

# Sandringham Infant and Nursery Academy

## School Information Report 2021-2022



**Inclusion Manager: Mrs Judith Kelly**

**Working days: Tuesday, Wednesday, Thursday**

**Contact: [senco@sandringham.kite.academy](mailto:senco@sandringham.kite.academy)**

**01252 837538**

### **The kinds of special educational needs for which provision is made at the school.**

We are a mainstream, inclusive infant and nursery school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff receive training in order to cater for learners who may have difficulties with:

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We continuously ensure that we make reasonable adjustments where necessary to our practices to best meet the needs of our children and comply with the Equality Act (2010).

Once a need has been recognised, we seek to identify the most appropriate support to enable that child to make or exceed expected progress as quickly as possible. Information about concerns and the need for support are shared with parents/carers via the class teacher and Inclusion Manager and a plan is agreed. This individual Send Support Arrangements plan will detail what support is being provided and what outcomes are expected.

Our whole school provision map which is available on our website, shows examples of the range of provisions and interventions that may be available in our school. Provisions may include individual timetables, task boards, specific writing tools, additional time to complete tasks etc.

We carefully monitor the progress of all children receiving additional support to ensure it is having the expected impact. If this is not the case, it is stopped and alternative support is established.

Our SEND Policy can be found on the school website or via the school office.

### **Policies employed to identify children with SEND and make an initial assessment of their needs.**

All teachers are teachers of special educational needs and quality first teaching is key. The progress of all children, including those with special educational needs and disabilities, is continuously monitored by class teachers. As part of our assessment cycle, regular pupil progress meetings are held throughout the year between school leaders and class teachers. During these meetings the progress of individual children is discussed, any concerns quickly identified and appropriate additional support planned and agreed. Progress is also carefully and regularly monitored by the Senior Leadership Team.

When a concern is raised we follow the cycle of:

- **Assess** the difficulties or barriers to learning
- **Plan** how to support
- **Implement (do)** the programme of agreed support
- **Review** the effectiveness of the support

Clear systems are in place throughout the school to enable us to use data to track the progress of children. We also ensure that we celebrate individual and group achievements. Weekly events such as our Celebration Assembly are used to support this and help raise self-esteem.

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

We have an open-door policy and good relationships with parents are important. If parents/carers do have concerns about the progress or attainment of their child they should, in the first instance, speak to the class teacher to discuss their concerns. In addition to this, parents are also able to speak to the Inclusion Manager about any concerns they have. There are good communication systems within the school to ensure that information is shared with appropriate staff swiftly. Staff attend regular internal and external training to ensure that they are best equipped to meet the needs of our children. We welcome input from parents/carers about difficulties they may be experiencing at home too.

We regularly share feedback about progress with our pupils and their parents/carers. Teachers meet with parents and carers at least termly through parent/teacher consultations and more frequently when there is a cause for concern or closer monitoring is taking place. The Inclusion Manager attends all Parents' Evenings and is available to meet with parents/carers. At these meetings we discuss the progress a child is making, next steps/targets and what can be done by families to support their children with their learning. If appropriate, this will also include a discussion about additional support being provided to enable a child to make progress. Where specialist services are being employed to support a child, this is with the explicit consent of the parents/carers and they are fully involved in discussions and target setting.

We believe in supporting the development of everyone's understanding of child development and we work in collaboration with our Kite Family Support Worker and other agencies to signpost parents/carers to relevant training and support opportunities. We have an active "Friends" Association and each class has a parent representative. Further information about how to become involved can be found on the school website. Our governing body includes two parent governors. Parents are encouraged to become involved in the school by hearing children read, supporting on educational visits and sharing time in other ways appropriate to the year group. Regular invitations are sent to parents to support at specific school events and they are invited to watch special assemblies. A newsletter is

emailed regularly to parents with information about upcoming activities and ways to be involved in school life.

### **Arrangements for consulting children with SEND and involving them in their education.**

The Inclusion Manager liaises with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions are made as to the most appropriate type of support to be put in place for the child. We talk to children about their progress and their views are sought about what they would find helpful in order to make more progress. It is often through conversation with a child that specific interventions are found to be beneficial. These conversations form the basis of the child's One Page Profile. A One Page Profile captures all the important information about a child on a single sheet of paper under three simple headings; what people like about me/what I like about myself, what's important to me and how best to support me. It is completed in collaboration with parents/carers, teachers and the child and enables anyone supporting the child to quickly ascertain an accurate and holistic picture of them.

### **Arrangements for assessing and reviewing children's progress towards outcomes, and opportunities available to work with parents and children as part of this assessment and review.**

During our 'assess, plan, do and review' cycle we will look at the actions needed to support a child towards their outcomes and highlight what each person involved can do in order to make a positive contribution.

We adopt a graduated response to our 'assess, plan, do and review' cycle. This is in line with Surrey's graduated response and Profile of Need. Initially this will primarily be led by the class teacher and parents. If at any point during the cycle it is felt the needs of the child are not able to be met with the current level of support the Inclusion Manager becomes involved. The needs of the child are reassessed and new cycle is started. Similarly, if during this cycle it is felt the needs of the child are still not able to be met a decision may be made to seek support from outside agencies (which include Kite Asist Team, Specialist Teachers for Inclusive Practice, Educational Psychologists, Speech and Language Therapists, Occupational Therapists etc).

This information is recorded on the child's individual one page SEND Support Arrangements plan. Whilst they are reviewed on an ongoing basis in school, they are formally reviewed at least twice a year and shared with parents/carers.

### **Arrangements for supporting children in moving between phases of education.**

Induction of new children into our school is very important to us. We invest a significant amount of time in welcoming our learners in a way that makes them feel a part of our setting. Parents of our new Reception children are invited to induction meetings in the Summer Term where key members of staff are present. Also, during the Summer Term, the Reception class teachers and the Inclusion Manager where appropriate, visit nurseries to liaise with staff about any needs a new pupil may have. Children may also attend additional visits to our school prior to starting in our Reception class. We can offer transition books for children so that they can share these during the summer holidays with their parents/ carers. Home visits are offered to all our new Reception families at the start of each Autumn Term and there is an excellent response to these with nearly all our families accepting a visit.

We have established clear information sharing systems with partner schools with an aim to create as smooth a transition as possible and transition meetings are held between our year

2 staff and Junior school destinations. During these meetings we share an overview of our learners who have SEND. 'What works well' is shared so that transition to the next phase is made as smooth as possible. Visits to local schools are encouraged and children attend induction days.

Where we feel it would be beneficial for vulnerable children to receive additional support with transition, we arrange additional visits to their new schools prior to the main induction day as a small group or on a 1:1 basis. We can arrange for social story booklets to be completed with photos of the new setting to share with parents over the holidays. Whenever possible, our Inclusion Manager meets with the SENCO from a child's prospective new school to discuss specific support and current interventions. When parents/carers have additional concerns regarding transfer, they are encouraged to contact the class teacher or SENCO early on during year 3. Transition work as part of 'universal provision' takes place as part of the PSHE curriculum.

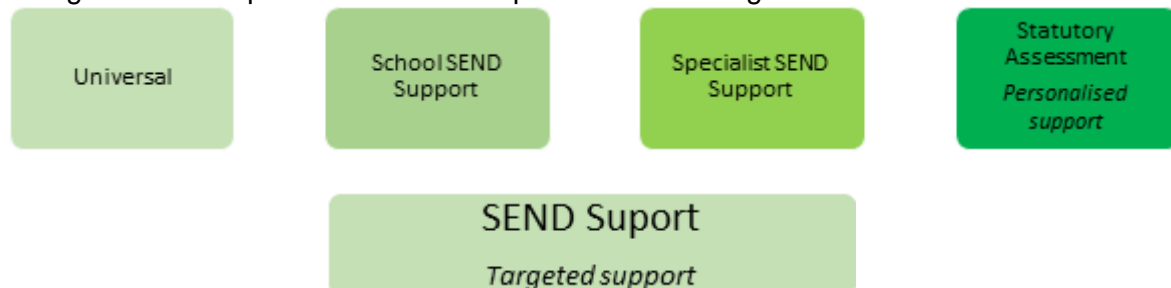
When children join us after the usual Reception intake, we arrange preparatory visits if necessary, ensure that buddies are identified and promptly assess if support is needed. Where possible, we liaise with previous schools.

Children within our setting are also supported as they transition between year groups. For some children this may involve spending additional time getting to know the new adults they will be working with and the new classroom they will be based in. For some children, we also create booklets with photos of their new teachers and classroom to share with parents.

### **Our school approach to teaching children with SEND.**

We adopt a graduated approach to meeting needs through quality first teaching which is available to all children, regardless of need. Our graduated response is in line with that of Surrey's and their Profile of Need. Our teaching staff make reasonable adjustments to help include all children. We are concerned with the whole child, we see that achievement and mental health and wellbeing go hand in hand. We are conscious that support for emotional health is equally important when enabling pupils to achieve well and become confident children.

Quality first inclusive teaching (Universal on our school provision map) is clearly demonstrated in our school and there are high expectations that all staff will deliver this. All teachers have a clear understanding about what they are expected to provide for all children. Each class teacher has the responsibility for the wellbeing and progress of the children within their class. Regular assessments form the backbone of decisions made. Our graduated response to SEND comprises of four categories



### **Adaptations made to the curriculum and the learning environment of children with SEND.**

All staff have a clear understanding of the needs of the individual children within their class and around the school. They make a conscious decision to make reasonable adjustments to include and support all learners. Differentiation is embedded in our curriculum and daily teaching practice. This may take the form of different learning/tasks being set, additional resources being provided or specific training being given to staff. Where appropriate we tailor learning to topics of specific interest to children.

Regular pupil progress meetings are held between teachers and members of the senior leadership team. During these meetings the progress and needs of both individuals and groups of children are discussed, including how to ensure our curriculum is meeting their needs. The curriculum is designed to ensure that is accessible to all children.

The building is wheelchair accessible and there is a disabled access toilet. The playground can be accessed via a slope. Where parents/carers do not speak English as a first language or have their own learning needs, advice and expertise is sought. We value and respect diversity in our setting and do our very best to meet the needs of all involved in our school. Carefully evaluated equipment is purchased with additional funding to support the specific needs of individual children.

### **Expertise and training of staff to support children with SEND and how specialist expertise is secured.**

We have staff within the school who have been trained in a number of different strategies and interventions to support children's needs. Our Inclusion Manager is a qualified and experienced teacher with many years of SENCO experience. We have a comprehensive staff development plan that ensures all of our staff receive regular and appropriate training to ensure it is in line with the current and projected needs of the children in our school and our school development plan. Staff are also encouraged to undertake their own learning and training.

We aim to ensure that all staff working with learners who have SEND possess a working knowledge of the need to help them in supporting access to the curriculum. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral. Over the last academic year, we have worked closely with Specialist Teachers for Inclusive Practice (STIPS), the Educational Psychology Service (EP), Speech and Language Therapists (SALT), Occupational Therapists (OT) and outreach support eg Freemantles.

### **Evaluating the effectiveness of the provisions made for children with SEND.**

We regularly review the needs of the children within our school and endeavour to put in place provisions to cater for different needs. These provisions are detailed in our provision map and may include the use of a variety of strategies in class, the provision of different resources or intervention groups, addressing specific training needs for staff and adjustments to the environment. The Inclusion Manager carries out regular monitoring walks which review how provisions are delivered and help maintain high levels of impact.

Progress is assessed each half term and decisions are made as to whether specific interventions are proving to be effective in terms of time and finance. Our finances are monitored efficiently and we make full use of resources to ensure value for money. The Inclusion Manager oversees all additional support and shares updates regularly with the SEN Governor.

### **How children with SEND are enabled to engage in activities outside the classroom, including school trips.**

We have a whole school approach to inclusion which supports all learners engaging in activities together, including all aspects of the curriculum both inside and outside of the classroom. Any barriers to learning or engagement (including concerns of safety and access) are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities regardless of their needs. This is supported by full risk assessments which are carefully planned and then implemented. During the academic year, additional staff accompany school trips so that learners with SEND can attend whenever possible. We actively monitor the engagement of learners across the school.

### **Measures in place to improve emotional and social development.**

Every child is well supported both in the classroom and on the playground to ensure that their social and emotional development needs are being met. All children have members of staff they can talk to and this is done in a secure and non-judgemental environment. These include class teachers, support staff and members of the senior leadership team. Children also have access to worry boxes should they wish to communicate their concerns in this way. All staff have accessed Targeted Mental Health in Schools (TAMHS) training through CAMHS and attachment training through Braveheart Education, delivered through an INSET day. The Inclusion Manager also meets at least termly with a Primary Mental Health Nurse from CAMHS to discuss possible support strategies to meet the needs of children in school.

We have a zero-tolerance approach to bullying in our school which addresses the causes of bullying as well as dealing with negative behaviours. Our PSHE programme also looks to support emotional and social development.

All staff have basic first aid training, with nominated members of staff receiving more advanced training. Where appropriate, specific training for staff is arranged to ensure we can meet individual children's medical needs through outside agencies.

We regularly monitor attendance and take necessary actions to tackle prolonged absence. Parents are encouraged to contact the class teacher, Inclusion Manager or Head Teacher if they feel their child's well-being is at risk, for whatever reason.

Pupil voice is very important to our school and feedback from the children is ascertained regularly. This includes our children governors' meetings but is also gained through small group pupil discussions and questionnaires.

### **How the school involves other bodies, including health and social care, local authority support services and voluntary organisations, in meeting the needs of children with SEND and their families.**

We closely monitor the overall development of our children. On occasions, we may seek advice from outside the school setting and we sometimes hold meetings which professionals from outside the school attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents and children will be consulted and consent sought so that agencies are able to work together in supporting the overall development of the child. During the last academic year, we worked with services including Social Services, school nurse and Child and Adolescent Mental Health teams as well as SEND specific services.

As part of the Kite Academy Trust, we also have access to the trust's Inclusion Team which includes Family Support Workers (FSW). Throughout the year FSWs run a variety of

workshops and events to support our families, as well as working with some families on a one-to-one basis.

We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our designated teacher (Mrs Judith Kelly) meets with social services and the virtual school to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child develop holistically.

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

The Inclusion Manager at Sandringham is Mrs Judith Kelly, and she can be contacted on 01252 837538 or by email: [senco@sandringham.kite.academy](mailto:senco@sandringham.kite.academy)

In the first instance, if a parent/carer has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the Inclusion Manager may become involved and a meeting arranged to discuss the nature of the concern and look for a resolution to the issue.

If the concern has not been resolved, a copy of the academy's complaints procedure can be found on the school website. The complaints procedure will outline the formal steps the school will take in handling each complaint. Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through Surrey SEND Information, Advice and Support Service.

Judith Kelly

September 2021