

Littlemoor Infant Academy



SPECIAL EDUCATIONAL NEEDS SCHOOL INFORMATION REPORT

SEPTEMBER 2022

Introduction

Welcome to our Special Educational Needs & Disability (SEND) Information for Askern Littlemoor Infant Academy. We hope you will enjoy reading about the different ways in which we are able to support your child to reach his/her full potential and enjoy the start of their school journey in our Early Years and Key Stage One setting.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the academic year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

Askern Littlemoor Infant Academy works with due regard to the SEN Code of Practice (July 2014), the Equality Act (2010) and the Children and Family Act (2013). Our SEND policy outlines our approach to identifying and supporting SEND pupils. We endeavour to ensure that all groups of children make good to outstanding progress across Early Years Foundation Stage and Key Stage One.

At Littlemoor, inclusion of all learners is a central goal. We seek to provide all our children with the best possible start and encourage every child to enjoy and achieve, to be healthy, to stay safe and to make a positive contribution to the life of our setting. It is our aim that children thrive in a secure and caring atmosphere where each person feels valued and respected, and is treated well. We are a fully inclusive academy and our pupils access high quality teaching and learning through 'Quality First Teaching' in the classroom.

We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers.

Key Contacts:

- Mrs Kathryn Briggs (SEND/CO/Deputy Designated Safeguarding Lead)
- Mrs Carol Ann Turner (Head Teacher/ Early Help Lead Practitioner/Safeguarding Lead)
- Mrs Charlotte Leigh (Assistant Head Teacher/ Key Stage One Lead)

In 2021/2022, we provided for the following types of Special Educational Needs and/or Disabilities

Communication and interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Condition (ASC)

Cognition and learning

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)

Social, Emotional and Mental Health Difficulties

- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment issues

Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Difficulties (PD)

Learning Difficulties

- Moderate
- Severe
- Profound
- Multiple learning difficulties

How we identify a child with Special Educational Needs or Disabilities and assess their needs.

We assess each child's current skills and levels of attainment on entry, building on the child's development in previous settings and key stages as appropriate. Class teachers make regular assessments of the progress of all children.

They will identify children who may or may not have special educational needs if:

- their progress is significantly slower than that of their peers starting from the same baseline
- their attainment is significantly slower than that of their peers starting from the same baseline
- their rate of progress slows significantly
- their attainment is hampered because of an educational barrier or need
- medical professionals identify a disability.

This may include progress in areas other than attainment; for example, social needs.

Slow progress and low attainment will not automatically mean that a child is recorded as having Special Educational Needs.

Children can also be identified as having Special Educational Needs and/or a disability in the following ways:

- collaboration with any previous setting/school
- children performing below age-related expectations
- concerns raised by parents
- concerns raised by staff
- work with external agencies
- guidance/assessment from a health practitioner' e.g. educational psychologist
- speech and language assessment

Askern Littlemoor Infant Academy also utilises the following policies to aid in identifying and assessing the needs of children with SEN.

- Admissions Policy
- SEND Policy, Accessibility Plan & Disability Equality Scheme
- SEN Information Report
- Child Protection and Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- Equal Opportunities Policy
- English as an Additional Language
- Literacy & Numeracy Policies- including Reading/Phonics
- Teaching & Learning Policy

How we consult and involve the child and parents

Parents

At Askern Littlemoor Infant Academy, we have regular contact with the parents of pupils with SEN and Looked After Children (LAC). Parents will be kept fully informed at every stage of the process with their views and those of the children being taken into account. If a parent is worried that their child has special educational needs, they should contact the SENDCO or class teacher. We monitor closely all pupils with SEN and are keen to discuss the strategies which are in place and what impact they are having on learning and progress.

At Littlemoor, we use a wide range of teaching and learning strategies to enable all pupils to access the curriculum and thus enjoy personal success. Their needs are met through 'Quality First Teaching' which is fully inclusive.

Some pupils require interventions which are 'additional and different from' materials provided for all other pupils in the class. If your child access additional support for literacy, numeracy, and/or social skills, he/she will be placed on the SEN Register and closely monitored as part of the SEN Assess, Plan, Do and Review code of practice.

Initial discussions will take place with the class teacher and extra provision will be planned for. If a pupil requires further intervention then the use of an SEN support plan may be implemented with the involvement of the SENDCO.

Regular contact with parents then takes place through:

- Progress meetings for pupils with a SEN Support Plan, an EHCP or a Looked After Child
- Parents' Evenings- when the class teacher and SENDCO are available

- Meetings regarding transition from Nursery to full-time school. From Reception to Key Stage One, and from Key Stage One to the junior school of the parents' choice
- Support involving outside agencies such as the Educational Psychologist, Speech Therapist, Occupational Therapist, Physiotherapist and Specialist Teachers for the Visual Impaired, Hearing Impaired and Autistic Spectrum Conditions.
- Team Around the Child meetings with the SENCo and the Early Help Lead Practitioner

If it is known that a child with additional needs is to enter school, wherever possible we carry out pre-emptive action. Visits to the school are encouraged, advice is sought from other professionals, and discussions are held with the class teacher and the SENCo. Entering school, at least termly meetings are held, in conjunction with informal meetings as necessary.

Each child on the SEN register has a Support Plan, which contains their outcomes and how school and parents can help them to achieve their outcomes. This plan will also include a child centered one page profile It also contains the role of other agencies and the support they provide. A child with a statement or EHCP will have annual review meetings.

Pupils

We believe that a partnership with pupils is essential in relation to SEND and that pupils have the right to have their views incorporated in assessment and review and to be involved in decision making about their own special educational needs. We recognise that effective action for SEND students will depend on close cooperation between the school and other services and agencies. Children are informed about and involved in setting their own targets whenever possible. They are supported to achieve them and to know what they need to do to achieve them. Children are involved, wherever possible and appropriate in the discussions between parents, class teacher and SENDCO.

All pupils with a SEN support plan or an Education Health Care Plan are asked to provide information about their interests, experiences, hopes, wishes and aspirations, where appropriate. The views of the pupils are reviewed regularly with parents/carers, the SENDCO, class teachers and the key teaching assistants They complete an All About Me questionnaire as part of the annual review process, providing parents and the SENDCO with key information about their views and experiences of his/her educational experiences in school.

Pupils with SEND are encouraged to participate fully in the life of the academy. They are encouraged to represent their class on the School Council.

How we assess and review the child's progress towards outcomes

Pupil progress is continually monitored by:

- Class teachers
- SENDCO
- Early Help Lead Practitioner
- SLT

We hold termly Assess, Plan, Do and Review meetings with parents, class teachers, teaching assistants and any relevant outside agencies. We review progress towards targets, assess the impact of provision and discuss next steps. Parents are supported by school and other agencies who suggest ways to work effectively with their child at home.

For pupils with SEN Support Plans and EHCPs, parents are involved in the agreement of targets and the provision allocated. Pupil progress meetings are carried out half-termly to assess and reviews the progress and attainment of all children. The SENDCO liaises regularly with staff to monitor and review progress in relation to targets, and to consider the impact of intervention programmes. Amendments to provision are made as necessary.

Parents are invited to discuss pupil progress at any time with the appropriate staff by contacting school and making an appointment.

How we support pupils during transition points

Transition programmes are devised and carried out so that children can visit school with known adults and become familiar with staff and the setting before the start of term.*

To support the transition from home or other settings to Nursery, we provide the following:

- 1-1 meetings with staff to complete paperwork necessary for starting school and visit the setting
- Home visits
- New to Nursery Booklet,
- Stay and play sessions
- Pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENDCO and relevant outside agencies and where possible visits to other settings to see the child in a familiar environment and discuss development.

To support the transition into Reception, we provide the following:

- 1-1 meetings with staff to complete paperwork necessary for starting school and visit the setting
- New to Reception Booklet
- Stay and play sessions
- Pre-emptive meetings for children with additional needs as necessary- involving parents, class teacher, SENDCO and relevant outside agencies, where possible visits to other settings to see the child in a familiar environment and discuss development and a staggered entry into full time days.
- Transition programs are devised and carried out so that children can visit their new setting at various times of the day and experience aspects of school such as lunchtimes.

Where a specific need has been identified in advance of a child starting the setting we offer a structured transition process.

To support the transition from Y2 to Junior School (usually Spa Academy, Askern), extra support is given to children with additional needs - with extra visits available, meetings with key people, and activities for the children in their new environment. The KS2 SENDCO is invited to attend Annual Reviews of Y2 children with an EHCP and we have close liaison meetings with the junior school SENDCO and the Y3 team throughout the year.

How we teach children with Special Educational Needs and/or Disabilities

At Littlemoor our practice is inclusive. All learners will have access to quality first teaching. All staff have a duty to promote the equality of opportunity for all and positive attitudes towards all children. Our approach to teaching and learning meets the learning styles and needs of all children. Suitable resources are chosen which motivate and are sensitive to children with additional needs. Our School Improvement Plan includes identifying training needs for all staff, to improve the teaching and learning of pupils with SEND. This may include whole school training on SEND issues to support identified groups of learners in school, such as ASD, differentiation etc.

Littlemoor is committed to ensuring that all teaching is at least good and that much is outstanding. Quality first teaching is that which is differentiated and personalised to meet the needs of all pupils.

Littlemoor aims to ensure that:

- All staff deliver high quality teaching which allows pupils to learn effectively; employing a range of teaching and learning strategies to enable all pupils to access the curriculum.
- Members of staff understand that they are all teachers of children with Special Educational Needs.
- All pupils, regardless of their ability, have full access to a wide range of suitably challenging educational opportunities, appropriate to their needs.
- Every pupil is provided with opportunities to make progress in every aspect of their development, enabling them to make the best progress they possibly can.
- Teachers seek guidance from the SENCo.
- The SENCo may observe the pupil in a range of learning situations.
- Suggested strategies are put in place and reviewed after a set time, to measure impact.
- Further intervention may be identified and include support from an outside agency.
- All interventions are monitored and evaluated by the SENCo and all relevant staff.

We carry out interventions to target gaps in attainment and understanding. These interventions include: 1:1 Phonics Support, Sensory Circuits, Fine and Gross Motor Skill programmes, Emotional Literacy and Sunbeams.

How we adapt the curriculum and learning environment to ensure the needs of each child are met

The Disability Discrimination Act requires schools to make reasonable adjustments (according to need but that are practically and financially viable) to ensure that disabled pupils are not put at substantial disadvantage and are able to access the same opportunities as their non-disabled peers. Specifically, that all pupils will have the same access to information, the school environment and the curriculum, (as stated in the Accessibility Plan).

Quality first teaching involves differentiation at all levels in all areas of the curriculum. Support is put in place within classrooms and through personalised intervention programmes. Children on the SEN register also have time to work specifically on their targets either within a small group or on a 1:1 basis as appropriate. On occasion, children may also need specific resources to engage them or to allow them to access the

curriculum. At Littlemoor, every effort is made to ensure that children with SEND can access the curriculum.

The learning environment may require physical modifications-for example ramps for wheel chair access or a changing bed. More over the classroom layout may need changing to allow space for a wheelchair or walking frame.

The monitoring and evaluation of the effectiveness of provision to meet the additional needs of students who have special needs covers a range of important and interrelated areas.

In particular:

- The allocation and effective use of resources
- The performance of support services
- The provision for SEND pupils including termly reviews
- Individual pupil progress
- The use of delegated funds

Additional Support is available for learning

We have Teaching Assistants who are trained to deliver interventions such as:

- Speech and language interventions
- SALT programmes
- Early Language Interventions
- Early Maths Interventions
- Lego Therapy
- Sunbeams- a programme to support children with emotional difficulties, especially bereavement and loss.

Teaching Assistants support children on a 1:1 basis when:

- they have complex needs supported through an Education Health Care Plan
- they have high medical needs which require additional supervision

Teaching Assistants will support children in small groups when they are:

- receiving targeted interventions such as the NELI early language programme and FirstClass@Maths
- delivering one to one phonics interventions/differentiated phonics sessions
- in-class support to provide scaffolding of learning for children with processing needs, literacy or memory difficulties.

We work with the following professionals to provide support for children with SEND:

- Speech and Language Service
- Educational Psychology Service
- Early Years Inclusion Service
- Autism Team (ASCETS)
- Vision/Hearing Support Service

Staff with specialist training

Our Teaching Assistants have received training in the following programmes:

- Autism
- Visual impairment

- Physical Difficulties
- Moving & handling training
- SEND Code of Practice 2014

All staff have received training in the following:

- Child Protection
- Female Genital Mutilation
- Prevent
- First Aid/Paediatric First Aid

Moreover, staff are trained in understanding and working with children with specific needs- e.g. children with epilepsy and hearing impairments in school. All staff have access to the medical register and are fully aware of a child's medical needs. The individual health care plans are stored centrally and are reviewed throughout the year in collaboration with agencies and parents/carers.

Parents need to contact the School Office if medication is recommended by health professionals to be taken during the school day.

How we evaluate the effectiveness of the SEN provision

All pupil progress is reviewed regularly in our half-termly pupil progress meetings.

The SENDCO creates provision maps to ensure the needs of all SEN children are being met as well as individual SEND Support Plans which are reviewed at least termly with parents. Interventions are regularly evaluated and progress measured. If progress is not sufficient all parties come together and alternative arrangements are made whether it means an alternative intervention or the need to refer on to other agencies. If necessary the SENDCO may refer on for a statutory assessment.

The SENDCO can, with parental consent, request support and advice from outside agencies including:

- The BOSS team
- Educational Psychology Service
- Speech & Language Service
- Occupational Therapy Service
- Physiotherapy Service
- Early Help Lead Practitioner

How children with SEND are enabled to engage in activities available to children who do not have SEND.

Wherever possible, children are taught together with appropriate differentiation and support to allow them access to the curriculum. It is very rare that we cannot make the necessary adaptations or provide the appropriate support to ensure inclusion takes place.

This includes:

- Trips
- Extra-curricular activities including choir, computing, streetdancing, cheerleading, cricket and multi-skills.

For pupils with medical/physical needs, trips and visits will be discussed with parents/carers and identified in a Risk Assessment and/or Care Plan.

The school also plans continually to increase access to education for SEND pupils in terms of:

- Increasing the extent to which all pupils can participate in the curriculum
- Improving the environment in terms of accessibility
- Improving the delivery of information

How we improve the emotional and social development of your child

Support is available throughout the school day. Pupils have access to the following interventions where appropriate:

- Playground Friends- a buddying scheme
- Social skills interventions- including Lego therapy
- Team Around the Child Meetings
- Personal Education plans for LAC
- Support from outside agencies
- SEN meetings
- LAC meetings

At Littlemoor we have a PHSCE curriculum which is delivered through the Jigsaw programme Children with social, mental and emotional health issues are given 1:1 support as necessary with opportunity to access sensory and therapeutic provision.

Our Anti-Bullying policy which is drawn up with the help of the children and reviewed annually, emphasises to all members of the school community that bullying is not acceptable and must be **totally** discouraged. We aim to produce a consistent school response to any bullying and incidents of harassment that may occur.

Measures to prevent bullying

It is important that we create an atmosphere in school where anyone who is being bullied, or others that know about it, feel that they will be listened to, and that action taken will be swift and sensitive to their needs. Disclosure (telling an adult) can be direct and open or indirect and anonymous. Everyone must realise that not telling means that bullying or harassment is likely to continue. The exact course of action will vary with each situation but the main objectives are that bullying and incidents of harassment are brought into the open, discussed and strategies to help solve the problem. It is always important to make clear that:

- The bully's behaviour is unacceptable and the bullying must stop
- Everything that happens must be carefully recorded
- The application of sanctions will depend on the individual circumstances of each incident
- Revenge is not an appropriate for the victim
- The school will work with the parents of both the victim and the bully
- Support will be available for the victim
- Support will be available for the bully to help change his/her behavior

The School Curriculum

The school curriculum will be used to:

Raise awareness about bullying behaviour and the school's anti-bullying policy

Challenge attitudes to bullying, increase understanding and help build an anti-bullying ethos in the school

There are many opportunities within the curriculum to raise awareness, teach relationship management, to enunciate policy and to discourage bullying or harassment via-

- Assemblies
- PHSE/Drama/English lessons
- Close supervision of all areas at all times
- Anti-Bullying week

How does Littlemoor work with other agencies and services?

The school involves other agencies such as: the health visitor and school nurse; social services; speech and language; specialist support such as Occupational Therapy. Good relationships have been made with outside agencies and the school supports parents throughout this process led by the SENDCO.

Meetings include:

- Team Around the Child Meetings (TAC)
- Child in Need/Child Protection Meetings
- Looked After Children (LAC) Meetings and Personal Support Planning (PSP)
- EHCP Review Meetings
- Attendance Meetings

Pupils with an EHCP or TAC, may be involved with outside agencies to support their individual needs and those of their families. Outside agencies are invited to Annual Review Meetings and contribute to the pupil's outcomes.

What should I do if I disagree with what the Academy is doing or want to make a complaint?

We always listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can both be raised and dealt with easily.

If parents of children with SEND are unhappy with the provision for their child, they should contact the school and speak to the SENCO, Mrs Kathryn Briggs.

- admin@askernlittlemoor.doncaster.sch.uk
- 01302 701353

If parents wish to seek a further resolution regarding their complaint, they should contact the academy and make an appointment to see the Head Teacher:

- admin@askernlittlemoor.com
- 01302 701353

Who should you contact for further details of support services for parents of children with SEND?

Special Needs Coordinator

Mrs Kathryn Briggs

admin@askernlittlemoor.com

Executive Head Teacher

Mrs Carol Ann Turner

admin@askernlittlemoor.com

Support for children with SEND provided in the local area

Doncaster's Local Offer can be found at:

<https://www.doncaster.gov.uk/services/schools/local-offer-send>

Schools should make data on the levels and types of need within the school available to the Local Authority. The data is required to inform local strategic planning of SEN support, and to enable the LA to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.