



Market Drayton

Infant & Nursery School

Collaboration • Aspirations • Respect • Positivity

‘An excellent, happy school where we enjoy learning.’

Special Educational Needs and Disability (SEND) Information Report

Review Date	Reviewed by
November 2022	Angela Knight, Ros Thomas
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From September 2014, all schools have to provide an Information Report on the support and services that are available for families with children who have Special Educational Needs or Disabilities. Within this report, parents and carers will be able to find information about the support that is offered by the school and some useful contacts.

The SEN Information Report is updated annually at the end of the academic year, or when changes have been made. The following report states the current provision within Market Drayton Infant and Nursery School, and is written by the SENDCO, Mrs Angela Knight.

The SEND information report is broken up into key questions as stated within the SEND Code of Practice (2014, *para 6.79*). Please see the table of contents for an easy-to-use guide to direct to any specific question you may have.

The next update is due July 2027.

Our Philosophy

At Market Drayton Infant and Nursery School we are an inclusive setting. As a school we pride ourselves on the importance we place on the development of the whole child, catering for their intellectual, emotional, physical, spiritual, social and aesthetic needs in a sensitive way.

This school has a firm commitment to the provision of special needs support for its pupils, and tackles this systematically through the Graduated Approach of assess, plan, do and review (ADPR). This also involves identification, monitoring, support and collaboration with others. As we know that parents know their children best, we value their expertise and work closely with them as partners, with the school upholding a policy of parental involvement from the earliest stages of identification. Parents are informed at every stage of assessment. We value the voice of the child and talk to them regularly about their aspirations and targets.

All children must be given equal opportunities to develop and progress irrespective of gender, race, physical ability, emotional development, social background or intellectual capability. Focus and concern regarding the needs of the more able and gifted children are of equal concern within this school, and enrichment and extension activities are provided, where necessary, across the curriculum.

Vision: An excellent, happy school where we enjoy learning.

Underpinning the vision statement are a series of **aims**, the 'why' we do what we do. These are our **beliefs** about education. As a school:

- we believe that we should provide a happy and safe learning community in which we nurture every child who is valued as a unique individual.
- we believe that everyone should be immersed in exciting, challenging learning through the delivery of inspirational and innovative opportunities.
- we believe that everyone should be inspired to achieve their full potential now and for the future.

Our Values

Our values underpin the vision statement and aims. At our school we especially value:

Collaboration: *'We work together to support and nurture everyone to achieve their aims'*

Aspirations: *'We encourage each other to aim high and achieve their aspirations'*

Respect: *'We are honest, thoughtful and considerate to ourselves, others and the world around us'*

Positivity: *'We adopt a 'can do' and optimistic attitude'*

These values underpin everything that we do in order to achieve excellence. To pull this together the main driver for the curriculum is 'Reach for the Stars'.

Our principles

The school's Special Educational Needs and Disability Information Report is based on our visions and values and the following principles:

- That all teachers are teachers of children with special educational needs and have a responsibility to meet those needs with the advice and support of the Special Education Needs Co-ordinator (SENDCo) and external professionals as appropriate;
- That all children are entitled to a broad, balanced and relevant curriculum which includes the National Curriculum;
- That all needs will be identified at an early stage and progress monitored;
- That pupils with special educational needs will be fully included in the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.

What kind of special educational needs are catered for at Market Drayton Infant and Nursery School?

At Market Drayton Infant and Nursery School, we make provision for every kind of frequently occurring special educational need with or without an Education, Health and Care Plan, for example speech and language needs, visual/hearing impairments, autism, learning difficulties, physical disabilities, visual stress, dyspraxia, and social emotional, and mental health difficulties, to name a few. There may be other kinds of special educational need, which do not occur as frequently and with which the school is less familiar, but we will endeavour to access training and advice so that these kinds of needs can be met within our school. The school currently meets the needs of a number of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an existing Education, Health and Care plan are made in conjunction with Shropshire Local Authority.

What is a Special Educational Need and Disability (SEND)?

A pupil has SEND if their learning difficulty or disability calls for special educational provision. This means provision different from or additional to that normally available to pupils of the same age.

The Special Educational Needs and Disability Code of Practice 0-25 Year (2014) identifies children's SEND in four broad areas of need.

1. Communication and Interaction. This could include:

- Speech, language and communication needs (SLCN) - children may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.
- Neurodiversity (e.g. Autism, ADHD) - may have difficulties with social interaction, language, communication, imagination.

2. Cognition and Learning. This could include:

- Learning difficulties—children learn at a slower pace than other children even when changes have been made to the curriculum.
- Severe Learning Difficulties (SLD) where a child is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) - a child will have severe and complex learning difficulty as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) – these affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, Emotional and Mental Health Difficulties. This could include:

- Social and emotional difficulties which may result in a child becoming withdrawn or isolated or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health issues e.g. anxiety, depression, self-harm or eating disorders.
- Neurodiversity such as Autism, ADHD, ADD which can result in difficulties in regulating.

4. Sensory and/or physical needs. This could include:

- A disability which prevents them from making use of the facilities usually provided in a school e.g. Vision Impairment, Hearing Impairment, Multi-Sensory Impairment (combination of vision and hearing). These children are likely to need special equipment to access their learning.
- Physical disability—some children may need additional ongoing support and equipment to access all opportunities available to other children.

How is Market Drayton Infant and Nursery School accessible to children with SEND?

Accessibility

In line with our visions and values we believe that everyone should be immersed in exciting, challenging learning through the delivery of inspirational and innovative opportunities, whilst recognising that adaptations to the environment and curriculum will be necessary in order to achieve this for all pupils. Below is a list of the ways that we ensure accessibility for all children.

- The school pays due regard to the Equality Act (2010) and has an Equality policy that identifies specific targets to ensure that the school meets the needs of all pupils. This is available on the website.
- The school makes reasonable adaptations so that it can meet the needs of all pupils, including those with SEND.
- School buildings and the field are accessible to children with physical disabilities via lifts and ramps.
- Measures have been taken to improve the acoustic conditions in the classrooms for pupils with hearing impairments.
- The school has a disabled toilet, a shower and changing stations that are appropriate to different ages of children.
- Equipment is accessible to all children, regardless of need.
- Teachers and teaching assistants are supported in differentiating and adapting the curriculum in order to allow all pupils to study a broad and balanced curriculum.
- Break-out spaces and sensory circuits are available to support children
- The school ensures that, through careful planning and extra staffing, all pupils are able to attend school trips and other enrichment activities, regardless of their area of need.
- Further information can be found in the Accessibility Plan on the school website.

Admissions Arrangements

Decisions on the admission of pupils with an existing Education, Health and Care plan are made in conjunction with Shropshire Local Authority.

Pupils at SEND support are admitted to the school on the same basis as any other child. The outline for admission to the school is on the school website.

Who is responsible for teaching pupils with Special Educational Needs and Disability (SEND)?

Class Teacher

Our teachers are fully committed to doing their very best for all the children in their class, including where children have a special educational need or disability.

Class teachers are responsible for:

- **Setting high expectations for every pupil.**

It is our belief that all children should be inspired and supported to achieve their full potential, and this is achieved by having high, yet realistic expectations for all. Teachers use their knowledge and expertise to lessen or remove barriers to learning for pupils so they can achieve success across the curriculum, to the best of their ability, whilst still experiencing an element of challenge.

- **Regularly assessing children.**

Teachers monitor and assess pupil's understanding and progress on a lesson-by-lesson basis and use assessments, to identify any children making less than expected progress given their age and individual circumstances. Termly pupil progress meetings occur between teachers and members of the SLT and details specifically relating to SEND are then fed back to the SENDCo. Teachers identify any areas of difficulty or barriers to learning and address these through adaptive teaching, support and targeted interventions. They will then reassess to determine the efficacy of the support.

- **Providing high-quality teaching**

Teachers provide Quality First Teaching and plan any additional help your child may need. Progress is reviewed regularly. Adaptive teaching approaches are used to ensure that all children are able to learn and succeed at their level. These approaches are often made in the moment to respond to the pupil's immediate needs.

- **Working daily with children with SEND.** Whilst we value our incredible team of LSAs, we recognise that teachers are the highest qualified staff in the classroom and so we ensure that children with SEND work with the class teacher on a daily basis.

- **Ensuring that all staff working with your child in school are aware of their needs.**

Teachers liaise with other staff to ensure that the appropriate outcomes are sought, and that appropriate strategies, resources and approaches are used universally for the child.

- **Evaluating the impact of any support and interventions.**

Teachers will regularly liaise with support staff to evaluate the impact of interventions and make any necessary changes to the support given to each child. This information should be documented on Insights.

- **Leading meetings with parents of SEND children**

Teachers will arrange to meet parents at least three times a year, supported by the SENDCo where appropriate, to co-produce targets and discuss aspirations and concerns for the pupil.

Learning Support Assistants (LSAs):

We have a team of amazing Learning Support Assistants who are dedicated to supporting the development of all children, including those with special educational needs and/or disabilities. Whilst they play a crucial role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to the class teacher or SENDCO. As a LSA they are responsible for carrying out the programmes for supporting your child in accordance with the planning and instruction of the class teacher.

Special Needs Coordinator

Angela Knight (Assistant Head/ SENDCo—Special Educational Needs Coordinator) has overall responsibility for SEND across EYFS and KS1

The SENDCo is responsible for:

- Coordinating all the support for children with special educational needs and or disabilities (SEND);
- Developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school;
- Ensuring that as parents you are:
 - * involved in supporting your child's learning;
 - * informed about the support your child is getting;
 - * involved in reviewing their progress;
 - * involved in planning their next steps for learning;
 - * informed of how outside agencies are supporting your child.
- Liaising with all the other agencies who may come into school to help support your child's learning e.g., Educational Psychology, Speech and Language Therapy etc;
- Liaising with the school your child will move onto for their junior education and any other school, if they move part way through a year;
- Updating the school's SEND register (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that the records of your child's needs and progress are current and relevant;
- Providing specialist support and training for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential;
- Supporting your child's class teacher to set challenging, yet realistic targets, for your child to achieve;
- Advising on the deployment of the school's delegated budget and other resources to meet the pupils' needs effectively;
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. This results in all pupils with SEND having equal access to activities, so far as is compatible with their SEND need, available to their peers without SEND.

If you need to contact Angela Knight you can do so by marking your email FAO SENDCo and sending it to admin@marketdraytoninfants.co.uk

The Head (Mrs Emma Morris) is responsible for:

- Ensuring that a pupil with SEND joins with all pupils in the activities of the school, as far as is reasonably practical and compatible with the child receiving the SEND provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- The day-to-day management of all aspects of the school, which includes the support for children with special educational needs and/or disabilities (SEND).
- Coordinating all the support for children with special educational needs and/or disabilities (SEND).
- Monitoring the support your child is getting.
- Monitoring training for staff so they are aware and confident about how to meet the needs of your child and other children within our school.

- Providing specialist support for teachers and support staff in school so they can help children with SEND in the school to achieve their potential.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The Local Governing Body is responsible for:

- Having a named governor for SEND, who can be contacted through the school office. The SEND Governor is Mrs Ros Thomas.
- Making sure that the school has an up to date SEND Policy and are up to date about the provision, how funding is spent, equipment and personnel resources.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Evaluating the effectiveness of SEND provision.
- Reporting to governors on the success of SEND provision within the school.
- Consulting the Local Authority (LA) and the governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area, as a whole.
- Having regard to the Code of Practice when carrying out its duties to pupils with SEND.

How are children with SEND identified?

EYFS

From the outset some children will arrive with a SEND and this will be discussed at home visits, during a phone conversation or meeting with parents before the child starts any sessions at the Nursery. This is to allow for any provision or support to be put in place if required and/or for the SENDCo to gather information pertaining to the child's needs.

All the Early Years practitioners are continually observing the children in the Nursery as part of their ongoing assessments, using EYFS progression charts and the Development Matters document. After the initial 5-6 weeks in setting a summary will be written and shared with parents. While observing, practitioners will be considering children's developmental progress and making judgements as to where a child is. If the child does not appear to make steady progress, then initial concerns are discussed with the Nursery Teacher and then the SENDCo, who will make suggestions of how to support the child or may carry out an observation in setting. If concerns continue, the Key Worker will meet with parents to discuss their concerns. The SENDCo will sometimes meet with parents at this point to discuss the involvement of other agencies, such as Health. Some children are supported in the setting through Speech and Language interventions before being referred to the Speech and Language Service. The Key Worker, Nursery teacher and SENDCo will continue to speak with parents as necessary, ensuring that their child is supported in their area of need.

If your child is identified to have SEND then the SENDCo will liaise with yourselves, the Nursery Staff and outside agencies, as appropriate. Once initial assessment documentation, formal programmes or a diagnosis has been received, the child will be placed on our SEND Register.

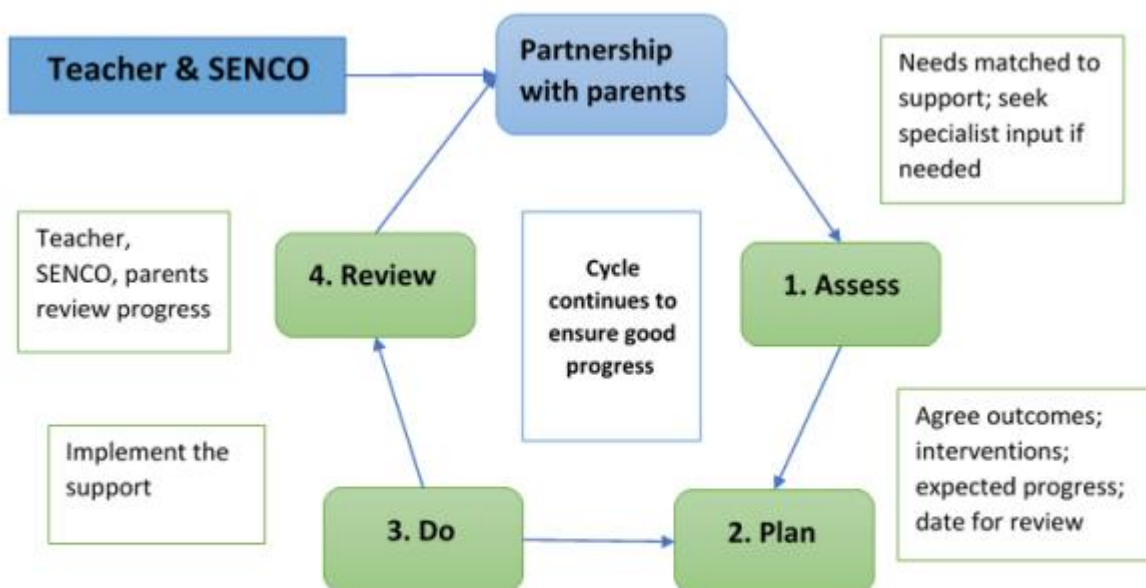
Reception to Year 2

Class teachers are continually monitoring and assessing progress of the children within their class and as mentioned earlier, have termly pupil progress meetings throughout the year. This includes the monitoring of social and

emotional progress as well as academic. If they have a concern about your child's progress, they will discuss this with colleagues, with you and then with the SENDCo. At this point there are two possibilities.

- If there has been a significant period with little or no progress, the class teacher will call you in to discuss what provision we would like to put in place for your child. At this point your child will be placed on the register of Special Educational Needs and Disabilities.
- If the slow or lack of progress is recent the teacher will monitor your child's progress carefully at Universal +. After a term of appropriate interventions, if progress is still deemed to be very slow or non-existent, the class teacher will call you in to discuss what provision we would like to put in place for your child. With your consent, your child would be recorded on the SEND register

What happens once my child has been identified as having SEND?



Source: Derived from text *SEND Code of Practice, 0-25 years* (DfE, 2015, 6.44 – 6.56, pp100-102)

If your child has been identified as not making the expected progress, despite having Quality First Teaching, we will ask you to come in to discuss them going on the SEND register, where they will be recorded as being at 'SEN support.' The class teacher will assess their needs, involving the SENDCo as necessary, and will invite you in to share information regarding needs, attainment, progress and aspirations. You will work together with the class teacher to agree targets for an individual child-centred plan. This will be reviewed with you, termly, during an SEN Parents' meeting. This is in place of the usual Parents' evening and tends to last for about 30 minutes. It is a welcome opportunity for teachers and parents to work together on reviewing progress and planning next steps together.

What is a child-centred plan?

Children with SEND are supported by a Graduated Response recorded on a person-centred plan (PCP). This involves a cycle of assess, plan, do and review (APDR) that lasts approximately one term. Each class teacher creates a plan to record the extra provision they will provide in their class to meet the needs of all children. Children with SEND will have an individual child-centred plan to show their SEND and targets for the term. The child-centred plan will have the following information about your child:

- Smart target/provision/intervention—this is what extra provision your child will be getting in school on top

of their quality first teaching. It will explain how often they will get the provision and how long for;

- Baseline (entry data) this is the level your child is currently working at, e.g. EYFS new curriculum bands (EYFS), phonics phases etc
- Outcome—this is the level the class teacher expects your child to be at after receiving their provision. This is necessary for reviewing the person-centred plan and setting new targets.
- When reviewed, the teacher will add exit data to the plan so that the effectiveness of the plan is clear.

Child-centred plans are made available for class-based staff to read, so that they are aware of the needs of the children they are working with. These are also checked by the SENDCo with regard to reviewing, updating and setting new targets, in consultation with the class teacher. You will be given a copy of your child's latest child-centred plan.

Progress towards targets is reviewed three times a year as part of the termly SEND parents' meetings. These meetings are an invaluable opportunity to reflect on progress and to discuss aspirations for the future. We value the expertise of parents and work closely with you to set new, appropriately challenging targets for your child. Our parent surveys have shown that parents feel included in the process and are happy with the support their children are given. Pupils are also, where appropriate, involved in target setting and may receive individual target cards on which each target is broken down into child friendly language. These can be taken home and displayed in the classroom as a reminder of what we are aiming towards. The more that your child, and the adults who support them, are aware of what they are aiming for, the more likely they are to achieve it.

One Page Pupil Profiles

At Market Drayton Infant and Nursery School we use a child-centred approach, valuing the opinions of all our pupils and allowing regular opportunities for the children to discuss their learning. At the beginning of each academic year, a discussion is held with each child who has a SEND. This gives all children with SEND a voice regarding how they are supported in school, their strengths and what is important to them as an individual. It also gives them the opportunity to share their aspirations for the future. This information is recorded at the top of the person-centred plan and is shared with parents at the SEND meeting. This gives parents time to add their own hopes for the future. Given the age of the children, this section is completed in the most appropriate way according to the pupil's ability. It may be that the pupil can verbalise what they would like written on the profile, or it may be more appropriate for the pupil to use images, or pictures, to display what they want to convey. The important thing is that the 'All about me' reflects the child or young person.

What does the curriculum look like for a child with SEND?

Ambitious curriculum for all

We work hard to ensure that children with SEND have equal access to the curriculum at a level that meets the requirements of their need. This varies from child to child, according to the level of their SEND needs. To support access curriculum for all children, including those with SEND, we use Quality First Teaching. This involves following advice from the EEF 'Teaching Pupils with SEND in Mainstream Classes:'

1. High expectations of all pupils
2. Flexible grouping- mixed ability groups are used across the curriculum
3. Metacognitive strategies- involving children in how they learn
4. Using explicit instructions- vocabulary may be pre-tutored
5. Scaffolding learning so that it is broken down into manageable chunks for learners to process.
6. Teaching builds upon prior knowledge

It is important to remember that, even though a child has SEND in a particular area, they will be able to succeed in different areas of the curriculum. We celebrate success across the whole curriculum. All children in school get this as a part of excellent classroom practice.

Threshold concepts – These are concepts that the children return to repeatedly in each of the areas of the curriculum in the breadth of study. We call this interleaving which means that the children return to each concept again and again. This process of bringing the information from long-term memory back into the short-term memory; building on it and developing new understanding helps the children secure concepts and allows for progression.

We know that interleaving works because over time the children know more and can tell you more about the concepts studied and are able to articulate more about what they have learnt.

Making links

For children with SEND, making links in their learning can be tricky, but is an important way of boosting their understanding. These links need to be made explicit and be explored by the children as much as possible.

Recording

Recording is an area that some children with SEND can struggle with, and so methods of recording will vary according to the child's individual needs. Expectations are that whatever the planned method of recording, the child should be able to succeed with an element of challenge. Methods may range from the child completing the same task as everyone else, but with some support from a teacher or LSA to stay focussed; to a child exploring the concept very practically and a photographic record being kept. Teachers think about what the main objective of the lesson is and adapt the recording accordingly.

How will the teaching be adapted for my child with SEND?

The class teacher plans lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. In addition to the strategies already outlined above, teaching adaptations could include:

- Pre-teaching of new concepts and vocabulary to enhance learning by teacher, TA or specialised Speech and Language LSA;
- Use of technology including BenQ boards, laptops, iPads and specific software;
- Provision of visual aids for specific children including visual timetables and behavioural cue cards, now and next boards, objects of reference and pictures of reference;
- Provision of resources to enhance independent learning including sand timers, easy-grip scissors, finger spaces, phonics sound mats, high frequency word lists, specialised pencils;
- Small group work support in classrooms from class teacher/LSA;
- 1:1 support from allocated LSA, as appropriate;
- Small group work with specialised LSA (For example, Motor Skills, Pastoral Support or SALT);
- Use of specifically tailored support strategies and programmes as recommended by outside agencies e.g. Educational Psychologist;
- Adaptations to the learning environment as necessary, for example using a coloured overlay for children identified as having visual stress, a wobble cushion for children who find it difficult to sit still and specialist OT resources for children with physical needs.
- Access to sensory circuits to enable children to be ready to learn

Specific group work with a smaller group of children

When a child has a specific special educational need, there are often times when Quality First Teaching needs to be supplemented by working on a particular skill or area of understanding through carefully targeted intervention. This may be in a small group of children with similar needs. This group, often called an intervention group, may be:

- Run in the classroom or in an area outside of the class
- Run by a teacher or a learning support assistant who has had training to run these groups

These groups are offered to children that the teacher feels need targeted support because they are making less than expected progress. If your child is taking part in interventions, you will be informed by the class teacher, usually at a parents' evening.

Interventions groups may include:

- Fine and gross motor skills
- Cool characters
- Talk boost/ Early Talk boost
- Targeted maths work
- ELS Intervention
- Speech and language support
- Nurture groups
- Kool kids/ Motor Skills United
- Play therapy

Speech and Language Support

Speech and language difficulties account for most of the Special Educational Needs in our EYFS, and the early identification of these difficulties is paramount to your child's progress. We have an ELKAN trained LSA. Mrs James, who works with children with speech and language needs across Nursery and the school. It is not necessary for your child to have been assessed by a Speech and Language Therapist (SALT) for them to be supported in school. Some children have in-school intervention and later require further assessment and a referral to SALT, whereas others make satisfactory progress and no longer require the intervention. We will keep you informed of your child's progress through the termly Parents' meetings. We are proud to say that, by the time they leave us in Year 2, most children who have accessed some kind of Speech and Language therapy have been discharged from the service.

Communication and Interaction difficulties and Neurodiversity

We recognise that the pathways to support children with neurodiversity are still being developed and improved in Shropshire and that the journey to a diagnosis can be a long and arduous one for parents. To address this, we regularly undergo whole school training, and endeavour to make our classrooms as neurodiversity friendly as we can, using approaches from the Autism Education Trust, the PINS project and other organisations. We create sensory circuits, where the children can have physical and sensory breaks and, depending on the needs of each individual child we may use alternative communication methods, such as Makaton signing and PECS. In addition, we are regularly supported by Rachel Butterfield, Empower Trust SENDCo and have worked with other organisations such as Reach for Inclusion when necessary for help, advice and support. We are experienced in supporting pupils with a range of complex needs, including those who are non-verbal. We have developed our offer for non-verbal pupils through working with Reach Inclusion and are proud of the journey we have been on so far. Our Inclusion Base, The Nest, offers a small-group setting and bespoke curriculum for our learners with the most complex SEND.

Can my child still go on trips if they have SEND?

In line with our visions and values we believe that everyone should be immersed in exciting, challenging learning through the delivery of inspirational and innovative opportunities, whilst recognising that adaptations to the environment and curriculum will be necessary to achieve this for all pupils. The school ensures that, through careful

planning, extra staffing, and consultation with parents all pupils can attend school trips and other enrichment activities, regardless of their area of need. This may need the support of parents accompanying us on trips. We also run a range of after school clubs and Breakfast club, all available to children with SEND.

Mental Health and Wellbeing

At Market Drayton Infant and Nursery School we take the mental health and emotional well-being of our pupils very seriously. We have incorporated the Mental Health and Emotional Well-Being curriculum into our PSHE curriculum, delivered to all pupils, and hold half-termly Wellbeing days where the children take part in activities planned around the Five Ways to Wellbeing. We have also developed a referral form for parents to use if they need to seek advice from their GP regarding their child's Mental Health.

Pastoral Support

For some children, the universal offer of Mental Health and wellbeing education will not be enough to support their social, emotional and mental health needs. There are 2 members of staff who are ELSA (Emotional Literacy Support Advisers) trained, and they work as pastoral learning mentors supporting groups or individuals through interventions such as:

- Nurture and friendship groups to address social interaction difficulties (may include work on anti-bullying) please see Anti-bullying policy on the website
- Anxiety strategies
- Emotion awareness
- Body awareness
- Bereavement and family changes
- Inappropriate touching and sexualised behaviour

These interventions run according to the specific needs of the children.

If children's mental health needs are more significant, we can refer them and their family to the MHST. This branch of CAMHS offers parental support, courses and training as well as being able to signpost ways forward towards assessment etc.

We are proud of the support we offer parents. Parents may be signposted to training courses, such as Understanding Your Child. For some children and families, working with our school-based family support worker is deemed to be the best course of action and this support will continue until it is either no longer necessary, or has been escalated into Family Help.

In addition, we employ a play therapist to work with children whom we feel would benefit from this therapeutic approach and have recently begun to offer SSP (Safe and sound protocol) following on from this. If families are struggling with various issues, such as parenting issue, housing etc., we also have close ties to the Family Help team where further advice and support can be found

Work With Other Agencies

Stage of SEND Code of Practice: SEND Support

If your child has been having targeted interventions for several terms but progress remains limited, the class teacher will ask you for your consent for the SENDCo to call upon the expertise of the Trust Strategic lead for SEND, the Trust SENDCo or one of the many outside agencies we have contact with. This includes:

- Speech and Language therapy (SALT) Service.
- Educational Psychologists
- Health Service— Health Visitor, School Nurse, Sensory Inclusion Service, Occupational Therapist, Physiotherapist
- Mental Health Support: CAMHS (Child and Adolescent Mental health Services) MHST (Mental Health Support Team)

- Occupational Therapy
- Sensory Inclusion Service

Following working with your child, observing them in class, and possibly talking to you, the professional will write a report of recommendations for teachers to follow. This may include a more in-depth analysis of your child's needs and strategies of ways they can be supported in school and at home. When this report is delivered, the teacher and SENDCo will meet to discuss the recommendations and how best they can be implemented. You will then be called in for a meeting to discuss the way forward.

Specified individual support- What if my child is still not making progress in spite of having outside agency support?

Stage of SEND Code of Practice: Education, Health and Care Plan—EHCP

If your child fails to make progress through the graduated response, we can apply for them to be considered for an Education, Health and Care Assessment (EHCNA). This is in cases where your child needs a high level of individual or small group teaching, which cannot be provided from the budget available to the school. If your child is in the Early Years (N1 and N2), it is likely that funding from the Early Years Intervention Fund (EYFS children) may already be in place for your child, but this is not a requirement. **An EHCP is available for children whose learning needs are severe, complex and lifelong.**

The EHCNA application process:

- The school (or you) can request that the Local Authority carry out an Education, Health and Care Needs assessment of your child's needs. This is a legal process which sets out the amount and type of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an assessment. If this is the case, they will ask you and all professionals involved with your child to observe, assess and report on your child's needs. If they do not think your child needs this, they will ask the school to continue with the support already provided.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and if they need more support than they are already getting in school to make good progress. If this is the case, they will agree to write an EHCP. If this is not the case, they will ask the school to continue with the support already in place and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHCP will outline the level of extra funding your child will receive from the LA, your child's areas of need and how they must be supported within school. It will also set long and short-term goals (Outcomes) for your child, that are reviewed annually in a meeting held between teachers, parents and other involved professionals.
- The funding provided may also pay for equipment and resources, specialist support or an additional adult to support your child with whole class learning, run individual programmes or run small groups including your child.

How will you measure my child's progress?

- Your child's progress is continually monitored by his/her class teacher or keyworker, and this progress is used to inform planning;
- Children who have SEND Support or EHCP will have a meeting termly with parents and the class teacher to

review progress and set new targets as discussed earlier (see **What happens once my child has been identified to have SEND?**);

- Children with an EHCP also have an Annual Review of their EHCP. This allows progress towards outcomes to be discussed as well as providing a welcome opportunity to make any updates to the plan itself in terms of achievements and provisions. This is usually held in place of the termly meeting with the class teacher that term.
- In the Early Years, a baseline 'Progress Check' is carried out when the children start the setting. Progress is linked to progression charts and is ongoing. At the end of the Foundation Stage (end of Reception year) children are assessed against the Early Learning Goals and parents are told if the children are working towards or at aged-related expectations;
- Throughout Key Stage One, assessments are carried out termly with this data forming part of the pupil progress meetings. In Year 1 and 2 there are additional assessments including the Phonics Assessment at the end of Year 1 and White Rose Maths assessments to assess reading and maths attainment. Your child will not be asked to partake in an assessment that is inappropriate for them;
- Each term your child's progress is reviewed formally in Pupil Progress Meetings, held between the year group teams and a member of Senior Leadership. During these meetings, progress is monitored, using standards from the Early Years Foundation Stage Curriculum or KS1 curriculum for literacy and maths. These meetings also inform future planning of interventions.

How can I let the school know I am concerned about my child's progress in school?

- We are committed to working closely with parent and carers and pride ourselves on the relationships we build. If you have any concerns about your child's progress, please speak to your child's class teacher initially.
- If you still have concerns that your child's needs are not being met, you should speak to the SENDCo. You can contact them via email at admin@mdinfants.empowermat.co.uk. Please mark your email FAO Mrs Knight or FAO SENDCo
- If, after talking to the SENDCo, you still have concerns then please contact the Head, Mrs Emma Morris or at the above admin email address.
- We are proud of the relationships we have with parents, and we have received lots of positive feedback from parents past and present. However, if you feel that you need to make a complaint about a SEND matter please follow our complaints procedure, as outlined below in the Empower Trust Complaints Policy <https://primarysite-prod-sorted.s3.amazonaws.com/market-drayton-infant-nursery-school/UploadedDocument/fe19e31a425b42e9b4e5ac01637474eb/empower-trust-complaints-policy-october-2018-2020.pdf>.

How is extra support allocated to children?

- The school budget includes money for supporting children with SEND.
- Empower Trust and the Head decide on the budget for Special Educational Needs and Disabilities.
- The Head and SENDCO will discuss all the information they have about SEND in the school, including:
 - The children getting extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected
 - Deciding what resources/training and support is needed.
- Children who are in the 'Looked After Children' (LAC) category or adopted from care, but also have SEND,

may have funding from Pupil Premium to support their needs. This can be used to fund interventions or specific therapies such as play therapy.

Who are the other people providing services to children with a special educational need in this school?

Rachel Butterfield is Empower Trust SENDCo and supports school upon request.

We are fortunate to be able to work with the following additional professionals in order to improve outcomes for your child.

- A Speech and Language Learning Support Assistant
- Learning Support Assistants delivering pastoral programmes, gross and fine motor programmes, literacy or maths interventions
- Reflections Play Therapy
- Outshine
- Reach for Inclusion
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- Family Support Worker

Provided and paid for by the Health Service but delivered in school:

- School Nurse, including specialist advice e.g. epilepsy, diabetes.
- Occupational Therapy
- Physiotherapy
- Speech and Language therapy including ELSEC programme

Local Authority Funded:

- Sensory Inclusion service

How are the staff in school trained and supported to work with pupils with SEND?

We have a highly skilled team of teachers and learning support assistants working with your child. We are constantly reviewing our Continuous Professional Development to provide high-quality training at the point of need. In addition, the SENDCo audits staff expertise and from this arranges training to improve the teaching and learning of children with SEND. Individual teachers and support staff also attend training courses run by outside agencies and the Local Authority, that are relevant to the needs of specific children in their class.

Training opportunities have included:

SENDCo

- NASENDCo qualification
- Network meetings. (LA/ Trust level)
- Autism Education Trust Training for Leaders
- Regular coaching
- NPQSL, NPQLT

Teachers

- Induction process- all new staff (including NQTs, teachers and teaching assistants) have an induction meeting with SENDCo to go through policies and procedures;
- NPQLT (National Professional Qualification Leading Teachers);

- Autism Education Trust Training Early Years;
- ACE training;
- Makaton training (in house and taster courses provided by Speech and Language Therapy);
- Working with Hearing Impaired children training;
- Attachment/ Trauma training;
- ELSEC whole school training programme (1 year of speech, language and communication support)
- Hearts and Minds project- working alongside Virtual School to implement Emotion Coaching and Relational Practice throughout the school
- Open door policy of SENDCo.

Learning Support Assistants

- Autism training as above
- Attachment/ Trauma training
- ACE training
- Makaton training
- Reach for Inclusion training
- Working with Hearing Impaired children training
- Elklan training
- SALT training courses offered to support individual children- Objects of Reference, Use of Visuals,
- Intensive Interaction training by EP service/ Speech and Language
- Therapeutic Play
- Talkboost/ Early Talkboost training
- ELSEC whole school training programme (1 year of speech, language and communication support)
- Hearts and Minds project- working alongside Virtual School to implement Emotion Coaching and Relational Practice throughout the school

What support do you have for parents of a child with SEND?

We understand that, as a parent of a child with SEND, you may have worries and concerns that you need support with. We have an open-door policy and want you to feel that you can come and talk to us if you need to. In addition:

- You will have termly SEND parents' meetings to review the progress that term, to share information about what has and hasn't been going well (in school and at home) and to set new targets for the coming term. The first is held in the Autumn term;
- We hold a termly 'cuppa and a chat' session for parents of children with SEND to come and meet together with the SENDCo and other staff and services;
- The class teacher is available, at the end of the day, to discuss any small concerns you may have regarding your child's progress and to share information about what is working well at school so similar strategies can be used at home. If you need a more formal discussion, please make an appointment at the office;
- If your concern has not been sufficiently answered, then please make an appointment to meet with the SENDCo and class teacher/key-worker together. Email FAO the SENDCo at:
admin@mdinfants.empowermat.co.uk
- If you have concerns about your child's SEND that you don't wish to discuss with us in school, Shropshire, Telford and Wrekin IASS (formerly the Parent Partnership Service) is available to meet with you to discuss your child's progress or any concerns and worries you may have. They offer:

- Accurate, impartial information and personal support to parents and carers of children with SEND.
- A positive working relationship between parents, schools, Local authorities and other professionals.
- Parent/ carer support workers and parent participation workers.
- Email iass@cabshropshire.org.uk or ring 01743 280019
- PACC (Parent and carer Council) is a local forum and promotes the participation of parents/ carers in the planning and delivery of services for children and young people with SEND in Shropshire. You can contact them through their website <http://www.paccshropshire.org.uk/>
- Shropshire County Council have lots of useful information and advice, for parents, on their Local Offer website which can be found at <http://new.shropshire.gov.uk/the-SEND-local-offer>
- Family Support Worker – the school has a family support worker that supports families with a range of needs linked to Early Help. If you feel like you are struggling with wider family issues, for example, housing, debt, domestic abuse, families can be referred by the school to the allocation panel to have support if they meet the school criteria. This will involve an assessment process and is to support families with additional, more complex needs that may just be for a family who have a child with SEND.

How will you support my child when they are leaving this school or moving to another class?

We have procedures in place to ensure that transition arrangements take place with ease and are perceived in a positive light by all our pupils. Staff work together to share information and plan for the benefit of the pupils.

Starting Nursery

Prior to children starting at the nursery, we complete home visits to get to know the child in the home environment. For the first few sessions, parents can attend with them to help them settle in. There is close liaison with the parents from the Key Person and Nursery Lead to ensure that any child with SEND is fully supported. The SENCo is involved as required by the level of need and or concern. Any transition within groups is carefully managed.

Children moving from the Nursery to Reception

- A transition plan will be discussed, which may include extra visits to their new class.
- The new class teacher will spend time in the Nursery setting to observe/ meet your child and meet with the Key Worker/SENDCo as necessary. Records and profiles will be transferred to the teacher.
- Your child will have a 'transition passport' containing photographs of new staff, the classroom and other places of importance and interest;
- Your child will have 2 sessions when they attend school on 'move up days'. This is a wonderful opportunity for them to experience learning in their new classroom with new peers and staff. It also is an important opportunity for you to meet with staff;
- Key workers/ Nursery teacher will complete a chart to record your child's specific barriers to learning to inform new staff;
- Children who attend another nursery will be visited by the teacher at the nursery they attend wherever possible.

When moving classes in school:

- A transition plan will be discussed if children with SEND need extra support and sessions so that transition into their new class is smooth;
- Your child will have a 'transition passport' containing photographs of new staff, the classroom and other places of importance and interest;
- Information, including targets, is passed on to the new class teacher in advance. This includes information on barriers to learning, strategies that have been tried and their success. The teachers will have 2 meetings: one

to talk generally and one to discuss specific barriers to learning;

- Children have two move up days to get to know their new teacher, teaching assistant and classroom. Extra sessions may be arranged near the end of the summer term.

When moving from Year 2 to Year 3:

- Children who find moving most difficult will have extra visits to the Junior School to explore the environment, experience a playtime, meet key members of staff, and make a book to support their transition;
- Your child will have a 'transition passport' containing photographs of unfamiliar staff, the classroom and other places of importance and interest;
- Staff from the Junior School will also visit the Infant School to introduce themselves and start building relationships with the children;
- Children have two move up days to get to know their new teacher, learning support assistants and classroom;
- Staff have a transition meeting to discuss all children, learning styles, barriers to learning, specific needs and any other information in advance;
- The SENDCo from the Junior School is invited to the annual review for Year 2 children with EHC Plans;
- A transition policy is available on request which gives more information about this.

If your child is moving to another school:

- We will contact the new school's SENDCo and ensure they know about any special arrangements or support that needs to be made for your child;
- We will make sure that all records about your child are passed on
- Staff can accompany your child on a visit to their new school, if needed, and share information on how best to support them.

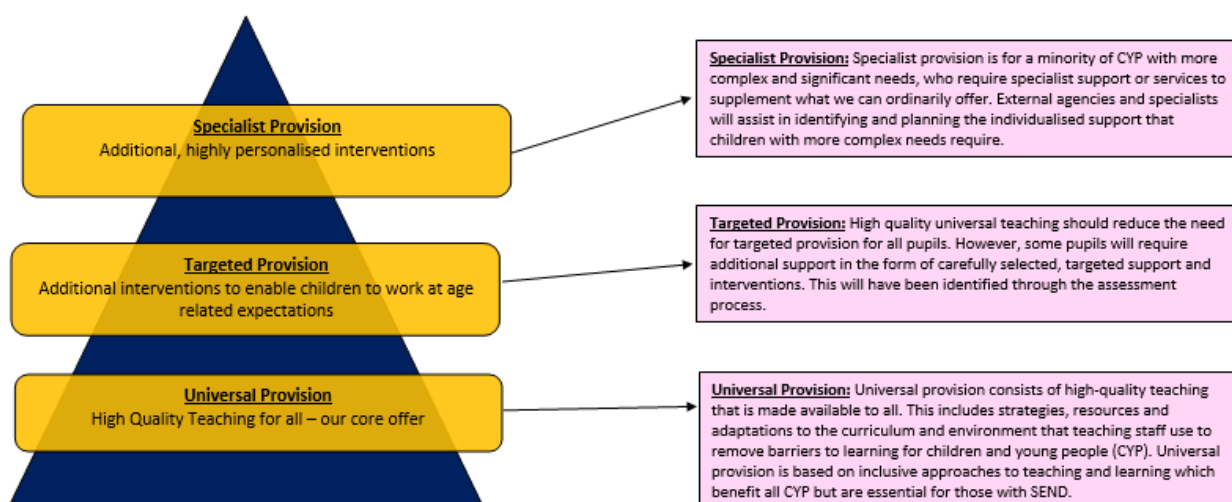
If your child is reintegrating into mainstream school:

In these cases, we work closely with the Alternative Placement school, to ensure a smooth and gradual transition back into mainstream education. We take the advice from the specialist teachers on the timings of transition and the length of time over which it should take.

Appendix A: Graduated Approach

The Graduated Approach at Market Drayton Infant and Nursery School

Ensuring the right support, at the right time. The graduated support model enables us to provide appropriate support with a clear pathway, systems, and processes for making decisions - accessing support from within school and involving and referring to outside agencies where needed.



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