



Special Educational Needs Annual Report September 2021

This report reflects the current practice at Dropmore Infant School and should be read in conjunction with the school's SEND Policy which can be found on our website.

The kinds of SEN that are provided for at Dropmore Infant School

At Dropmore, we work hard to support every child to meet their full potential. Educational experiences are provided to develop a pupil's achievement and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. We recognise a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to individual abilities, talents and personal qualities. In order to achieve this, some children will require additional support or challenge in school. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs,
- Moderate and multiple learning difficulties
- Medical needs, for example Diabetes

Identifying pupils with SEN and assessing their needs

Pupils can be identified in a variety of ways

- Concerns raised by parents/carers, support staff, teachers or the child.
- Observations made by parents/carers, support staff or teachers.
- A medical diagnosis that could affect access to the curriculum.
- Concerns about progress and attainment.

Pupils are assessed at the beginning and throughout each school year to ensure progress is tracked carefully. Information is carefully analysed and this can assist with the early identification of pupils with SEND who may not be making the age-related progress we would expect. Pupils who are making significantly less than expected progress, given their age and individual circumstances, are deemed to be at risk of having SEN and are usually placed upon a 'List of Concern.' This lack of progress can be in areas other than attainment. The school would look to put suitable measures in at this stage to raise attainment.

If their progress continues to be significantly slower than that of their peers (from the same baseline); fails to match the child's previous rate of progress; fails to reduce the attainment gap between them and their peers or where the attainment gap increases despite Wave 1 (class) intervention, they will be placed on the SEN register at SEN Support following consultation with parents.

Methods of assessment include: staff observations, Cognition and Learning Team visits, Educational psychologist visits/ discussions, Occupational Therapy visits/discussions, Speech and language therapist visits/discussions, Speech and Language Link assessments, standardised tests, School Performance Analysis and Herts for Learning data, as well as ongoing class assessments

Consulting and involving parents, pupils and governing body

Parents:

We believe that a strong and cooperative relationship with parents is hugely important if a child with SEND is to learn and enjoy being at school. We seek to include parents in the planning of provision for their children wherever possible and value their insight and expertise on their own child.

Methods of communication could include but is not limited to:

- Parent/teacher meetings held at least twice per academic year.
- Regular contact with teachers in the playground at the end of the school day.
- Appointments made to discuss children with the class teacher at any time.
- An annual written report
- Parent Information Evenings
- Parent surveys
- Termly reviews of SEN Plans where views of parents are sought.
- Appointments made with the SENCO through the school office.
- Annual reviews for children with EHC plans.
- Using Microsoft Teams as a communication point between parent/teacher.

Pupils:

Pupils are encouraged to contribute to their own education in a way that suits their age. Children complete 'This Is Me' where they are able to outline targets they would like to achieve and think about how they might achieve them. This is done through discussions with teachers and support staff. They are encouraged to take part in reviews by discussing how they feel they have done in reaching their targets (a smiley face system).

Governing body:

The Governors have an appointed SEND governor who regularly attends meetings; discussing and monitoring the SEND provision and the progress of children with SEND. The Governors ensure that the school is inclusive, treating all children and staff in an equitable way. They monitor policies annually. The Governors receive reports from any outside audits such as those from external advisors and Ofsted and they monitor the implementation of any actions arising from these reports.

Assessing and reviewing pupils' progress towards outcomes

Most assessment takes place during class time, on an ongoing basis. Teachers assess children by observing, noting responses to questions, working with children in lessons and marking. More specific assessment tasks are used to check progress against particular skills or learning objectives. Pupils are assessed using the Engagement Model, Early Years Framework Standards, Herts for learning assessment criteria, Key stage one standards and Pre Key stage standards. These allow us to closely monitor small steps of progress in relation to individual targets. Diagnostic testing is sometimes used to identify specific areas that need additional support. Assessment may sometimes be carried out by outside agencies such as the Cognition and Learning Team or Educational Psychologists, if the school feels it is appropriate.

SEN and EHC Plans are reviewed termly by teachers. The progress towards meeting outcomes is analysed and new outcomes or provision is agreed. If a child is not making good progress towards meeting their outcomes, it may be decided to offer additional support or perhaps change the programme to make it more effective. SEN Plans are working documents. Therefore, if a planned intervention is not enabling the child to meet their outcomes then it may be changed before the termly review. The SEN Plan will be annotated to show changes.

Children with an EHCP will have an Annual Review. All professionals involved with the child will be invited to contribute to this by attending or providing reports. The SENCO will produce a report which will be shared with parents and the Bucks SEN Team.

Supporting pupils moving between phases and preparing for adulthood

Dropmore strives to create good relationships between education providers for transferring students. Pupils have a variety of transition points whilst at Dropmore. Pupils firstly transition into Reception from a variety of child care settings. The second transition is between the EYFS framework and Key Stage One Curriculum. Their final transition is to a new educational setting to begin Key Stage Two.

Dropmore Infant School's arrangements for pupils with SEND transferring between other education providers:

- Discussions between the previous or receiving schools prior to the pupil leaving/joining.
- Pupils will be invited to attend transition session(s) with their new class and teacher.
- The SENCO will meet with parents/carers prior to the child starting school.
- Relevant staff may arrange to visit other settings to talk to staff.
- The SENCO will liaise with SENCOs from other settings.
- The SENCO may attend a pupil's Annual's Review prior to joining the school.
- Some pupils may benefit from a collection of photographs and information about the school to take home before the start.

Dropmore Infant School collaborates between the following education providers and other settings:

- Pre-school and nursery settings where children are transitioning into Reception and we are made aware of any SEND issues.
- Junior Schools where children are transitioning into Year 3.
- Any school children are transitioning to or from during in year transitions.
- Special Schools where children may be transitioning to or from their age appropriate year group.
- Any setting where the child has a dual placement, e.g. Pupil Referral Units.

Our approach to teaching pupils with SEN

We aim to support and challenge all children through high quality and appropriately differentiated teaching in the classroom. Where children require additional support, we enlist a range of strategies and methods to meet their needs such as adapting work to be more accessible (over and above standard differentiation), using learning aids, additional adult support and targeted interventions that could take place in or out of the classroom.

Where a child is identified as requiring ongoing additional support, they will be placed upon the SEN register and a SEN Support Plan will be put in place, identifying SMART (Specific, Measurable, Achievable, Realistic, Timescale) outcomes to be achieved and detailing provision the pupil will need in order to meet these outcomes. The child is involved in this process and encouraged to contribute to their SEN Plan where appropriate.

If a pupil is unable to meet the outcomes set with the support available, the school may apply to the Local Education Authority for an Education, Health and Care Plan (EHCP). If a pupil has medical needs, a Health Care Plan will be put into place regardless of whether they have an EHCP.

Supporting pupils at school with medical conditions.

Children with medical needs will have an Individual Health Care Plan tailored to a child's particular needs and agreed by the school, parents, child (if appropriate) and the relevant healthcare professionals. These can be updated as needed, throughout the school year.

Dropmore Infant School is able to cater for children with a range of SEND needs and we are happy to discuss individual requirements. We strongly advise prospective parents to make an appointment with the Headteacher before applying for a school place, to ensure that appropriate provision can be put in place.

Adaptations to the curriculum and learning environment

All teachers differentiate work for the children in their class. When a child has been identified with SEND, their work will be suitably differentiated or adapted by the class teacher to allow access to the curriculum and to work with their strengths. This could include: simplifying a task, breaking it down into more manageable stages, working as a group or having additional adult support. Some children may require different or additional support to make the curriculum more accessible. Examples of this include specialist equipment (e.g. writing slopes, sensory cushions, pencil grips etc), personalised visual timetables; adaptations to the learning environment (e.g. seating

position, large print, coloured overlays) are also used in consultation with outside agencies.

Children with SEND are set specific targets according to their needs. These targets are set out in an SEN Plan or an Education Health Care Plan (EHCP). Progress in relation to the targets set is monitored by the class teacher and reviewed by the SENCO each term.

The School's arrangements for the admission of disabled pupils.

The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made for accessibility and individual needs are planned for to prevent any pupils being treated less favourably than other pupils. Teachers ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum, and statutory assessment arrangements.

Our current facilities are:

- A ramp giving access into the main part of the school next to the office and through the Year 1 classroom.

We are not currently DDA compliant and have no disabled toilet facilities.

Our Accessibility Plan can be found [here](#)

Additional support for learning

In addition to methods used to adapt the curriculum and learning environment for children with SEND, we will also make use of the following methods if children do not make the progress we expect.

- Teachers planning for support staff to work on a 1:1 basis or within small groups to target specific needs. The support staff may also support pupils within the classroom alongside the class teacher or may work with the class to release the teacher to work with children who have SEND.
- Intervention groups run to target specific areas across a range of needs. Intervention programmes vary in length and are detailed on support plans. These are regularly reviewed to gauge effectiveness and inform future planning. They may change in between reviews of the support plan.
- Some pupils may require more expert support from an outside agency such as the Specialist Teaching Service, Occupational Therapist Service, Speech and Language Therapy etc. Following parental consent, a referral will be made to the appropriate agency. Usually, children are required to fit certain criteria before being seen. They will then be assessed and specialists will make recommendations which will usually be included in a support plan.
- Parent volunteers listen to children read or work with children in school on a regular basis.

Expertise and training of staff

We recognise that to meet a wide range of diverse needs, staff require specific training. All staff receive training opportunities in relation to the needs to the children they are working with. These needs are assessed on an annual basis.

Securing equipment and facilities

If any individual has a need for specialist equipment or facilities the Headteacher is available to discuss this and will liaise with the local authority's SEND department. High Needs Block Funding may be sought for particularly expensive specialist equipment that is not available through other avenues.

The school has a small budget for buying in specialist advice as well as for the purchase of low cost items (e.g. writing slopes, specialist programmes, etc.). We have laptops and iPads available for children to access and record in ways other than writing.

Evaluating the effectiveness of SEN provision

Provision and intervention for SEND pupils are monitored to ensure they are effective for the child and have an impact on raising their attainment and meeting their own aspirations. Methods for this include:

- Scrutinising children's work
- Lesson observations and observations of programme delivery
- SEN and EHC plans are reviewed by the SENCO each term or earlier if interventions are not working.
- Data analysis and progress tracking with termly reports to Governors comparing the progress of children to national averages.
- Regular visits from SEN Governor.
- Discussions and meetings with pupils and parents.
- Outside audits by advisors and Ofsted.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All children at Dropmore are encouraged to take part in all activities offered including after school clubs and activities, community events, school visits, school partnership activities and events. Adaptations and adjustments are put in place to ensure inclusion for all children.

All activities at the school and educational visits are planned carefully. Additional risk assessments will be carried out for children with an EHCP with additional 1:1 support if necessary and appropriate to the activity.

Support for improving emotional and social development

We believe that in order to learn effectively, children need to feel happy, safe and secure. At Dropmore, we have a high pupil to staff ratio. All staff, including teachers, teaching assistants and lunchtime supervisors, work hard to build positive relationships with the children in our care. Children know that there are a range of people they can talk to and are able to choose a key contact when particular issues arise.

Additionally, the following provision is available:

- LSAs run small group interventions designed to develop social skills and emotional regulation, as needed.
- All pupils take part in PSHE lessons.
- Daily assemblies discuss feelings, values and community life.
- Each class has an emotional regulation chart to encourage pupils to express their emotions and understand how to regulate them.

Working with other agencies

At times, it is necessary to consult with outside agencies in order to obtain more specialised advice.

Currently there is no Educational Psychologist allocated to our school. If required, the school will purchase the advice of an Educational Psychologist either through a private provider or through the Buckinghamshire Traded Services who will visit the school, observe pupils, give advice and provide reports. This will happen at the school's discretion and only where pupils have considerable needs and have not responded well to interventions or advice provided by other services.

The agencies available to be used by the school include:

- Specialist Teaching Service
- Occupational Therapist
- Speech and Language Therapy
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- School Nurse
- PRU (Pupil Referral Unit)
- Family Resilience
- Social Services

Complaints about SEN provision

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. If parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher.

If the parent is not satisfied with the class teacher's comments or the situation does not improve then they should arrange an appointment with the SENCO stating clearly what they are unhappy about and what they would like to see happen regarding their concern.

If a parent has spoken to both the class teacher and SENCO and still feels the issue is not resolved satisfactorily, then they may wish to make an appointment to see the Headteacher.

Further advice or guidance may then be sought by contacting the Chair of Governors.

The school's Complaints policy can be found [here](#)

Contact details of support services for parents of pupils with SEN

Please visit our school SEND webpage for contact details of support services for parents of pupils with SEN by clicking [here](#).

Contact details for raising concerns

Dropmore Infant School - Key Contacts

Headteacher: Mrs G Streete

email: head@dropmore.school

SENDCo: Miss D Beeks

email: senco@dropmore.school

Chair of Governors: Mr Tim Wicks

email: t.wicks@dropmore.school

Dropmore Infants School
Littleworth Road
Burnham
Slough
SL1 8PF

Telephone: 01753 644403

Email: office@dropmore.school

Website: www.dropmoreinfant.eschools.co.uk

Buckinghamshire Local Offer

The Buckinghamshire Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. For more Information, please visit their website by clicking [here](#).

If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383065 or email familyinfo@buckinghamshire.gov.uk