



The Mead Infant and Nursery School SEN Information Report **2020-2021**

SEND Leader – Mrs A Bedford

Teacher of the Deaf – Dr Temko

If you have any queries please don't hesitate to contact Mrs Bedford or Dr Temko on:
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Welcome to our SEN information report which is part of the Surrey Local offer for Learners.

Our Provision

'What kinds of SEND are provided for?'

The Mead is an outstanding school with a specialism in inclusion. We have a Specialist Resource Centre for Hearing Impaired pupils. There is an emphasis on 'Quality First Teaching' so staff are able to cater for learners who may have difficulties with: - Cognition and Learning - Communication and Interaction - Social, Emotional and Mental Health - Sensory and/or Physical.

Our school provision map provides an overview of interventions in place in school which may be used when we identify a need for additional support for a child. Once a need has been identified the school will match relevant provision to the need, in order to support the child. Support may take the form of additional resources, a change in the environment or this may be adult support on a 1:1 basis or working in a small group. Intervention is monitored and the impact evaluated. If a child has made progress, then the intervention will gradually stop but the children will be monitored to ensure progress continues. If little or no progress has occurred, then further individualised support will be put in place.

Identification of Special Education Needs

'Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SEND Leader'

At The Mead Infant and Nursery School we follow the process of Assess, Plan, Do, Review in which parents/carers are involved wherever necessary. Prior to children joining us in Reception or Nursery we liaise closely with pre-school or nurseries and visit them to discuss individual needs. We track the progress of all learners in core subjects continually, and every half term, pupil progress meetings take place where the overall development of the child is discussed. The child's data and staff knowledge is used to plan any appropriate intervention. Referral systems are in place for our interventions and enable us to tailor the intervention

and track a child's progress. We have an open dialogue with parents and they are encouraged to speak to their child's class teacher about any concerns they have about their child's progress or attainment. Class teachers will have regular meetings with parents/carers of children that they have identified in need of extra support. The SEND Leader may attend these meetings or arrange meetings directly with parents to discuss support for the child. Our school SEND Leader is Mrs A Bedford – contact details are at the beginning of this report.

Consultation with Parents and Pupils

'Arrangements for consulting parents of children with SEN and involving them in their education' and 'arrangements for consulting young people with SEN and involving them in their education'

We encourage an open dialogue with parents and they are welcome to speak to their class teacher or SEND Leader should they have any concerns about their child. We work as a partnership with parents to make sure all children achieve their best. The Mead Infant and Nursery School has two formal Parent Evenings (Autumn and Spring term) and written annual reports. Once a pupil is identified as needing extra support an Individual Support Plan (ISP) will be devised by the SEND Leader and class teacher. The ISP are shared with parents and parents will be invited in termly to review their child's progress against their targets. At these meetings we discuss the next steps for the child and what parents can do at home to support them.

If it is deemed appropriate that advice and support will be sought from outside agencies or a specialist teacher, then parental consent is sought. If a specialist teacher has been involved, the parents are invited in to discuss progress or new targets the child needs to work on. Parents are also given a copy of the report that any specialist teacher or agency provides to the school.

Parents are encouraged to take an active role in school supporting the children in class or as part of the Parents Association. All parent helpers must have an up to date DBS check which is processed through the school office. At the start of each academic year the head teacher runs a parent volunteer meeting where expectations and procedures are explained. We hold meetings and workshops throughout the year to keep parents informed of any curriculum developments and strategies they can use to support their children. A weekly email lets parents know the upcoming learning and gives suggestions as to support that can be given at home.

Reviewing Progress

'Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review'

During our Assess, Plan, Do, Review process we look at the actions needed to support a learner towards their outcomes and highlight what needs to be accomplished at home and school to support the child. Every term, the class teacher and the SEND Leader will review the targets on a child's ISP, and if they need to be updated or changed then the parents and child are invited to be part of this process. Termly meetings are held by the SEND leader with the TAs running interventions. The impact of the intervention are analysed and a plan is devised for the next term. The school has good links with outside specialists including Educational Psychologists, Learning and Language Support, Behaviour Support and Speech and Language service. If an agency has been asked to come in they will spend time with the child, and contribute ideas for manageable targets for the child's ISP which will be shared with the child

by the class teacher. They will hold a meeting where all staff involved with the child and parents are invited.

If a child has an EHCP (Education Health Care Plan) there will be an additional annual review during the school year where targets will be reviewed and new targets created with input from specialists, class teacher and parent's views.

Transition Programmes

'Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood'

We have established induction programs in place both for new joiners in Nursery or Reception and for those children moving on in Year 2. Once a place has been offered the Nursery or Reception team endeavour to make contact with Pre-schools to discuss children's needs with the Pre-school staff. Where a child has a special need both a member of the Reception or Nursery team and the SEND Leader would visit. Home visits are offered to new starters in Nursery and Reception and this offers parents the opportunity to discuss their child's individual needs.

New pupils are invited to attend a session(s) in the Nursery or Reception to familiarise themselves with the school and get to meet staff and children. At the end of Year 2 the majority of pupils transfer to Auriol Junior. We have a well-established and comprehensive transition programme in place. Our SEND Leader will discuss the individual needs of SEN children with the SEND Leader from the receiving school to make sure transition is as smooth as it can be. A copy of all paperwork is sent to the new school including an up to date IEPs.

Teaching and Learning

'The approach to teaching children and young with SEN' and 'how adaptations are made to the curriculum and learning environment of children and young people with SEN'

At The Mead Infant and Nursery School we expect all teachers to teach Quality First Teaching as part of our Wave 1 provision. We fully differentiate the curriculum to ensure all children are challenged and achieve to the best of their ability. Children who have been identified as having SEND will also have a ISP which details their personal targets and support they are being given. Any adult that works with this child will be aware of their targets. Our Wave 1, Wave 2 and Wave 3 provision maps state the way in which pupils may be supported across the school. When concerns are raised at Monitoring Level there will be a process of information gathering in order to determine what changes can be made to the differentiation and personalisation of the teaching in order to better support the child. Our SEND Leader works closely alongside SLT (Senior Leadership Team), class teachers and support staff to ensure every child is receiving the best support they need to make progress.

Staff expertise

'The expertise and training of staff to support children and young with SEN, including specialist expertise will be secured'

As part of our regular continual professional development, staff are given opportunities to update and enhance their skills. We have links with a variety of outside agencies and we work together with them to ensure all pupils are able to access the curriculum and make progress in line with their peers. The acquisition of new skills to support children is considered important and this is included in our professional development programme for both teachers and support staff. SEND is discussed regularly in school and there are opportunities for staff

to discuss individual pupils and get advice and support from others. We ask outside agencies to come into school and provide training for our staff on updated strategies that will support children with specific needs, e.g. the Speech & Language service. Our SEND Leader is an experienced Deputy Head who continually attends specific SEND training to ensure The Mead provides the best learning experience for all children.

Monitoring

'Evaluating the effectiveness of the provision made for children and young people with SEN'

We review the needs of the learners within the school and endeavour to put in place provision in order to cater for their need. Teachers are encouraged to reflect on their teaching and learning practise to ensure that any provision put in place for children with SEND is appropriate. Teaching assistants have been trained in a range of Wave 2 and 3 interventions and follow a structured planning and assessment timetable closely monitored by class teachers and the SEND leader. The SEND Leader reviews the effectiveness of these interventions on a termly basis. Each year we will review the needs of the cohort and see if there is a change in need. If so, decisions are made as to whether any additional interventions or support be put in place. The head teacher, governors and business manager oversee all matters of finance relating to the school. Our finances are monitored regularly and we utilise resources to support the strategic aims of the school as well as individual learner needs. If specialised resources are needed to support a child, then the school will work with parents and outside agencies to provide these where possible.

Inclusion

'How children and young people with SEN are enabled to engage in activities available with children and young people who do not have SEN'

Our school policy is that all pupils will be included in all aspects of the curriculum. When working outside of the classroom (within the school grounds) resources and accessibility are carefully considered and any special need is planned for. When organising school visits staff carry out a comprehensive risk assessment and ensure that all activities are accessible to all pupils. We adhere to all adult to child ratios and will take extra adults if this is deemed necessary. If appropriate we also include parents in the planning process and include them in any decisions about the special needs of their child.

Our acoustic environment is exemplary, with acoustic ceilings and carpeting throughout and soundfield systems in every teaching space. This provides an optimum learning environment for all pupils, not only the deaf.

Social and Emotional Development

'Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.'

We refer to our community as 'The Mead Family' and ensure that everyone feels 'Proud to belong'. Individuality is central to our ethos of inclusion and no child is allowed to slip through the net.

The Mead Infant and Nursery School has an excellent standard of pastoral support. Children feel safe at school and have positive mental health and sense of well-being. In 2019 we achieved the Well Being Award. All staff take an active role in encouraging children to meet

their full potential. We have a well-established behaviour system based on 'Good Choices'. Children are rewarded for following these and there are consequences for making the wrong choice.

Zones of regulation is used throughout the school and children are taught tools to return to the Green Zone and be ready to learn. Some children have personalised 'toolboxes' and they work with staff to identify the specific 'tools' that help them regulate their emotions.

We run a School Council in order for children to have a voice and say in the running of the school. We are a values school and values are at the heart of our school ethos. We have a zero tolerance approach to bullying in the school. PSHE (personal, social and health education) is part of our curriculum. The children in our school recognise they have got an adult to talk to in their class if they need help. We have 'Worry Monsters' in each classroom which provide children with a means of sharing any problems or worries they may have if they feel unable to talk to an adult. Trained staff offer interventions to support well-being and positive mental health this includes an ELSA and Drawing Talking therapy.

We have a Health and Safety policy in place that staff are familiar with. All of our staff are trained on how to use an Epi-pen or equivalent, specific staff are fully first aid trained and have regular refresher training to support specific medical conditions. All staff are regularly trained and updated on safeguarding procedures.

External Agency Support

'How the school involves other bodies, including health and social care bodies, local authority services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families'

We have strong links with a variety of outside agencies and we work together with them to ensure all pupils are able to access the curriculum and make progress in line with their peers. If a child is recommended for outside support from a specialist teacher or agency, parental consent will be sought before any referrals are made.

SEND Leader – Mrs A Bedford

If you have any queries please don't hesitate to contact Mrs Bedford on: 02083930966
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For more information about SEND provision that Surrey has to offer parents please visit
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Addendum

Due to Covid 19 a number of amendments have been made to our provision.

- Currently parents may need to meet with staff virtually rather than in person at school.
- Interventions can only be run from one class bubble at a time, we are therefore unable to offer interventions run across a year group.
- The variety of interventions has been modified to ensure the safety of staff and children.
- External agencies may not be able to provide all of their previous services and visits to the school may be only in extreme situations.

During Lockdown some interventions will be run remotely and support may be via mail outs and video sessions.

The school will endeavour to support families that require technology to enable their child to complete Tele therapy with outside provision for example, Speech and Language therapists.

During a period of self-isolation children may be provided with a 'goodie' bag of activities and resources linked to their in school intervention(s).