



Forefield Community Infant and Nursery School SEND Information Report

What types of SEND do we provide for?

The 2014 Special Educational Needs and Disability Code of Practice (p15) states:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

Our school is an inclusive school where every child matters; we aim to address children’s needs and support their development in the most appropriate way possible and celebrate effort as much as progress and attainment. Our school’s SEND policy document is available on this website, detailing our philosophy in relation to SEND.

The 4 areas of SEND as identified in the ‘The 2014 Special Educational Needs and Disability Code of Practice’ are:

- Cognition and Learning
- Communication and Interaction
- Physical, sensory and medical
- Social, Emotional and Mental Health

Equality of Opportunity.

The Equality Act 2010 defines a disabled person as someone who has ‘a physical or mental impairment which has a substantial or long-term adverse effect on his or her ability to carry out normal day-to-day activities’. The Equality Act 2010 places a general duty on schools, which need to have due regard for the following when carrying out their functions:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Ensure that equality of opportunity between people who share a protected characteristic and people who do not share it is paramount to practice
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it

Working as a partnership, to make reasonable adjustments for disabled pupils at policy and whole school level, promotes equality of opportunity for disabled pupils, securing their participation in every aspect of school life and ensuring inclusivity and equality in all areas of education



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It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, age, disability, race, religion or belief, sex or sexual orientation. We are an all-inclusive school and respect children's individual needs. We take every measure to ensure these needs are addressed. (Equality Act 2010) Children who have a special educational need will be treated fairly and without prejudice at all times

Our school's Accessibility Plan outlines adaptations made to the building to meet particular needs and enhance learning.

All of our staff are trained each year on the needs of new children joining the school this can include training from specialist agencies or consultants, as well as from our SENCO or other staff with relevant expertise. SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students. Where appropriate the school can apply for additional funding to support individual children. The school works closely with other local schools, sharing training opportunities and best practice within the Local Authority.

What are school's policies with regard to the identification and assessment of children with SEND?

Our school's Assessment Policy outlines the range of assessments regularly used throughout the school. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which is significantly slower than that of their peers starting from the same starting point and fails to match or better the child's previous rate of progress thus fails to close the attainment gap between the child and their peers. We use Connecting Steps by B Squared to monitor the progress of such children.

Progress in areas other than academic is also closely monitored e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCO would gather information about the behaviour, discuss with staff working with the child, the behaviour function and through a shared understanding put in place appropriate personalised strategies. These strategies will be formalised in a behaviour support plan and shared with parents.

To obtain further understanding of a child's learning difficulties, we may use:

The Sandwell Early Numeracy Test to identify mathematical barriers

The Lucid screening tool for dyslexia



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In addition, school commissions the services of an independent Speech and Language Therapist who supports us in identifying the speech and language needs of our children using a range of specialist assessments.

Parents are always informed if school staff consider that their child has an additional need and are invited into school to discuss barriers to learning and to seek permission for the child to be added to the SEND List.

SENCO information

Our school SENCO has 23 years' experience working with children with SEND both in specialist and mainstream settings. Below are her details including the details of school's Special Educational Needs Governor.

	SENCO	Special Educational Needs Governor
Name	Mrs Vanessa Buckley	Mrs Alex Walker
Contact number	0151 924 6235	0151 924 6235
Contact e mail	admin@forefieldinfant.sefton.school	admin@forefieldinfant.sefton.school
Address	School	School

How do we evaluate the effectiveness of provision for children with SEND?

As part of the Sefton Agreement, Forefield Community Infant and Nursery School provides Quality First Teaching. This ensures that all pupils will access good quality inclusive teaching provided by class teachers and any adaptations and adjustments made to ensure that all learning differences are catered for. All teachers have the responsibility to ensure motivating and engaging lessons are delivered to meet the needs of all learners with on-going monitoring taking place by class teachers to identify pupils who are not making expected progress or who have needs that are affecting their ability to engage in learning activities.

If a pupil is not making progress with Quality First Teaching then a SEND Support Plan will be written by the class teacher including a pen portrait of the child including any barriers to learning and adjustments that need to be made. Short-term targets are agreed which prioritise key areas of learning to address and by which progress can be measured/monitored. These targets will be discussed with parents/carers. The SENCO may request further assessment from outside agencies and their advice and recommendations are included in the support plan. Actions agreed take into account each pupil's strengths as well as their learning differences. Targets will be reviewed and monitored and next steps learning identified.

Forefield Community Infant and Nursery School values the contribution of parents and carers and consults with them where appropriate throughout the academic year. The SENCO and class teachers are available to discuss any concerns parents may



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have at any time, (by appointment). Formal parents evenings are twice a year with the child's class teacher and an annual report on the child's progress being sent home at the end of the academic year. Children who have an Education and Healthcare Plan will have an annual review where a multi-agency team alongside parents will discuss progress.

The arrangements for consulting children with special educational needs and disability about, and involving them in, their education.

All children at Forefield Infants are consulted and their views are valued. We ensure that pupils with SEND are asked about their strengths and areas for development. All children have opportunities to discuss their thoughts and feelings during PHSE and through our focus on British Values ethos. Children with SEND are involved in any annual reviews contributing at a personal level.

Arrangements for supporting pupils moving between phases of education.

Transition is seen as an integral part of a child's introduction not only to and from school but also between classes within each age phase. Transitions aim to support the child to:

Develop a confidence around their new learning environment

Understand differences in expectation linked to learning across all age phases

Give the child opportunity to meet their new teacher

Allow the children the time to reflect on their new classroom and ask any questions that they may have regarding the change

All transitions are structured and when necessary bespoke to the child with timely support and consistent monitoring by the current and new teacher to ensure good outcomes are achieved for the child.

Transition arrangements:

Entry to Nursery transition includes:

SENCO attending a transition meeting at the child's setting with current placement, parents and Early Years Inclusion Service

Meeting with parents to gather information about personalised approaches prior to entry to Nursery

An evening where parents are invited into school to gather key information from key staff in school in relation to practices and procedures in school i.e. uniform, school meals, attendance and welfare and SEND



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A tour of the child's learning environment during which they have the opportunity to ask any questions that they may have

A visit for the child and parent prior to learning in a smaller group when parents can stay with their child until they are settled

A visit from the Nursery class teacher and teaching assistant in September to gather key information about the child to facilitate a smooth transition ensuring individual needs can be catered for

Where there is a medical need an accessibility assessment via the complex needs team will take place

Additional visits bespoke to the child are offered for as many visits as needed prior to the child starting

Entry to Reception includes:

An evening in June when parents are invited into school to gather key information from key staff in relation to practices and procedures in school i.e. uniform, school meals, attendance and welfare and SEND.

A tour of the child's learning environment during which they have the opportunity to ask any questions that they may have

If not already in the school Nursery the lead teacher in Reception and where appropriate the SENCo will visit the child in their preschool setting and talk to staff

The child will have the opportunity prior to starting in September to meet their teacher and new friends for an afternoon

Reception boxes will be available to borrow which include resources to support school readiness

A phased intake in smaller groups to help the child settle in

Between classes includes:

The children and parents are informed of their move in the 2nd half of the summer term and their new teacher identified

Visiting their new class and teacher for the morning

Sharing of information between 'old and 'new' class teachers to discuss support strategies and progress for any children already identified as SEND.



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To the Junior School:

A buddy system where Year 4 children from the Junior School show the children around the school and spend time with them during the summer term

Children will meet their junior teacher in July

Head teacher from the Junior School will deliver an Assembly in the Infant School in July

Additional visits can take place should the need for a phased transition

Before a move to the junior school, the receiving SENCO hosts a transition meeting and transition paperwork, applications for additional funding alongside new support plans are agreed

Pastoral Lead to liaise with juniors to offer support around emotional well being

The school's approach to teaching pupils with special educational needs and disabilities.

Support in each of the areas is as follows:

Cognition and Learning differences:

- A kinaesthetic learning environment
- Opportunities for over learning
- Small intervention groups where targeted support is available to support progress and attainment
- Educational Psychology involvement if appropriate
- Inclusion consultant involvement where appropriate

Communication and interaction differences:

- Speech and Language therapy support via NHS health professionals
- A private Speech and Language Therapist who visits once every half term
- WellComm speech and language screening and intervention strategies.
- Language development and social skill groups.

Behaviour and emotional differences:

- Immediate response strategies and a drop in facility to the Rainbow Room pastoral team
- Behaviour support intervention using Team Teach philosophy
- Bespoke intervention to develop person centred strategies
- Personalised behaviour support strategies following a proactive pathway to support



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Physical and sensory differences

- Health care plans
- Emergency evacuation plans
- Risk assessments
- Physiotherapy support
- Occupational therapy advice and support
- Sensory support
- Accessibility for all children through adaptations to the environment

How the school adapts the curriculum and learning environment for children with special educational needs.

We deliver a wide and engaging curriculum. Personal interests can provide a meaningful and purposeful learning experience and children's strengths are celebrated. Class teachers plan differentiated lessons that are well paced and engaging using a multi-sensory and kinaesthetic approach. Individual learning plans for specific children with SEND may be written in consultation with SEND support plans. Opportunities for off site visits are embedded in learning, with robust risk assessments prior to visits to include all. Teaching assistants are deployed to help children when required and the school makes every effort to adapt the learning environment to meet the individual needs of children too. The school has appropriate disabled changing and toilet facilities and is wheelchair accessible throughout including from each playground where adaptations have been made.

The expertise and training of our staff have to support pupils with SEN?

All teachers in school are responsible and committed to SEND provision.

- Teachers are supported in the writing of SEND support plans by the SENCO which are discussed with parents
- Teachers request SENCO involvement if they need extra support in identifying barriers to learning
- Half termly pupil progress meetings provide a platform for discussion around programmes and next steps
- Training for specific differences is offered e.g. dyslexia, autism spectrum condition
- Medical training is offered e.g. the use of Epipens and inhalers
- Regular first aid training updates
- Team Teach behaviour support training for specific staff
- Opportunities for staff to meet with health professionals linked to communication and physical differences to support delivery of bespoke programmes



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How do we evaluate the effectiveness of our SEN provision?

In school systems of monitoring pupil progress linked to tracked information looking at attainment and progress and are captured termly. The SENCO may attend each class pupil progress half termly offering support around Quality First Teaching and advice around specific strategies, learning resource implications and appropriate adjustments needed to support further progress. We track the children using Development Matters in EYFS, Classroom Monitor in KS1 and where appropriate use Connecting Steps from B Squared to track the small, significant steps of progress that a child may make below age related expectations.

How do we secure equipment and facilities to support pupils with SEN?

We have resources in school that support children with SEND focusing on inclusivity. Designated areas to sit to provide sensory support, adapted work spaces provide maximum attention focus, postural support resources available from occupational health are used where appropriate to provide comfort and security in learning. Adapted toilets linked to personal care are available alongside quiet areas to support children who may need to take a break from learning.

All children are included in extra-curricular activities regardless of their special educational needs or disability. All visits, visitors and clubs are risk assessed to ensure that there is full access for children with SEND. Additional help needed for eating and drinking, socialisation and behaviour is available through identified lunchtime members of staff. After school activities are offered to children with SEND and where appropriate 1:1 support given.

How do we secure specialist expertise?

Teachers have responsibility for all children in their class including those with SEND. The SENCO offers support to teachers and support staff alongside the schools private Speech Therapist. The SENCO liaises with external agencies to support any enhanced support needed. These include:

SENIS Early Years Team.

SENIS

Sefton Educational Psychology Service

Speech and Language Therapy Service

Occupational Health Service

Physiotherapy Service

Audiology Service



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Paediatricians

Early Years

School Nurse.

The educational psychologist is allocated to the school and planning meetings are held to discuss the needs of individuals and to prioritise observation and advice. This will usually be following interventions when children have not made the expected progress as a result. Involvement of the EP is sought following consultation with parents and advice and feedback is given to parents on how to best support the child and take their learning forward.

Who can young people and parents contact if they have concerns?

Should parents have any concerns then they should firstly talk to the child's class teacher. Parents can also make an appointment to see the school SENCO or head teacher.

What support services are available to parents?

Forefield Community Infant and Nursery School is committed to work in partnership with parents in the best interests of their child. We offer signposts to other agencies who can support our families where appropriate and liaise with pastoral support to offer personalised support and guidance.

Links to Sefton's Local Offer:

Details of Sefton's expectations linked to Quality First Teaching, The Local Authorities Local Offer and Sefton's expectations regarding SEN Provision in Primary Settings can be found on our website:

<http://www.forefieldinfantschool.co.uk>