



# Southbroom Infant School's SEN Information Report – updated Jan 2021

## Mission statement

### Introduction

Southbroom Infant School is situated in Devizes and offers provision for local children across Key Stage 1. There are currently 157 children on roll at the school. All teaching is differentiated to match the needs of each child, through high quality planning, stimulating lessons and regular assessment. This includes children with additional special educational needs and more, able, gifted and talented children.

In addition to our mainstream provision we are proud to accommodate a Nurture Group which sits in the heart of the school.

This SEN Information Report is designed to give an insight into what we at Southbroom Infants can offer to all children and in particular the additional resources and support we can offer children with SEN. It forms a part of Wiltshire Councils Local Offer which is available on <http://www.wiltshire.gov.uk/local-offer>

We consider our school to be fully inclusive and we pride ourselves on the support we offer for children with SEN

The Head teacher at Southbroom Infant School is Joanne Jardim – [head@southbroom-inf.wilts.sch.uk](mailto:head@southbroom-inf.wilts.sch.uk)

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The named SENCO for Southbroom Infant School is Susi Waters – [senco@southbroom-inf.wilts.sch.uk](mailto:senco@southbroom-inf.wilts.sch.uk)

Tel no. 01380 723184

The School Governor with responsibility for SEN is Jean Edwards

Arrangements for handling complaints from parents of children with SEN – in line with School Complaints Policy – please see office or view on school website: [www.southbroom-inf.wilts.sch.uk](http://www.southbroom-inf.wilts.sch.uk)

## How does Southbroom Infants School know if my child needs extra help?

Children with a wide variety of needs are supported at our school and we make every effort to ensure that each child makes good progress and is well prepared for their next stage of education. We identify children who might require additional support by:

- Close liaison with pre school providers before the child starts school
- Discussion with parents
- Identification by class teacher, teaching assistant or parent through discussion/ observation
- Formal or informal assessments leading to identification of need

If it is thought that a child may have additional needs the following steps are taken:

- Concerns are discussed with the SENCO
- The Wiltshire Graduated Response to SEND Support (GRSS) identifies whether a child meets the criteria for Special Educational Needs (SEN) as defined by the new Code of Practice.
- Specific short term interventions are allocated where appropriate with clear entry and exit data.
- A provision map is used by staff to allocate and track interventions. This is regularly updated by the SENCO and shared with staff. If your

	<p>child is receiving additional interventions his/ her name will be added to the provision map for the duration of the intervention.</p> <ul style="list-style-type: none"> <li>• Review and evaluation of provision.</li> <li>• Contact with outside agencies after this if necessary to support longer term provision.</li> <li>• Where appropriate some children will have a Statutory ‘My Plan’. A ‘My Plan’ is an Education, Health and Social Care plan drawn up by Wiltshire LEA in conjunction with any services involved with supporting your child. It will identify all the additional needs your child may have and how best he/she needs to be supported to achieve the desired outcomes of the My Plan.</li> </ul>
<p><b>What should I do if I think my child may have a special educational need or disability?</b></p>	<ul style="list-style-type: none"> <li>• We operate an open door policy at Southbroom Infants and you are welcome to come to us to talk about your child at any convenient time.</li> <li>• Talk to the class teacher as soon as you have any concerns.</li> <li>• Progress will be shared with you at progress meetings and through Annual Reports to Parents. These reports will outline attitudes to learning, progress made and attainment compared to the national expectations.</li> <li>• If your child is identified as having SEN there will be regular meetings with class teacher, SENCO and parents.</li> </ul>
<p><b>How will I know how Southbroom Infants School supports my child?</b>  <b>How will I know how my child is doing?</b>  <b>How will I be involved in discussions about and planning for my child’s education?</b></p>	<p>We make every effort to work closely with all our parents to ensure that all pupils are happy and make progress at Southbroom Infants.  <b>Working in partnership with parents of children with Special Educational Needs is even more important – we place a high value on working collaboratively with parents to ensure successful outcomes for children</b></p> <p>We do the following to support this process</p> <ul style="list-style-type: none"> <li>• On- going discussions between parents and staff informally and formally during progress meetings and annual reports will keep parents fully included in discussions about progress, attainment and any identified needs.</li> <li>• If your child has been identified as requiring extra support in any area and initial interventions have not seen any significant improvement in your child’s progress an initial meeting will be called to open a ‘My Learning Plan’ (MLP). This is a plan of support for each child and includes information about the strengths and needs of your child and what we need to do to support meeting any identified outcomes.</li> <li>• The MLP will be shared with parents and any other agencies working with the child to support their needs</li> <li>• Regular (3xyearly ) support meetings will then be planned between child(if appropriate)/ parents/ class teacher (and any of the following as appropriate: - teaching assistant/ SENCO/ other outside agencies) to discuss progress and set new targets</li> <li>• For children with a statutory ‘My Plan’ there will be an annual review of the plan (to which any outside professionals working with your child are invited and asked to contribute) when progress towards the needs identified for your child will be reviewed and future targets discussed.</li> <li>• There will be regular meetings for any child who may also have a CAF (Common Assessment Framework) – ideally these meetings would happen alongside the ‘My Plan’ meetings but this may not always be manageable/appropriate.</li> <li>• We aim to include the child’s views in meetings in as appropriate a way as possible to include their thoughts and views on progress made and future targets to support them.</li> </ul>

<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>Class Teachers are responsible and accountable for the progress and development of the pupils within their class including where pupils access support from teaching assistants or other specialist staff in line with our inclusion and equalities policies</p> <p>The class teacher will deliver high quality teaching that is differentiated, personalised and adapted so that the individual needs are met.</p> <ul style="list-style-type: none"> <li>• Use of auditory, visual and kinaesthetic approaches to learning will be used to support the learning styles of each child.</li> <li>• Specific resources and strategies will be used to support every child individually and in groups</li> </ul> <p>The class teacher will use appropriate assessments to set outcomes which are challenging but achievable</p> <p>The Class teacher will plan lessons to ensure that there are no barriers to every pupil achieving and children will have choice and control over their learning whenever appropriate</p> <p>For those children with high levels of need in a mainstream class additional staff may be deployed to run specialist 1-1 or small group programmes. These will be carefully timetabled to ensure your child still accesses as much time as possible in the class alongside peers and does not miss any subjects they particularly enjoy.</p> <p>For children in the Nurture Group there is a much higher adult/child ratio with highly differentiated teaching in 'bite-size chunks' with much emphasis on over-learning and revisiting of basic concepts, skills and knowledge. Children's learning is understood developmentally.</p>
<p><b>How will you help me to support my child's learning?</b></p>	<p>Parents are requested to support their child at home in order to work in partnership with the school. The following opportunities will be given for parents to enhance learning at home –</p> <ul style="list-style-type: none"> <li>• Curriculum presentation evenings and curriculum newsletters outline coverage of the topics and how the curriculum is taught at Southbroom Infants.</li> <li>• The current targets the children are working on in school will be sent home.</li> <li>• Information and Resources can be accessed from the website/ Class Seesaw</li> <li>• Reading books are sent home daily</li> <li>• Homework is set as appropriate to the age/ needs of the child</li> <li>• Parents evenings and additional meetings with teachers who are happy to give advice on how to support children further at home</li> <li>• Reports received for children with additional needs are shared with parents by outside professionals, or through school, with recommendations and strategies to support children at school and home.</li> <li>• Use of Parent Support Advisor to attend meetings with parents and give advice on how best to support your child at home.</li> </ul>

<p><b>What support will there be for my child’s overall well-being?</b></p>	<p>The school promotes a positive behaviour ethos as outlined in our ‘Southbroom Way’, behaviour policy and discipline policy  The school teaches children strategies to help their well-being socially and emotionally in the following lessons</p> <ul style="list-style-type: none"> <li>• PSHE – Personal, Social, and Health Education</li> <li>• Circle times</li> <li>• Whole School and/or Year Group assemblies</li> <li>• Small group interventions – e.g. social skills groups which encompass social stories, discussions and making choices</li> <li>• If necessary we also support children’s social and emotional development in individual support sessions that teach social skills and coping strategies delivered by an ELSA – Emotional Literacy Support Assistant.</li> </ul> <p>The Nurture Group offers children a high level of emotional support. Nurture is important for the development of self-esteem.  The Family Support Advisor may give advice and opportunities for holiday activities  The school give many opportunities for children to participate in after school enrichment activities  We can offer Breakfast Club and After School Club care for your child .  The school gives all children equal opportunities to participate in all activities via pupil premium money.  Older children are encouraged to care for others.  Our school council representatives in each class discuss issues around schooling with peers and feed ideas and suggestions back to staff .  For some emotionally needy children we can offer regular ‘In for lunch’ clubs  We currently employ additional trained p.e. / play specialists to support the outdoor lunch time session – designed to make lunch time fun, learn new skills, engage in group activities and make new friends.</p>			
<p><b>What specialist services and expertise are available at or accessed by the school?</b></p>	<p><b>Communication and Interaction</b>  Speech and Language Therapy  SWAPP – Supporting Parenting Programme  Behaviour Support Team  County SEND Team  SSENS (Special Educational Needs Support Service) team  Emotional Literacy Support Assistant (ELSA)  Paediatrician</p>	<p><b>Cognition and Learning</b>  Educational Psychologist  EMAS support  Paediatrician  SSENS team</p>	<p><b>Social, mental and emotional health</b>  ELSA group and 1-1  PCAMHS  Social care  School nurse 1-1 sessions  Paediatrician  Children’s Centre courses  Common Assessment Framework (CAF)  Counselling  Behaviour Support team  Lunchtime play leaders  Social Skills groups</p>	<p><b>Sensory and/or Physical</b>  SPARK  Occupational Therapy  Physiotherapy service  School nurse  Paediatrician  SSENS team  Specialist p.e. coaching</p>

<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>TALK Boost Social skills – group and 1-1 Makaton Team Teach Autism ASD Early Years Speech and Language therapy</p>	<p>Maths 1-1 intervention programme Better Reading Partners ELSA/ WESFORD Sound Discovery Talk Boost</p>	<p>ELSA support De- escalation Team Teach SEAL PSHE curriculum Attachment training ADHD training Anxiety training</p>	<p>Manual Handling SPARK/ SPARKEY Toileting Diabetes Epilepsy</p>
<p><b>How will my child be included in activities outside the classroom, including school trips?</b></p>	<p>Activities and school trips are available to all in line with our inclusion policy, single equalities policy and charges and remission policy. Risk assessments and procedures are put in place to enable all children to participate. If it is deemed that a child needs 1-1 support then resources and appropriate provision will be allocated</p>			
<p><b>How accessible is the school environment?</b></p>	<p>The school environment is adapted and suited to all children and adults in line with our inclusion policy. We are continually reviewing and adapting the premises in line with our disability support policy to ensure any additional needs are catered for.</p>			
<p><b>How will the school prepare and support my child when joining Southbroom Infants School or transferring to a new school.</b></p>	<p>Before any child moves to our school we try and find out as much as possible about them to help them settle in quickly</p> <ul style="list-style-type: none"> <li>• Before entry to Reception, Staff visit the local pre-schools to meet the children, look at Learning Journals and talk to staff.</li> <li>• All new children have the opportunity to come and visit the school and spend some time in their new classes and meet the teacher.</li> </ul> <p>If we know a child has SEN we will meet with parents and other professionals to decide upon the desired outcomes for your child and develop a plan, including transition arrangements to support each child to settle into school easily and happily. Transition arrangements can be flexible and tailor made for children with SEN and might include</p> <ul style="list-style-type: none"> <li>• longer settling in periods,</li> <li>• visits with key workers from previous settings,</li> <li>• visits with parents</li> <li>• a transition booklet of photos of staff working with your child and key places around the school that can be shared at home prior to entry</li> </ul> <p>Where appropriate , a one page profile will be drawn up to communicate to staff exactly how to help your child and targets needed to support progress at school</p> <p>Whenever a child moves to another school we always pass on school records to the new school .</p>			

	<p>If a child has SEN we also</p> <ul style="list-style-type: none"> <li>• Pass on SEN records to new school including SEN support plans, Statutory My Plans and one page profiles</li> <li>• Liaise with the SENCO/ Head teacher / Class teacher of the new school to share any information necessary</li> <li>• If needed we can meet with staff from receiving school to discuss ways to support your child to have a settled move to a new school including             <ol style="list-style-type: none"> <li>1. Extra transition visits for parents and children</li> <li>2. Spend time discussing the move with the children in preparation using our ELSA and other key staff</li> <li>3. Making photo books</li> <li>4. Starting a new one page profile of how your child's needs would best be met during the transition period</li> </ol> </li> <li>• Wherever possible we invite the new school SENCO/ class teacher to the last annual review of a child's Statutory 'My Plan' and a transition plan can be set up as part of this meeting</li> <li>• For children with a non- statutory 'My Learning Plan' the receiving school SENCO is invited to any meetings involving the child, including CAF review if appropriate and attend the last SENCO surgery – discussion meeting between class teachers and SENCO.</li> </ul>
<p><b>How are the school's resources allocated and matched to children's special educational needs?</b></p> <p><b>How is the decision made about how much/what support my child will receive?</b></p>	<p>The school has a designated budget for children with SEN and this is used to deliver effective provision for individual children. The school will allocate resources and deploy members of staff according to individual need. The resources will be reviewed, evaluated and modified to ensure effective support is maintained to maximise the learning and progress for individuals. Parents will be involved in these discussions through parent support meetings.</p> <p>Tracking progress on a regular basis will ensure the provision matches the need.</p> <p>For children with a Statutory 'My Plan' support requirements will be named on the paperwork.</p>
<p><b>Who can I contact for further information?</b></p>	<p>Visits to the school are warmly welcomed. If you have a child with SEN and wish to discuss your child's educational needs please contact the school office to arrange a meeting with the SENCO, Susi Waters or the Head teacher , Joanne Jardim</p> <p>Southbroom Infants School  The Green,  Devizes,  Wilts  SN10 5AA  Tel: 01380 723184</p> <p>Email : <a href="mailto:admin@southbroom-inf.wilts.sch.uk">admin@southbroom-inf.wilts.sch.uk</a>  Website: <a href="http://www.southbroom.wilts.sch.uk">www.southbroom.wilts.sch.uk</a></p>