



## Mudford Community Infants School

### Special Educational Needs Annual report to Parents

2017/18

SENCO: Mrs Jo Thow

Inclusion Governor: Mr John Churchill

#### **During 2017-18 the following took place:**

- Mudford Infants 'Local Offer' (part of the Dorset for You Website's 'Guide of support for children and young people with SEN or disabilities') on the Family Directory website, outlining our ethos, graduated response, links with Outside Agencies, current resources & training and how we work closely with parents, was reviewed.
- The Inclusion Leader (Helen Georges) left in October 2018 and Jo Thow was appointed as the new SENCO, having responsibility for all the children on the SEN register as well as monitoring and co-ordinating the Speech and Language and Learn to Move provision. The Assistant Head (Jo Shale) took on responsibility for all the other areas of inclusion as well as the preventative interventions.
- In June, the SENCO and SLT worked closely with local pre-schools and outside agencies to ensure an Education Health Care Plan was in place for a child coming in to Reception in September 2018 with complex needs. Higher needs block funding was awarded, allowing the school to employ an additional member of staff for one to one support.
- A TAF was organised in June 2018 to review and plan the future provision for a child with complex needs in Reception. Unfortunately, most agencies were unable to attend so another is being scheduled for November 2018.

#### **SEND Register**

The total number of pupils with SEN in July 2017 was 17, with the predominant need being Speech, Language and Communication Needs. This was a significant drop from the number on the SEN register at the beginning of the academic year due to meetings with the senior leadership team to ensure that only the children who have a recognised difficulty which causes a significant hurdle to learning despite Early Intervention and First Quality Teaching are placed on the register.

Level of Provision	Reception	Year 1	Year 2
SEN Support	8	4	5
Education Health Care Plan	0	0	0

Those children who were not on the SEN register, but caused concern with regard, for example, to their achievement or progress made, were placed on class graduated response sheets to ensure they were monitored and their needs were met.

### **The identification and assessment of pupils with special educational needs**

The following screenings were carried out during 2017-18, which in some cases contributed to children being identified as having a barrier to learning and, as a result, placed on the SEND Register:

- In-house Speech Sound assessment
- Information passed on from early years settings
- In-house Speech and Language Expressive, Receptive and Processing skills assessment
- Phonological Assessment Battery
- ABC checklist (Part of the Learn to Move Programme)
- ELSA assessments
- Working Memory assessment
- EYFS Profile summative assessments

In other cases it informed our decision to provide interventions or adjust existing ones. For example, as a result of a PhAB assessment a child was referred to SENSS for assessment in June and staff were able to hand over important information about his needs and provision to the Junior School in time for transition. At all stages parents were informed and given advice how to support their child at home and some signposted to other agencies.

Parents of children on the SEN register met their class teachers at least termly to discuss their child's targets and sign a copy of their child's Provision Map and SEN Support Plan - outlining targets, resources and long term Desired Outcomes.

Attendance of all children at Mudeford Infants is monitored and any issues were managed by the Head Teacher.

### **Progress**

The children on the SEN register made strong progress from their starting points in September. The main barrier to achieving the expected standard at the end of the year was the children's speech sound development and subsequent difficulties with blending to read and segmenting to spell words. Children who were in danger of not making good progress were identified early and appropriate support was put in place. Three children in Year 2 were referred to SENSS for assessment and support and were found to have significant phonological difficulties. Teachers were then able to act on the advice given and inform Mudeford Junior School to ensure support was in place for them in September 2018.

## **Exclusions**

During the academic year 2017-18 there were no exclusions. One child had their hours reduced to part time in Reception in order to support with their behaviour and emotional regulation. Support from Behaviour Support Services and the Educational Psychologist was sought for two children and advice was acted upon as part of the graduated response, which had a significant positive impact.

## **SEN Funding**

The SEN block funding was used to pay for the running of SEN interventions, SENSS and Behaviour Support referrals and assessments and some SENCO training in Learn to Move and supporting those with Dyslexic tendencies.

## **Provision**

Class room Teaching Assistants continually supported their class teacher to provide Quality First Teaching tailored to meet the needs of all the children and in addition provided additional support within the class. During 2017-18 this has included ensuring children who find it difficult to focus are sat near the teacher, given carpet square/lumpy cushion/fiddle toy, given foxdenton chair/beanbag to aid posture or focus, giving opportunities for children with processing difficulties time to repeat instructions or break tasks down, additional handwriting support; including provision of resources – finger grips, non-slip sheets etc and time to talk & positive behaviour reward systems for children who need emotional support.

Class Teachers, Teaching Assistants & the Head Teacher also provided 1 to 1 and group provisions including:

- Emotional/communication support before/after playtimes
- Emotional Literacy Support (ELSA) for individuals and groups
- Fine motor/handwriting support
- Learn to Move Programme
- Precision Teaching of reading words 1 to 1
- Reading Booster group
- Read Write Inc 1 to 1 work
- Speech and Language Programmes 1 to 1
- Time to Talk group
- Writing Booster group

The interventions were outlined in Mudeford Infants School Provision Map for 2017-18.

## **External Agencies**

The Speech and Language Therapy Services provided a Speech and Language therapist to give 4-5 week block sessions in school, for children with Speech and Language needs, where parents are invited to attend.

Mudeford Infants also sent referrals to, received reports from and sought the advice from the following agencies:

- Behaviour Support Services

- Community Paediatrician
- Consultant Paediatrician
- Children's Therapy Services – Physiotherapist & Occupational Therapist
- Educational Psychologist
- Family Partnership Zone
- School Nurse
- SENSS (Special Educational Needs Support Services) – Sensory Assessment
- Speech and Language service.

### **Transfer arrangements**

Mudeford Infants continued working closely with Mudeford Junior School to help all the Year 2 children transfer to their new school in Year 3 smoothly. All Year 2 children had 2 visits to the Juniors in the Summer Term and some children were selected to have additional pre-visits with a Teaching Assistant to have extra familiarisation sessions, opportunities to meet support adults and to take photos. Class teachers and the Inclusion Leaders had information exchange meetings and passed on provisions and strategies used, assessments, logs, and Outside Agency reports for all children. The SENCO from the Juniors also came to meet the children and speak with support staff to ensure provision continued in their new setting. This year the Early Years Foundation Stage Leader and the SENCO had meetings with parents, pre-school staff and Outside Agencies to ensure the smooth transition of children into Reception with additional needs.

Teachers and teaching assistants attended the following courses:

- ELSA Support
- Inclusion Briefings meetings (Inclusion leader)
- SENCO Pyramid meetings (Inclusion leader)

### **Signposting**

The school has continued to support parents by providing a welcoming environment where they can relay their concerns and ask for support. Parents have been signposted to:

Somerford Children's Centre, School Nurse, GP, Opticians, Incredible Years programme and other parenting courses and the Family Partnership Zone.

### **Monitoring of SEND provision**

The following monitoring took place by the SENCO during 2017-18:

- Meetings with teaching assistants to track children's progress with their speech and language programmes and Learn to Move provision.
- Spot check of logs/child speak targets from TAs providing Interventions.
- Collation of SEN data in December, March and June to track progress and attainment and meetings with the SLT and next steps identified.
- Fortnightly meetings with the Assistant Head (in charge of Inclusion) to discuss how to develop SEN and Inclusion across the school
- SEND Self-Evaluation with the Assistant Head and SEN governor.

## **Children with Disabilities and Medical Needs 2017/18**

Children with additional medical needs had health care plans completed with the head teacher, school nurse and parent. Pictures of pupils who need urgent medical treatment, together with action to be taken, are kept in the office.

The whole school received training in the use of epi-pens to meet the medical needs of a child in the school.

*The current School SENCO is Mrs Jo Thow, who works full time as a Year 1 teacher and can be contacted via the school office on 01202 488142 or by emailing [office@mundefordinf.dorset.sch.uk](mailto:office@mundefordinf.dorset.sch.uk)*