



Bagshot Infant School SEND Information Report 2016

Bagshot Infant School is an Inclusive Mainstream School with an integrated Special Needs Support Centre. We work to ensure that all pupils are included in all aspect of learning and school life. We aim to provide a high standard of education which develops and inspires all of our children. We are an Infant school in the village of Bagshot. The school is well resourced, with a large playing field, Sensory room, intervention room and additional learning spaces. We have an active PTA that are known as FOBSA and encourage all parents and families to join us in the various activities throughout the year. The proportion of disabled pupils and those with Special Educational Needs (SEND) is higher than the national average due to our Special Needs Support Centre.

Kinds of Special Educational Needs that are provided for at Bagshot Infant School

We make provision for children with SEND within each of the four categories identified in the 2014 SEND Code of Practice.

Communication and Interaction: This includes children who find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We have an extensive range of resources which are used with the school to support Children's Speech and Language development.

We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or imagination and find it harder to make sense of the world. We use a variety of strategies and individual support to enable them to succeed within their classrooms.

We have a Speech and Language support assistant who works with those children who need additional support in this area. This is based upon external agency reports and baselines taken with the school.

Cognition and Learning: We support children with Cognition and Learning Difficulties through Quality First Teaching which includes effective differentiation. This includes children with Specific Learning Difficulties such as dyslexia or dyspraxia. We also support children with moderate learning difficulties and those with multiple learning difficulties. Differentiation may be in the form of breaking down work into more manageable and achievable chunks, providing resources and additional visual supports, additional technology or through providing adult support. We run a number of interventions to support class teaching.

Social, Emotional and Mental Health: Some pupils may require additional or different provision to support their social and emotional development. We offer individual or group sessions, pupil mentoring and social skills groups. We have a trained ELSA (Emotional Literacy Support Assistant) who will work with those children identified with these needs. If necessary we also contact outside agencies such as CAMHS (Child and Adolescent Mental Health Service).

Sensory and/or Physical: We liaise closely with outside agencies to enable us to best support children who have sensory or physical difficulties. We source additional resources and training from experts. If necessary we make adaptations to the curriculum or environment in order to make lessons and learning opportunities available to all.

We would involve parents and carers in all decisions and value their expertise and unique knowledge of their child's needs.

Policies for identifying children and young people with SEN/D and assessing their needs

Bagshot Infant School adopts a graduated approach to SEN/D and identifying those who need support.

We use the process of Assess, Plan, Do and Review to identifying a child's needs, starting with quality first class teaching, introducing small interventions both within the classroom and in external groups and finally asking for support from outside agencies.

We regularly track children's academic and emotional progress through assessment meetings with the class teacher, head teacher and SENCO. Those who are making limited or no progress are identified early and provisions are put in place swiftly.

The school has an SEN/D policy which can be found on the school website www.bagshot.surrey.sch.uk.

The SENCO is Mrs Amy Batalli and she is contactable via 01276 473385 or a.batalli@bagshot.surrey.sch.uk.

The SLT meet regularly to discuss the progress, engagement and conduct of learners within the school. Decisions are then made as to the most appropriate steps to take in order to support the learner.

Arrangements for consulting parents of children with SEN/D and involving them in their child's education.

We have an open door policy where parents are invited to come in and speak to the SENCO should they have concerns about the overall progress of their child.

The school also has a regular reporting cycle where parents are informed of progress. Following the report, parents are able to come in to school in order to discuss how they can support learning and progress.

We have a PTA where parents can become involved in school life. We also have parent governors who can take an active role in the overall running of the school including curriculum development and whole school improvement.

To help in developing reading, we have parent volunteers who come in to school and support learners directly.

If you would like to be further involved in any of these areas, please ask at the school office for more information or contact us at info@bagshot.surrey.sch.uk

Arrangements for consulting young people with SEN/D and involving them in their education.

The SENCO liaises with key staff in the school where there are concerns about the progress or engagement of pupils. Following the sharing of information, decisions are made as to the most appropriate type of support to put in place for the learner.

Learners are then spoken to regarding their progress/the concerns in a child friendly way. The One Page Profile from the SEND support document is then completed with the child. This is a document that shares the child's views on the strengths and the support systems that work best for them. Parents are also consulted when the profile is put together.

One page profiles are produced in consultation with learners so that the teaching staff have a clear overview of the whole child. We feel it is important to have the views of the learner so that they feel involved in the support taken place and have more responsibility for their own learning.

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

During our assess, plan, do, review cycle, we look at the actions are needed to support a learners progress towards their outcomes and highlight what each stakeholder can do in order to make a positive contribution.

Interventions are assessed and evaluated regularly to ensure that each individual child is making good progress.

As well as our half termly assessments, children with a SEND support plan will also have an annual review to assess their overall targets and where support needs to be adapted.

Children who are in need of a SEND support plan will be assessed and observed regularly. The evidence from this will be used to request a SEND support plan.

When each review takes place, children will be informed in a child friendly way and parents will be kept up to date via discussions with the class teacher or SENCO.

Arrangements for supporting children in moving between phases of education and in preparing for adulthood.

When children first start at our school, we meet with their previous setting, invite parents to meet and discuss current progress with us and invite the children to visit us for transition sessions.

We hold regular meetings with the local junior schools for those children moving onto the next setting. During these meetings we share an overview of learners who have SEN.

Good practice is shared so that transition to the next phase is made easier.

In some cases, staff from the local junior schools come in to work with the learners to give them a familiar face for when they transfer.

Children who have social and emotional needs are supported through additional transition sessions at the local junior school and regular meetings with the new SENCO.

Parents are invited to discuss the next stage of their child's development. Both parents and the new school staff are invited to annual reviews of children with SEND support plans and additional meetings are arranged for those without.

The approach to teaching children with SEN/D

At Bagshot Infant School, we pride ourselves on being fully inclusive. Although we have work spaces for children to go to when necessary, we aim for all children in our school to be fully integrated into the mainstream classroom.

For all children, we use our graduated approach to SEN/D. Our support for SEN/D starts with quality first teaching within the classroom. Our teachers are supported to make reasonable adjustments to the classroom environment and curriculum to help include all children not just those with SEN/D. Every class has two teaching assistants who support all children in the classroom.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN/D

Our graduated approach to SEN/D means that staff differentiate approaches and resources so as to support access to the curriculum.

Adaptions have been made to the physical building to support those with disabilities including ramps, disabled toilets and spaces to store equipment. Our sensory room is used to support all pupils but also provide a calming space and physiotherapy environment. Our intervention room is used to support literacy and maths interventions as well as more bespoke interventions such as TEACHH and nature groups.

Children who need 1-1 support for some tasks have this timetabled into their school day, We host a range of interventions in both small groups and at 1-1 level to support our learners.

This is outlined on our school provision map, which is reviewed and adapted regularly.

The expertise and training of staff to support children and young people with SEN/D, including how specialist expertise will be secured.

We have trained staff within the school who has been trained in ELSA (Emotional literacy), Speech and Language, literacy, first class@ number (numeracy support), movement and handling, fine motor skills, positive touch, MAPA (Behaviour support) and a variety of other areas.

We aim to ensure all staff working with learning who has SEN possess a working knowledge of the needs a child has 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.

This academic year the school has worked with Learning and Language support service, behaviour support service, educational psychology service, physical and sensory support, movement and handling, speech and language and ICT support.

Evaluating the effectiveness of the provision made for children and young people with SEN/D

We review the needs of the learners within the school and endeavour to put in place provision in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at the needs of our children.

The SENCO carries out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance. The findings of these walks feed into staff development via staff meetings and one to one discussions.

Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

Each year we review the needs of the whole cohort to see if there is a change in the overall makeup of the school. Decisions are then made as to whether any additional interventions need to be put in place.

How children with SEN/D are able to engage in activities available with children in the school who do not have SEN/D

We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement 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.

Any task that our school undertake including school trips, additional learning experiences and everyday learning is reviewed to ensure all children in that cohort can participate. For example, this year staff in Year 2 undertook extra training in movement and handling to ensure all children from the cohort could attend ICT sessions at the local junior school.

Support for improving educational and social development including pastoral support arrangements and measures to prevent bullying

We have a zero tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.

Our PHSCE programme also looks to develop emotional and social needs. As mentioned above, additional to this we have an assistant trained as an ELSA to support those with additional emotional literacy needs.

We aim to build strong relationships between the children and the staff within their classrooms so that all children have someone to talk to. Our school has an open door policy, where children are welcome to come and talk to the head teacher or SENCO if they feel the need to.

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

At Bagshot Infant School, we pride ourselves on our commitment to the overall development of the whole child. At times, this means it is necessary to work with external agencies to provide the best level of support and care.

We hold meetings where professional from outside the school are invited to 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 some cases, parents and children will be consulted and consent is always sought so that agencies are able to work in supporting the overall development of the young person.

During this academic year we have worked with social services and primary care trust workers such as the school and epilepsy nurse.

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 Safeguarding Lead, Miss K Aldred, meets with social services and 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's holistic development.

Arrangements for handling complaints from parents of children with SEN/D about the provision made at the school.

The SENCO at the school is Mrs A Batalli, contactable via 01276 473385 and a.batalli@bagshot.surrey.sch.uk.

In the first instance if a parent has a concern they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.

A copy of the school's complaints procedure can be found on the school website www.bagshot.surrey.sch.uk. The complaints procedure will outline the formal steps the school will take in handling each complaint.

Where a resolution between the parent and the school cannot be reached then parents will be advised to seek external support through the SENDIASS- Special Educational Needs and Disability Information and Advice Support Service.

Parents may also find further support at www.sendlo.co.uk