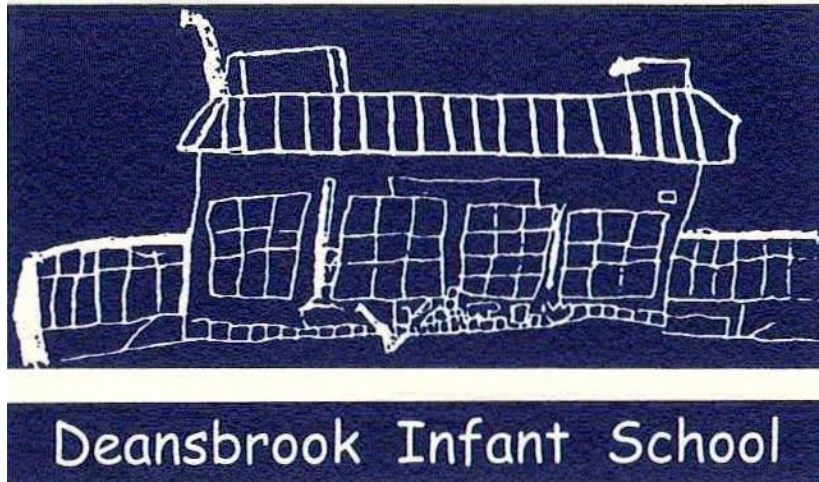


Deansbrook Infant School



SEN Information Report

Reviewed and ratified by the Governing Body: November 2023

Review Date: November 2024

Welcome to our SEN Information Report which is part of the Barnet Local Offer:

[Barnet Local Offer](#)

We are committed to the principle of Inclusion which is that children with special educational needs (SEN) and/or a disability have the right to be educated in a mainstream school alongside other children from their community. More information can be found in our [SEN Policy](#).

1. What kinds of special educational needs are provided for at Deansbrook Infant School?

We support children with a variety of special educational needs. The four broad 'areas of need' are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and Physical Needs

See [SEN Policy Appendix 1](#) for more information.

2. Where can I find information regarding the school's policies for the identification and assessment of pupils with special educational needs?

The Special Educational Needs and Disability (SEND) policy explains how we identify children with SEN and assess their needs. This can be found on the school's website: [SEN Policy](#)

The Code of Practice 2014 defines SEND as follows:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions".

The Special Educational Needs Coordinator (SENCO) is **Mrs Griffiths** and she can also be contacted for any information on SEND (special educational needs and disability) via the school office or calling 0208 959 2152

3. Which policies give information about making provision for pupils with special educational needs?

The following policies are available to view at the school office and/or school website: The SEN policy, Disability and Access policy, Behaviour and Relationships policy and the Equality Information and Objectives Statement.

(a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

The effectiveness of provision is evaluated against the success of the outcomes achieved by children with special educational needs and the progress that they make. These outcomes are normally recorded on Individual Education Plans (IEP) as targets and are reviewed at least three times a year with parents and class teachers. Where a child has an EHCP, (Education, Health and Care Plan), there will be an annual review with parents, staff and input from other relevant professionals in addition to the termly review meetings. Children's progress is also reviewed in termly Pupil Progress meetings; data is analysed to assess the impact and effectiveness of provision.

(b) What are the school's arrangements for assessing and reviewing the progress of pupils with special educational needs?

We follow an assess, plan, do, review cycle as suggested in the Special Educational Needs Code of Practice 2014 and discussed in our SEND Policy,

The progress of children with SEN is reviewed and discussed with parents at IEP review meetings, held at least three times a year and at termly Pupil Progress meetings with the class teacher, Headteacher, Deputy Headteacher and Inclusion Leader (SENCO).

Progress towards targets is assessed by the class teacher, teaching assistant, SENCO or possibly an outside specialist such as a Speech and Language therapist. Children's views are sought and recorded.

New targets are set unless it is agreed that the child no longer has special educational needs.

Parents will be contacted to arrange a meeting with the class teacher and SENCO so that the review of their child's progress can be completed.

(c) What is the school's approach to teaching pupils with special educational needs?

Our approach to teaching children with special educational needs is guided by the following principles:

- The class teacher is responsible and accountable for the progress and development of all pupils including where pupils access support from teaching assistants or specialist staff.
- Parents should be consulted early on and throughout the period that the child has SEN to develop a good understanding of their child's strengths and difficulties.
- High quality teaching, differentiated and adapted for individual pupils is a prerequisite for a child to make progress and to any additional intervention.
- High quality and accurate formative assessment is a prerequisite to making special educational provision.

(d) How does the school adapt the curriculum and learning environment for pupils with special educational needs?

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (Special educational needs Code of Practice Jan 2015)

- At Deansbrook Infant School we strive to remove barriers to learning and set ambitious targets and high expectations for all pupils.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that all children's needs are met through differentiated planning.
- Specially trained support staff can adapt the teacher's planning further to support the needs of children with SEN where necessary. This will be done under the guidance of the SENCO/Inclusion Leader.
- Specific resources and strategies are used to support children with SEN. This might include the use of additional resources such as ICT equipment, workstations, individual visual timetables, learning breaks and will be advised and supported by the SENCO/Inclusion Leader and other relevant professionals, such as Educational Psychologists, Advisory teachers and Speech and Language Therapists.

Please refer to the [Ordinarily Available Educational Provision](#) document for a comprehensive overview of how schools in Barnet adapt the curriculum and learning environment for pupils with special educational needs.

(e) What additional support for learning is available to pupils with special educational needs?

Additional support includes TA 1:1 support and intervention groups run by trained teaching assistants. Interventions include Phonics, Precision Teaching, Lego Therapy, Talk Boost, Attention Autism, sensory circuits and social skills groups. See [Deansbrook Infant school Provision map](#) (Appendix 1)

(f) How does the school enable pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

All children are included in all parts of the school curriculum; sometimes the activities are adapted and/or additional adult support is provided depending on the needs of the child. This also includes extra curricula activities such as Breakfast clubs and After School clubs.

All children are included on school trips. We provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

(g) What support is available for improving the emotional, mental and social development of pupils with special educational needs?

We understand the importance of enabling all pupils to develop emotional resilience and social skills. We teach these through the PHSE curriculum as well as and through our conversations with children throughout the day.

Zones of Regulation and the Colour Monsters are displayed in all classrooms. These are used to help children learn about emotions and develop strategies to regulate their feelings.

Children who have difficulties with their emotional and social development because of their special educational needs, may benefit from additional support through specific strategies such as the use of social stories, visual timetables, low arousal/calm spaces and personalised reward charts. Children may be supported at playtimes to help them maintain play and develop friendships.

Interventions to support emotional, mental and social development include;

- social skills groups where we model and teach social skills such as turn-taking and sharing.
- 1-1 support with trained Emotional Welfare Support assistants to help children recognise and manage their emotions, talk about how they are feeling, or to cope with difficult events in their lives

- Referral to Barnet Integrated Clinical Health Service (BICS) with parents' permission for 1:1 support in school

4. Who is the SENCO (Special Educational Needs Coordinator)?

The SENCO is Mrs C Griffiths

Mrs Griffiths is on the Senior Leadership team (SLT) and is also the Inclusion Leader.

Mrs Griffiths can be contacted via the school office or by phone:
020 8959 2152

5. What specialist training or expertise do the staff have around SEN?

- External agencies are brought in to deliver specific training to staff
- Specific training in is given in aspects of SEND through in-service training
- Continuing Professional Development training is provided for individual staff
- Some Teachers/TAs have specific specialisms e.g. autism and speech and language to help support specific pupils
- The SENCO has attended specialist training in a range of special educational needs including autism, dyslexia, social, emotional and mental health.

6. How accessible is the school environment?

The school is fully compliant with the Equality Act (2010) and reasonable adjustments are made for all children with SEND where necessary. The building is wheelchair accessible and has disabled toilet facilities. Specialised equipment is provided where appropriate for children with SEND needs and advice is sought from the appropriate medical/health professionals to ensure all children's health and physical needs are catered for within the school environment.

7. What are the arrangements for consulting parents of children with special educational needs and involving such parents in, the education of their child?

Before SEN is identified we involve parents early on in discussions about their child including parents' views on their child's strengths and weaknesses. These discussions are held with the class teacher and may include the SENCO. Agreed outcomes and the next steps are recorded on an Individual Education Plan (IEP) and a copy given to parents.

When a child has been identified as having SEN review meetings are held termly to discuss progress towards outcomes/targets and discuss next steps.

This meeting may be part of the general parent consultations held in the Autumn and Spring term or a separate meeting.

At the meeting we will discuss how parents can help their child and they may be given additional resources to use at home. A date will be arranged to discuss the progress of their child and review the IEP. Parents are asked to record their views on the IEP and a copy is given to parents.

Parents are encouraged to contact the class teacher or SENCO at any point if they would like to share information, discuss their child's progress or request advice. See [SEN Flowchart](#) (Appendix 2).

8. What are the arrangements for consulting children with special educational needs about, and involving them in, their education?

Targets are discussed with children and achievement of targets is celebrated in reviews. We ask the children to tell us what they want to get better at and what they think will help them. We scribe their views on the IEP. We use a child friendly questionnaire to record the views of children with an Education, Health and Care Plan.

9. What arrangements have been made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

If a parent or carer has any concerns about a child these should be addressed to, in the first instance, the child's class teacher. If a parent or carer has a specific SEND concern about a child the SENCO should be contacted via the school office. If an issue remains unresolved then an appointment should be made with the Deputy Headteacher or Headteacher.

10. How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

Deansbrook Infant School liaises with a wide range of outside agencies to support pupils with SEND and their families. With parents' permission they will undertake assessments to help identify need and provide advice and strategies on how to best support the pupils both in school and at home. Agencies consult with parents both before and after they have worked with pupils. These agencies include:

- Speech and Language Therapy Service
- Educational Psychology Service

- Advisory teachers for Hearing Impairment, Visual Impairment, Physical Disability, Autism
- Occupational / Physiotherapy Therapist
- School Nurse
- Children and Adolescent Mental Health Service (CAMHS)
- Barnet Integrated Clinical Health Service (BICS)

11. Who can parents of pupils with special educational needs contact for details of support services?

The local SEND Information and Support Service (SENDIASS) offers free, confidential, impartial information, guidance, advice and support for parents/carers of children with special and additional educational needs.

SENDIASS

Address: North London Business Park, Oakleigh Road South, London N1 1NP

Tel: 020 8359 7637

Email: SendIASS@barnet.gov.uk

Other organisations can be found on the Barnet Local Offer website or contact the school SENCO Mrs Griffiths on 020 8959 2152

12. What are the school's arrangements for supporting pupils with special educational needs in a transfer between phases of education?

We encourage all parents and children new to the school to visit prior to starting. Home visits are usually made by the SENCO when a child is known to have a special educational need and/or disability.

Home visits are routinely made where a child is starting Nursery or Reception and will include the SENCO when a child is known to have a special educational need and /or disability. The SENCO will visit pre-schools and Nurseries and arrange for children with SEN/D to make additional visits to Deansbrook Infant School. Normally a transition book will be made which will have photos of Deansbrook Infant school and relevant staff.

During Covid restrictions where home and nursery visits are not possible, meetings will be arranged virtually.

When children with SEN/D at the end of Year 2 are preparing to leave us for a new school, we put in place a transition plan. This will normally include visits to their new school, a transition book and sharing of information between SENCOs, parents and Y2 and Y3 teachers.

We liaise closely with staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. On receiving a child, we ensure that all relevant information and paperwork is shared with key members of staff.

If your child has complex needs then an EHCP review in Year 2 will be used as a transition planning meeting to which we invite staff from both schools.

13. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The Barnet Local Offer of services and provision for children and young people with special educational needs can be accessed here:

[Barnet Local Offer](#)

Appendix 1

Deansbrook Infant school Provision Map 2022-2023

Cognition and Learning			Communication and interaction	Social, emotional and mental health	Sensory and Physical Needs	Referral and Adaptations		
Reading	Writing	Maths	Language and communication	Social, emotional and behavioural	Sensory and physical development	Inclusion support	Classroom adaptations	Autism Spectrum Condition
Additional support (intervention TA / HLTA)	Additional support (intervention TA / HLTA)	Additional support (intervention TA / HLTA): basic number skills	Individual speech and language therapy with SALT	Barnet integrated therapies (BICS)	Occupational therapy (direct therapy / 1:1 with TA)	Educational Psychologist referral / assessment	Workstation	SCERTS
Additional in-class support (TA)	Additional in-class support (TA)	Additional in-class support (TA)	Speech and language follow up with SALT TA	CAMHS	Physiotherapy (direct / 1:1 with TA)	Referral to Occupational therapy or Physiotherapy service	Visual timetables	TEACCH
Additional reading (1:1)	Fine motor skills group		Speech and language follow up with TA	Autism Advisory Team support	Visual / Hearing impairment advisory teacher support	Referral to Speech and Language Therapy	Safe place	Attention autism
Precision teaching (high frequency words)-TA			Word aware	Emotional welfare support (TA)			Move 'n' sit cushion	Workstation
Reading volunteers			New to English (TA intervention)	Social skills group	Fine motor skills group (TA)	EWO / Attendance	Writing slope	Now, next board
			Language enrichment	SEMHS toolkit	Sensory circuit groups / 1:1 (TA)	Referral to BICS	Pencil grip	Visual timetables
			Talk Boost	Zones of regulation	Sensory room	Referral to CAMHS	Adaptive scissors	Core boards
			SALT Toolkit activities	Colour monsters			I-pad / use of ICT	Interest group
			Autism Advisory Team support				Hearing / visual impairment adaptation	Lego therapy
			Core boards			Quality first teaching toolkit	Fiddle tools	
							Movement breaks	

Appendix 2



SEN Flowchart

Teacher/parent has a **SEN concern** about a child in 1 of the 4 broad areas:
Communication and interaction
Cognitive and learning
Social, emotional and mental health
Sensory and Physical

