

Paulton Infant School SEN information report:

The SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Paulton Infant School.

Required information	
The kinds of SEN that are provided for	<p>Paulton Infant School caters for children aged 4-7 in their Infant School years. For most children our whole school approach targets children’s learning but for some children additional support is required to meet their needs. Children’s needs range from speech and language needs, specific learning needs, social and emotional needs to those children who have a more specific diagnosis. Some children will be granted an EHCP by the local authority.</p>
Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools only)	<p>Our SEND policy clearly indicates the process for identifying children with SEN, this can be found on our school website; https://www.paultoninfantschool.co.uk/policies</p> <p>Our school SENCO is Ruth Perry Contact number: 01761 412354 Email: FAO Ruth Perry paulton_inf@bathnes.gov.uk</p>
Arrangements for consulting parents of children with SEN and involving them in their children’s education	<p>As an Infant School we work hard to help the families understand the SEN of their child. This starts with sharing initial concerns with parents through parent meetings. The SENCO will advise class teachers when a Single Support Plan is required, this plan is shared with parents in writing to identify clear targets to support the child. These are reviewed 3 times per year. Parents are invited to comment and/or discuss these targets and have regular opportunities to discuss progress. If the level of support increases and we request additional agencies to support parents are invite to these discussions to share their views.</p> <p>If an EHCP is granted by the local authority we hold an annual review with parents and professionals. Before each annual review meeting takes place parents are invited to submit their views in writing. During the meetings parents are consulted closely and their contributions inform the setting of outcomes for the child or young person. The school works closely with therapists and external agencies to identify the holistic needs of every child and these professionals are invited to attend the annual review meeting to consult with parents. Other people requested by parents may also attend.</p> <p>Parents receive an annual written report from the school in July of each year.</p>

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<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>We use lots of strategies to support the children enabling them to express how they are feeling about school and activities within the school day. This allows staff to talk to children about what they need to help them with their learning and school day. As our children are still very young their behavior is often the key communication tool to help staff understand what they are telling us.</p> <p>For children with an EHCP as part of the annual review process, young people with SEN are consulted and produce a one page profile that contributes their views. This is produced with staff support using the most appropriate means of communication. Where ever appropriate, pupils attend annual review meetings and are consulted about aspects of their education.</p>
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes.</p> <p>This should include the opportunities available to work with parents and young people as part of this assessment and review</p>	<p>Pupils' progress is assessed regularly and is recorded in a school developed assessment system, and also a commercial assessment system called SIMS, evidencing progress.</p> <p>Outcomes based on the EHCP, and individual needs are also set through annual review and progress meetings and progress towards them tracked using Single Support Plans and pupil progress meetings.</p> <p>Please see information above about annual review and progress meetings for parents and pupils opportunities to contribute to this process</p>
<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>	<p>As an Infant School setting we work very closely with our local early years providers to ensure all of our children have a successful entry into school. For children who already have SEN identified, further support is offered.</p> <p>In this case the early years provider should apply for Early Years Transition Funding, this provides support to allow key workers to visit the school to meet with the SENCO and carryout additional transition visits with the child. If this funding is granted this allows for further support in their first year of school. The early years team at the LA support early years providers with this.</p> <p>Children transitioning into school at other times during their Infant School years with a Single Support Plan with be supported using the guidance from their previous school.</p> <p>Children entering Paulton Infant School with an EHCP where Paulton Infant School is named as the as a child's school, parents are contacted to discuss induction</p>

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	<p>needs. The induction process is tailored to suit the individual pupil in light of parents' advice. The SENCO is responsible for ensuring appropriate provision is in place for a child before they start school.</p> <p>When children transfer onto their next school setting, Paulton Infant School will ensure all information is shared with the child's new school and support the transition process to meet the individual needs of individual children.</p>
<p>The approach to teaching pupils with SEN</p>	<p>Paulton Infant School's provision is based on strong values:</p> <ul style="list-style-type: none"> • keep children's learning at the heart of our thoughts and actions • provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum • create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other • ensure that our schools are happy, safe, supportive and secure places in which to learn • create a stimulating learning environment • develop strong and productive partnerships with parents and the wider school community • have high expectations in all areas of school life • prepare children for the future <p>We use Thrive to support the development of our children SEMH needs using a whole school approach.</p> <p>We use a range strategies to support our young children with SEN, these are tailored to meet individual needs and are clearly identified on their Single Support Plans. These strategies may include;</p> <ul style="list-style-type: none"> • Precision teaching • SALT (Speech And language Therapy) • ASD (Autistic Spectrum Disorder) support strategies (now/next, comic strips, social stories, timers, quiet spaces) • 5 point scale • Emotion coaching • Sensory breaks • Exercise breaks • Nurture support • Thrive support (Individual, group or whole class) • Play support • OT support • 1:1 support (when an EHCP or TSF is granted) • Forest school (whole class, small group or individual) <p>IT can also allow learners to access and enhance the curriculum and communication for pupils.</p>

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	<p>All members of staff are provided with training and development opportunities to enable effective practice.</p> <p>Pupils' spiritual, physical and emotional well-being is promoted with the aim of making every pupil feel secure, confident and well-motivated.</p> <p>In addition, the school seeks to foster a sense of personal responsibility as well as encourage decision making informed by an understanding of choices using the means of communication most appropriate to the individual.</p> <p>A wide range of age-appropriate learning experiences are provided which are both exciting and challenging.</p> <p>Pupils receive many opportunities to work co-operatively alongside others, developing friendships and respect for others. Pupils are also provided with opportunities to deepen understanding of their own religious and cultural backgrounds as well as those of others.</p> <p>Further details of all areas of our school curriculum and assessment processes can be seen on our website.</p>
<p>How adaptations are made to the curriculum and the learning environment of pupils with SEN</p>	<p>Paulton Infant School is a mainstream setting but adaptations have been made to meet the needs of our community both physically in the school environment and also through the structure of support and classroom space available.</p> <p>Classrooms and facilities are fully accessible to all pupils, where required adaptations have been made to make the environment suitable for individual needs, Classrooms are flexible and set up to reflect the needs of the pupils. For example, work stations are employed to support our ASD pupils as part of the Structured TEACCH approach.</p> <p>The curriculum is differentiated to meet the needs of all our pupils, we ensure that all children have access to the curriculum developed for Infant School children using the Mastery Curriculum.</p> <p>We aim to;</p> <ul style="list-style-type: none"> • keep children's learning at the heart of our thoughts and actions • provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum • create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other • ensure that our schools are happy, safe, supportive and secure places in which to learn • create a stimulating learning environment

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<p>The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</p>	<p>Staff have lots of experience and skills specializing in the Infant setting. We also are part of the Norton Radstock Network which allows CPD opportunities for all of our staff.</p> <p>Through our SEN Network we can access support from a variety of professionals including the EP(Educational Psychologist), OT (Occupational Therapist), SALT (Speech And language Therapist) & B&A (Behaviour and Attendance) panel. This also provides support for our ASD pupils as they have a team solely focusing on ASD support.</p> <p>We also buy additional support from SALT offering 1.5 visits every week equating to 4.5 hours per week.</p> <p>We also have two trained Thrive practitioners in school to support children’s social and emotional development. This is a whole school approach so all staff have also had training tailored to our community. Some children with more severe SEMH (Social, Emotional and Mental Health) needs will have an individual Thrive plan.</p> <p>School staff are supported by speech and language therapists, physiotherapists, occupational therapists, school nurse and specialist teacher advisors where and when appropriate.</p> <p>Please see local offer for further information https://581ade31-9ab2-4816-8e7a-296f7dec9ff5.filesusr.com/ugd/c9bafec71538c85b8044b0af540b4950c4238f.pdf</p>
<p>Evaluating the effectiveness of the provision made for pupils with SEN</p>	<p>We evaluate the effectiveness of provision using a plan, do, review cycle</p>  <p>Using the graduated response document, staff identify the needs of children and then additional needs are reviewed using SMART criteria in our Single Support Plans.</p> <p>The process of evaluating the effectiveness of provision focuses on:</p> <ol style="list-style-type: none"> 1. Overall effectiveness 2. Effectiveness of leadership and management 3. Quality of teaching, learning and assessment

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	<p>4. Personal development, behaviour and welfare 5. Outcomes for pupils</p> <p>Governors are involved in this process and receive regular reports at their meetings. Interventions, such as emotional literacy support and additional funding, such as pupil premium, are closely monitored to ensure the provision is as effective as possible.</p>															
<p>How pupils with SEN are enabled to engage in activities available with those in the school who do not have SEN</p>	<p>At Paulton Infant School every child has the opportunity to participate in educational visits and off site activities including swimming weekly.</p> <p>Children with an ECHP (Education Health Care Plan) or TSF (Transition Support Funding) are heavily supported on educational visits and when required an individual risk assessment is shared with parents before the trip takes place. Activities during trips are highly differentiated to reflect the varying abilities and interests of pupils. No child is excluded from such activities. Members of staff are carefully selected to support children on their educational visits in order to fully meet the needs of the pupils who will be taking part.</p> <p>The school has a robust safeguarding policy and protocol in place. Pupils' health and well-being is paramount. Personal Care is conducted discreetly and with dignity while fostering independence whenever possible. Paulton Infant School works closely with medical practitioners in relation to pupils' health needs. Individual Care Plan and the administration of prescribed medication is discussed with parents during regular meetings. The school also works closely with social services to support pupils in accessing the same opportunities as their peers.</p>															
<p>Support for improving emotional and social development.</p> <p>This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying</p>	<p>Bullying is not tolerated at Paulton Infant School. Information on the school's stance in relation to this can be found in the Behaviour policy and Anti-Bullying policy available on the school website.</p> <p>All children are supported to help them understand their behaviour and what they are trying to communicate.</p> <table border="1" data-bbox="363 1541 1445 2074"> <thead> <tr> <th data-bbox="363 1541 582 1697">How I am feeling</th> <th data-bbox="582 1541 868 1697">Behaviours to notice</th> <th data-bbox="868 1541 1219 1697">Adult response/strategies to manage the behaviour</th> <th data-bbox="1219 1541 1445 1697">Supportive pictures for the child (optional)</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 1697 582 1861">After the behaviour</td> <td data-bbox="582 1697 868 1861"></td> <td data-bbox="868 1697 1219 1861">Offer a drink/snack Offer choice between 2 low demand tasks Praise calmness</td> <td data-bbox="1219 1697 1445 1861"></td> </tr> <tr> <td data-bbox="363 1861 582 2074" style="background-color: red; color: black; text-align: center; vertical-align: middle;">5</td> <td data-bbox="582 1861 868 2074"><i>e.g. please delete and add those specific to the child: Climbing, tipping</i></td> <td data-bbox="868 1861 1219 2074">No adult words to the child (planned ignore for at least 10 minutes) Remove the class quickly and quietly to a</td> <td data-bbox="1219 1861 1445 2074"></td> </tr> </tbody> </table>				How I am feeling	Behaviours to notice	Adult response/strategies to manage the behaviour	Supportive pictures for the child (optional)	After the behaviour		Offer a drink/snack Offer choice between 2 low demand tasks Praise calmness		5	<i>e.g. please delete and add those specific to the child: Climbing, tipping</i>	No adult words to the child (planned ignore for at least 10 minutes) Remove the class quickly and quietly to a	
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		<i>chairs, tables, swearing, throwing objects</i>	safe space for them. Request SLT using walkie talkie	
	4	<i>e.g. please delete and add those specific to the child: Flicking objects, moving chairs, table, hurting self</i>	No adult words to the child – gesture/visual only – possible planned ignore? Physically prompt the child to their safe space Alert SLT via walkie talkie	
	3	Escalating warning signs: <i>e.g. please delete and add those specific to the child: Flicking objects, saying no, moving chairs, table</i>	Further reduce words spoken to the child – gesture and visual prompts Tell the child that ‘you need a break’ and direct the child to their safe space	
	2	Early warning Signs: <i>e.g. please delete and add those specific to the child: giggling, tapping objects, stiff body,</i>	Reduce words spoken to the child Reduce demand Praise cooperation and following instructions	
	1	Child is happy and joining in with class activities/learning, following staff instructions	Lots of praise Access to reinforcing activities/items following positive behaviours Give a binary choice. E.g. Would you like to use the red pencil or the blue pencil Are you doing your work at your station or next to Jack?	
Children with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.				

Required information	
	<p>Paulton Infant School makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on children's appearance or perceived character.</p> <p>We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor/friend may be appointed for the child to confide in.</p> <p>As we are an inclusive school we recognise that all children can be affected by bullying.</p> <p>The PSHE curriculum has a strong focus on encouraging pupils' self-expression and understanding of relationships. Pupils are taught about their emotions and how to manage them in a healthy and positive way. There are mindfulness sessions in class and individuals have strategies in place to aid their responses to events they may find stressful.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>	<p>School staff are supported by speech and language therapists, physiotherapists, occupational therapists, behaviour consultants, school nurse and specialist teacher advisors where and when appropriate. Local Authority SEND practitioners are invited to attend annual review meetings and liaise with staff as and when needed. The school has close working relationships with the Local Safeguarding Children's Board. The Designated Teacher for Child Protection attends the local updates and training offered. The school has a teacher who liaises with LA's for looked after children in the school.</p> <p>The Parent Support Advisor works directly with families who require support.</p>

Required information	
Arrangements for handling complaints from parents of children with SEN about the provision made at the school	<p>In the first instance parents are encouraged to contact their child's teacher. If the matter cannot be resolved at this level parents should contact the SENCO. If parents continue to have concerns they should contact the Head teacher. In the unlikely event that concerns continue to remain unresolved the Chair of Governors should be contacted. Paulton Infant School's Complaints policy is available via the school's website and may be accessed here;</p> <p>https://581ade31-9ab2-4816-8e7a-296f7dec9ff5.filesusr.com/ugd/c9bafec9a83a1743c6ba466db6744a3096cfffedc.pdf</p>
Named contacts within the school for when young people or parents have concerns	<p>In the first instance, parents, carers and pupils are encouraged to speak to their child's teacher. If appropriate, parents and pupils can discuss concerns with the school SENCO; Mrs Ruth Perry.</p> <p>Parents may also request an appointment to speak directly to the Julie Hogan our school head teacher.</p>
Activities that are available in addition to those in the curriculum	<p>Clubs are available via external sources after school. All children need to request a place via the club forms. Children with additional needs will be welcomed and we encourage children to try new things and gain new experiences. If a child has 1:1 support we can make arrangements on an individual basis. Parents are encouraged to talk to the school SENCO or the head teacher.</p>
The school's contribution to the local offer and where the LAs local offer is published	<p>LA Offer; http://www.bathnes.gov.uk/services/children-young-people-and-families/send-special-educational-needsdisabilities-0-25</p> <p>School Offer; https://581ade31-9ab2-4816-8e7a-296f7dec9ff5.filesusr.com/ugd/c9bafec9c71538c85b8044b0af540b4950c4238f.pdf</p>
The arrangements for the admission of disabled pupils	<p>The arrangement follows our whole school policy. Additional support and meetings with parents are available to support this.</p>
The steps you have taken to prevent disabled	<p>This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:</p> <p>a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the</p>

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pupils from being treated less favorably than other pupils	<p>school, such as participation in after school clubs, leisure and cultural activities or school visits;</p> <p>b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;</p> <p>c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.</p>
The facilities you provide to help disabled pupils access your school	<p>The school site is designed to be an accessible for all children and recent adaptations have enabled pupils across the school grounds and appropriate for the cohort of pupils that are present at the school.</p>
How to find your school's accessibility plan	<p>Click the link below to see our accessibility policy and plan;</p> <p>https://581ade31-9ab2-4816-8e7a-296f7dec9ff5.filesusr.com/ugd/c9bafe_1d079553b90d44568ab04da220600062.pdf</p>