all children require.

We run daily Sensory Circuits sessions at the start of school, Mondays to Fridays and these address the following needs: gross motor control; self-confidence and any difficulties in accessing lessons; sensory needs. We also offer a lunch time club, as required, where selected children can go and play with a range of toys or complete activities. This is for those who might find lunchtimes difficult or need extra support socially.

The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Our SEND Lead/SENDCo, Alice Carter has 18 years of experience in this role and has worked as an Infant and Early Years Teacher. Alice Carter is allocated 3 days a week to manage SEN provision (Tuesday, Wednesday and Thursday).

The Lead Teacher of the Infant Assessment Unit, Sarah Latimer, is also extremely experienced. She worked previously as a SENDCo for 12 years alongside being an infant teacher/deputy head teacher and within the SEND Teaching role for the last 4 years. In a previous role, Sarah Latimer has also led parenting programmes to support parents in managing challenging behaviours.

We have a team of 22 teaching assistants, including 2 higher level teaching assistants (HLTAs), who are trained to deliver SEN provision.

Training in 2018-2020 has included the following:

- Child Protection Training for all staff including PREVENT training.
- STEP ON Training for all Teaching Staff and Teaching Assistants.
- STEP ON tutor training for 2 members of staff.
- NASEN high quality teaching training for all Teaching Staff.
- Supporting children with speech and language needs in mainstream schools training for specific staff.
- SENCO Network meetings for SEND Lead/SENCo – termly, throughout the year.

Staff have the appropriate training to support children with medical issues including asthma and allergies requiring EpiPens. Many staff are also First Aid trained.

- ELKLAN trained: Amanda Smith, Julia Kyndt, Carolyn Goodall, Felicina Colbran, Tracey Wymer
- Attention Autism Trained: Amanda Smith
- Identi-Play trained: Amanda Smith
- Advanced Skills level 4 TA training with SEND specialism: Jo Pyrah
- Social communication in mainstream school trained: Tracey Wymer, Mel Abbott, Lyndsey Oakey, Helen Stephens
- The Nucleus TA training with SEND: Suzanne Jones, Karen Hornsey

Our SEND Leader liaises regularly with appropriate outside services and arranges Team Around the Family (TAFs) meetings to help our parents and carers become more informed and be part of the process of exploring and deciding upon the best provision for their child.

Evaluating the effectiveness of the provision made for children and young people with SEND

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

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 6-12 weeks
- Monitoring and observations by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans which includes gaining parent and pupil voice

How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All school educational visits are planned to ensure all children are included. Staff expertise is required at times to enable a child with a SEND to be included in an event which will always be risk assessed to ensure every child's safety.

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.
Spring Meadow Infant and Nursery School is wheelchair friendly and has 3 disabled toilets.

To find out about how we manage our school admissions, accessibility plans and our intimate care information, please go to: <http://springmeadow.cambs.sch.uk/school-policies/> (press control and click)

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Spring Meadow Infant and Nursery School takes the mental health and wellbeing of our pupils very seriously and is developing its provision continuously. The Mental Health Champions for the school are Katrina Wodehouse and Anna Snape. We offer a range of additional support for children with emerging mental health needs including; meet and greet in the morning, access to play therapy and listening sessions with our in-school family worker – Katrina Wodehouse, alternative arrangements for lunchtimes, social and emotional interventions and staggered entry in and out of school.
All school staff log any bullying concerns and this is passed to our head teacher or deputy head teacher to follow up with parents and pupils as required.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The governors ensure the Head Teacher and SEND Leader make full use of finance and resources and require them to communicate with outside agencies where necessary. The school will seek specialist advice and support where the resources of the school alone are not adequate to meet a child's specific needs and where those needs are impacting significantly on their ability to learn. We will always involve the parents/carers where other professionals are drawn on and we also give parents and carers the opportunity to self-refer or to request meetings.

We currently have a number of children receiving support from Speech and Language Specialists; the Local Authority, Specialist Teaching Team; Occupational Therapists; the Community Paediatric Team, Educational Psychologists; the locality team (including our Family Worker); school nursing team; play therapists and music therapists, independent specialist support teachers; the Social, Emotional and Mental Health Team and CHUMS. Sometimes, outside services help the school plan an appropriate programme of work for pupils to work on in school.

We host drop ins from our Family Worker, which parents and carers can choose to attend. Advice can also be sought from the school nursing team.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

The named SEND Leader is Alice Carter. Two members of the governing body Michele Gemelos (KS1) and Dawn Page (EYFS), take a special interest in SEND. If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the SEND Leader, the Head Teacher, or to any member of the governing body. If you speak to a governor, he or she will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and then contact you within five school days.

If he or she has not resolved the matter to your satisfaction, it will be referred to the governing body, who will consider the complaint, within the framework of the school's general Complaints Procedure.

Appendix 1

What must be included in a SEND Information Report

'Publishing information: SEN information report 6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- *the kinds of SEN that are provided for*
- *policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)*
- *arrangements for consulting parents of children with SEN and involving them in their child's education*
- *arrangements for consulting young people with SEN and involving them in their education*
- *arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review*
- *arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society*
- *the approach to teaching children and young people with SEN*
- *how adaptations are made to the curriculum and the learning environment of children and young people with SEN*
- *the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured*
- *evaluating the effectiveness of the provision made for children and young people with SEN*
- *how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN*
- *support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying*
- *how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families*
- *arrangements for handling complaints from parents of children with SEN about the provision made at the school'*

(Special educational needs and disability code of practice: 0 to 25 years. 2015)

From the Children and Families Act 2014 schools must also include:

- a) such information as may be prescribed about the implementation of the governing body's or proprietor's policy for pupils at the school with special educational needs;
- (b) information as to—
 - (i) the arrangements for the admission of disabled persons as pupils at the school;
 - (ii) the steps taken to prevent disabled pupils from being treated less favourably than other pupils;
 - (iii) the facilities provided to assist access to the school by disabled pupils;
 - (iv) the plan prepared by the governing body or proprietor under paragraph 3 of Schedule 10 to the Equality Act 2010 (accessibility plan)