



Stanford Infant School: Committed to Inclusion

SEN/D School Information Report 2020/21

'Exploring and Learning Together, Inspiring Each Other'

This information outlines what Stanford Infant School can offer children with special and/or additional educational needs and how our provision is organised and delivered. If, after reading this, you have any additional questions then please contact our Inclusion Leader - Emma Remnant, via the School Office on 01273 555240.

At Stanford Infant School we believe that everyone has a right to be valued and respected as an individual and included in all aspects of school life. We will ensure that everything we do seeks to remove any barriers that prevent anyone from being fully involved. We actively encourage and support everyone to develop the confidence to participate, 'have a go' and develop a 'can do' attitude, even in areas in which they lack confidence. In this way, everyone is nurtured towards reaching their full potential in all of the educational and social opportunities Stanford Infant School provides. We will do this in collaboration with the child and their family, drawing upon the support of other partners within Brighton and Hove's Inclusion Support Service (BHISS). The practicalities underpinning this commitment will be reflected in all our policies.

1. How does Stanford Infant School know if a child needs extra help and what should I do if I think my child may have special educational needs?

How do we know?

At Stanford Infant School, we aim to ensure that every child reaches their full potential and that we identify any additional needs a child may have as early as possible. Teachers continuously observe, monitor and assess each child's learning and development.

- Every term teachers meet with the Inclusion Leader and Head Teacher to discuss each child individually in terms of their academic progress, developmental, emotional and social needs.
- At these meetings a child's individual needs are considered and where appropriate additional support is put into place. This maybe through small focused group support within the classroom, a more intensive intervention, or by seeking support from an outside agency such as the Speech and Language Service (SALT).
- However the ethos within the school is one that encourages everyone to share any concerns they may have about a child immediately and therefore support can be accessed at any time during the year, not just at the termly Pupil Progress meetings.
- In addition, we encourage parents/carers to raise any concerns they have with the class teacher, who will seek advice from the Inclusion Leader.
- Transition information is key to ensuring that children have a positive experience when moving between settings and get the support that is right for them. At Stanford Infant School we work closely with our feeder pre-school settings as well as our link Junior School to ensure that transitions for all children, but especially those with additional needs, are as positive as possible.
- We also have a comprehensive programme for transition within the school as children move to the next year group.

What should you do?

If you have any concerns or are at all worried that your child may have a special educational need or disability (SEN/D) please speak with your child's class teacher in the first instance, or contact the Inclusion Leader directly by phoning or emailing the School Office.

If your child has not yet started the school then please contact the Inclusion Leader directly. The Inclusion Leader is always available at Prospective Parent Meetings and at the New Parent Meeting in June to meet with families and can arrange further meetings as necessary before or as children start the school.

2. How will Stanford Infant School staff support my child?

At Stanford Infant School we have an Inclusion Leader who co-ordinates all the provision for children with Special Educational Needs (SEN) as well as all other additional provision. The Inclusion Leader works closely with both families and class teachers to identify and monitor support for children and co-ordinates the Inclusion Team.

- At Stanford Infant School our Inclusion Team consists of a Learning Mentor who works with individual children and small groups to help remove barriers to the children's learning and to support their emotional and social development.
- We also have Inclusion Support Assistants who work with individual children and small groups to carry out intervention programmes or support children to achieve individual targets set for them.
- One of our Inclusion Support Assistants specialises in Speech and Language and supports all the children with Speech and Language Programmes.
- Our Learning Mentor and Inclusion Leader are also trained Attachment Leads.
- At Stanford Infant School, all children receive high quality teaching on a daily basis from their class teachers, which is planned and targeted at the individual learning needs within the class.
- Where appropriate any additional or SEN support programmes will then be developed and shared with families.
- At this point any advice or support from specialist services from outside school will also be incorporated.
- Families are informed about their child's programme of support; what it involves, how it will be delivered, by whom and how often the support will be provided.
- Class teachers and/or the Inclusion Leader will liaise regularly with families about their child's progress.
- Children in receipt of SEN support will have an Action Plan that outlines the support they are receiving and this will include specific targets that they are being supported to achieve as well the details of the support, who is providing it and how regularly.

3. How will the curriculum be matched to my child's needs?

At Stanford Infant School, the children are actively involved in their own learning. We strive to create a learning environment that provides a personalised curriculum for every child. We adjust the learning and teaching according to the children's differing needs and abilities and provide each child with feedback to help them recognise their achievements and what they need to do next in their own learning.

For different children at different times this may take many forms e.g.:

- Additional adult support
- Providing learning tasks that present different levels of challenge or that can be achieved using additional or specialised equipment
- The use of ICT, including recording devices
- Visual resources for both the class and individuals where necessary to support different learning styles
- A specific learning programme, designed to support a child's particular needs with small learning steps to ensure that progress is being made at the appropriate pace and level of challenge for that child so that they can recognise their achievements

We also provide:

- A high level of communication between school and families in addition to the termly parents' consultation evenings and end of year reports.
- Home/School books are appropriate for some children to ensure that the communication between home and school is as effective as possible.
- Where appropriate we refer to specialist outside agencies for additional support, advice and to meet with families to ensure that everyone supporting the child has the same information.

4. How will you and I know how my child is doing and how will you help me to support my child's learning?

How will we know?

At Stanford Infant School teachers continuously observe, monitor and assess each child's learning and development. We actively promote family involvement in all decisions about children's learning.

- We will liaise with families at least once a term either by arranging a meeting or by sending home the child's latest learning programme or targets.
- Every term teachers meet with the Inclusion Leader and Head Teacher to discuss each child individually in terms of their academic progress, developmental, emotional and social needs.
- At these meetings any concerns about a child learning is identified, although our ethos encourages everyone to share any concerns they may have about a child immediately and therefore concerns can also be raised, and addressed, at any time.

How will you know?

- We will liaise with families at least once a term either by arranging a meeting or by sending home the child's latest learning programme or targets.
- We sometimes have home/school books for children if it is beneficial to communicate with families on a daily basis; however the Inclusion Leader is always available to speak with families if they have any concerns.
- Where necessary we will seek out specialist training to support specific needs.

What you can do?

- Some of our interventions and support have extra tasks, activities or games that can be done at home.
- Ensure that you let us know if there is anything you or your child are concerned about as soon as possible.

5. What support will there be for my child's overall well-being?

At Stanford Infant School, we offer a comprehensive range of support and this can be tailored to meet the needs of individual children. We have a full-time Learning Mentor and a School Counsellor, who works one morning a week, and they both work in close liaison with the Inclusion Leader. The Inclusion Leader can also refer issues to other more appropriate and expert services if necessary.

At Stanford Infant School, we believe that the development and support of a child, including their social and emotional development, is vital to successful learning. We aim to take account of children's views in an age-appropriate way when we review their learning and any additional support.

We offer a wide variety of support for children who may need support with their social and emotional development. Our Learning Mentor offers:

- Nurture Groups and Circle of Friends
- Team Build which supports the philosophies behind Lego Therapy
- Social Language Skills groups
- Some 1:1 support for children with high level behavioural needs
- Personal 'meet and greet' every morning, including a settle to learning session

We offer a safe and caring environment where all children can thrive due to our provision of:

- A clear and structured Behaviour and Regulation Policy
- Clear Safeguarding Procedures and Policies
- Annual update training for all staff on Safeguarding
- A School Counsellor to support more specific emotional needs
- Lunch Clubs to support children at less structured times of their day
- Intimate Care support including Intimate Care Plans, Intimate Care Plans are compiled by the Inclusion Leader in consultation with families, children if appropriate, supporting staff and appropriate specialists

- Individual Behaviour Plans
- First Aid treatment, all staff receive annual ‘auto-injector pen’ training from the School Nurse.
- Medical support, administering emergency and long term medication, using the correct procedures in agreement with families.

6. What specialist services and expertise are available at or accessed by Stanford Infant School?

At Stanford Infant School the Inclusion Leader oversees SEN/D provision at the school. The Inclusion Leader leads and deploys a team of Inclusion Support Assistants and the Learning Mentor. Through experience, specific training and multi-agency working, they have developed expertise in supporting children with a wide range of educational needs. These include:

- Autistic Spectrum Condition
- Speech and Language Needs
- Physical Needs
- Hearing and Visual Impairment
- Social, Emotional and Mental Health Needs
- Attachment Awareness/Trauma Responsive

In addition to our in-house expertise, we are always willing to access support and advice from other specialist agencies when necessary through the Brighton and Hove Inclusion Support Service (BHISS).

Inclusion Support Service

- Education Psychology
- Speech and Language Therapy (SALT)
- Behaviour and Inclusive Learning Team (BILT)
- Language Support Service
- Children and Adolescent Mental Health Service (CAMHS)
- Autism Service

Other Agencies

- Sensory Needs Service
- Ethnic Minority Achievement Service (EMAS)
- Literacy Support Service
- Seaside View Child Development Centre
- Early Help
- Child Protection – Front Door for Families (FDFF)

7. What training have the staff supporting children with SEN/D had or are having?

At Stanford Infant School, our staff have a high level of training matched to the individual needs of the children that they work with. There is an induction programme for all staff, which includes shadowing colleagues to make sure that every member of staff has the correct training in SEN/D provision. We have access to support from all of the services above, and they will often model sessions with the children for us to learn the best strategies to use for each individual need. Our Learning Mentor and Inclusion Leader are also trained Attachment Leads.

8. How will my child be included in activities outside the classroom including school trips?

At Stanford Infant School, we will always include every pupil in every activity that the school provides. Reasonable adjustments may need to be made so that children with SEN/D can join in as much as possible. This can be through:

- Extra adult or parental support
- Adapting the activity
- Providing alternative or specialised, bespoke equipment

The accessibility of all school trip destinations are checked in advance and we will ensure that appropriate transport will be found to ensure that a child can attend an educational visit.

We make every reasonable adjustment necessary for all of our trips to be inclusive. However, there are certain places, which are not as accessible and/or appropriate for individual needs. We work closely with families to plan and guide us in order to make the trips as satisfying as possible for all of

our children. We use accessible transport for wheelchair users. There are often children with 1:1 Teaching Assistant support on our trips to ensure that these children are able to access as much of the trip as possible. Risk assessments are carried out and procedures are put in place to enable all children to participate. Reasonable adjustments will be made so that children with SEN/D can fully participate.

After school activities providers are aware of our school's commitment to inclusion. It is up to them to them to discuss appropriate provision with you in order to accommodate your child's needs.

9. How accessible is the environment of Stanford Infant School?

Due to historical building issues, Stanford Infant School is not accessible for wheelchairs, although there is one disabled toilet on the ground floor. All classrooms are however equipped with a Soundfield System which have proved invaluable for children who have hearing impairments. With outside agency support, adaptations to the school can be made for individual needs as necessary, e.g. large print for children with visual impairments.

We aim to ensure all our classrooms provide a high level of visual support for all pupils to access.

10. How does Stanford Infant School prepare and support my child in joining the school and moving on to the next?

Stanford Infant School staff will meet with you and your child prior to them starting with us, whether your child is starting in Reception or joining our school later, in a different year group. We will gather as much information as possible to help us prepare for your child starting our school. There are a number of additional ways we can also support your child's entry. These include:

- A Starting School booklet with an A-Z of everything at Stanford Infants
- A Welcome booklet which contain photographs of the relevant staff and your child's new school environment
- Liaison with your child's Early Years setting or previous school
- Relevant staff visits to previous school/setting
- Liaison with SENCO at previous school/setting

At Stanford Infant School, we have close links with our link Junior School. The Inclusion Leaders work together closely throughout the year and especially in the build up to and following transition. In addition, the Learning Mentors from both schools liaise closely in the build up to transition for particular children. Close liaison with other Junior Schools also takes place, where necessary, to ensure all children are well prepared for their transition.

Before your child transfers to their next school, we will:

- Ensure that the SENCO or Inclusion Leader at the next school is aware of their needs in advance of the transition so that the next school can make sure they are able to access any provision necessary.
- Hold a transition meeting with you and invite relevant staff from the new school to attend.
- We will prepare a transition booklet with your child with photographs of the new school and key staff.
- We will offer to take your child on additional visits to ensure they are feeling familiar and confident about the impending move.

All Year 2 children at Stanford Infant School take part in a transition programme that includes visits to their new school where they spend time in their new classrooms with their new class teacher. Additional visits are also arranged for pupils who need extra time in their new school. We also operate a 'buddy' system with our link Junior School where the Year 3 children are paired with Year 2 children to provide a personal link to the new school. Year 2 teachers pair the children as they have knowledge of both groups of children.

We also have internal transition support for children as they move from Reception to Year 1 and Year 1 to Year 2.

11. How are the school's resources allocated and matched to children's special educational needs?

As part of our general school budget, we receive funding to support children with SEN/D. Where a child has very significant and/or complex needs we will make a case to the Local Authority in requesting additional funding through the high needs funding block, available to all schools when

this threshold of need is reached. Such funding will then be used exclusively to provide the help and support your child needs.

The school receives a Special Educational Needs and Disability (SEN/D) budget from the Local Authority. We review this annually and the school frequently spends additional money on top of this to support our children. Needs are mapped out using meetings and Provision Maps and the funding is matched appropriately.

Pupil Premium Funding is used to support eligible pupils to ensure they make good or better progress.

12. How is the decision made about what type and how much support my child will receive?

The Inclusion Leader in consultation with the Head Teacher will meet with the Inclusion Team to allocate support within our means to the children who need it. The Inclusion Leader will then meet with you to discuss our proposals and enlist your views and ideas. We will provide you with a breakdown of the support we are offering your child through their Provision Map.

As all children's needs are different we have to be flexible in the way in which we assess and met their needs. There is no one set way because the children we support are all different. We have regular meetings with class teachers and families to review the needs of each child. We are flexible and will change the support needed for your child according to their changing needs. It is very much a three way process between families, school and outside agencies and we all work together to make sure your child is being supported in the best way possible.

It is important that you tell us if you think things are changing so we can bear this in mind. Support is reviewed regularly in order to make sure your child is making progress and future progress can be made through the setting of SMART targets.

The school in consultation with you and your child, where appropriate, will make the decision about how much support and what type of support your child will receive.

13. How are children involved in making decisions about their education?

At Stanford Infant School, the children are at the heart of everything we do and are encouraged to be active partners in the learning. Collectively and individually, the children have a strong pupil voice through their peer selected School Council, completion of Safety and End of Year Questionnaires. All children are encouraged to give feedback on their learning on a day to day basis. Children with any additional support are also encouraged to give feedback on the support they receive.

14. How are we as parents involved in Stanford Infant School and how can I be involved?

At Stanford Infant School, families are seen as mutually supportive partners in their child's learning and as such are involved in discussions, meetings and planning for their child's learning. There are several ways you can become more involved:

- As a parent/carer volunteer helper in the classroom
- By becoming involved in the Parents, Teachers and Friends Association (PTFA)
- By becoming elected as a Parent Governor if a vacancy arises
- By volunteering as a Parent Class Representative
- By attending the range of Parent Workshops that we hold throughout the year; these include Phonics, Reading, Mathematics, and others depending on parental feedback and requests

More information about all of these can be found on the School's Website. In addition, your views will be sought when we review our SEN/D policy and provision.

15. What if I am not happy with the provision for my child?

Families are given opportunities to comment on the support their child receives through feedback for annual reviews and as a response to yearly class reports. They are also encouraged to raise issues with their child's class teacher or our Inclusion Leader at the earliest opportunity. If families wish to complain about the provision or the policy, they are encouraged to raise it with the Inclusion leader, who will try to resolve the situation. If the issue cannot be resolved then the School's Complaints Policy may need to be followed. This can be found on our School Website or a copy requested from the School Office.

16. Who can I contact for further information?

For further information about our School's Offer you can look on our Website: www.stanfordinfants.co.uk and/or contact our Inclusion Leader, Emma Remnant, by phoning or emailing the school on 01273 555240.