

# SEND Information Report 2021

## St. Christopher's EYFS

**At St. Christopher's EYFS we aim to provide an inclusive education in which all children are encouraged to flourish and achieve their full potential.**

Quality first teaching is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimize barriers to learning and maximize progress.

The school's Special Educational Needs and Disability (SEND) Policy can be found on the setting website at: [www.stchristophersgibraltar.school](http://www.stchristophersgibraltar.school)

**The progress of all children is the responsibility of the room practitioners; with the support of the SENDCo and Senior Leadership Team.**

### **The kinds of SEND (Special Educational Need and Disability) that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, supporting speech and language difficulties
- Cognition and learning, for example, dyslexia friendly approaches
- Social, emotional and mental health difficulties, for example, PSHE lessons and attention difficulties support strategies
- Sensory and/or physical needs, for example, visual impairments, hearing impairments

### **The types of SEND Provision at St. Christopher's EYFS:**

Early Years Practitioners are responsible and accountable for the progress and development of all the children in their room. High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

- Quality First Teaching
- Small group in-room support
- Specific interventions tailored to individual needs (1:1 or in small groups) led by either a practitioner, specialist teacher or other outside agencies
- Adaptations to the learning environment
- For children with additional medical needs, a care plan is drawn up in consultation with parents/carers, the child and appropriate medical professionals

### **Identifying pupils with SEND and assessing their needs:**

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings, where appropriate. Practitioners will make regular assessments of progress for all children and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

***Slow progress and low attainment will not automatically mean a child is recorded as having SEND.***

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the parents. We will use this to determine the support that is needed and whether we can provide it by adapting our universal support, or whether something different or additional is needed.

### **Consulting and involving parents:**

We will have an early discussion with the parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the child's record and given to their parents.

We will formally notify parents when it is decided that a child will receive SEND support.

### **Assessing and reviewing pupils' progress towards outcomes:**

**We follow the graduated approach and the four-part cycle of assess, plan, do, review.**

The practitioner will work with the SENDCO (Special Educational Needs and Disability Coordinator) to carry out a clear analysis of the pupil's needs. This will draw on:

- The practitioner's assessment and experience of the child
- Their previous progress and attainment and behaviour
- Other practitioner's assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All practitioners who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

### **Supporting children moving between phases:**

We use our best endeavours to ensure all relevant information is passed between settings and schools as quickly as possible.

- When needed, staff from the previous or following provider are contacted so that key information can be shared.
- Additional transition days may be set, dependent on individual circumstances.
- Additional emotional support may be provided where appropriate.

### **Adaptations to the curriculum and learning environment:**

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, additional adult support, teaching style, content of the activities etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual supports etc.
- Differentiating our support, for example, giving longer processing times, pre-teaching of key vocabulary etc.

### **Additional support for learning:**

Additional adult support will be provided in rooms dependent on the needs of individuals or groups of children. The environment is designed to support children with individual needs, as required for the individual child.

We have practitioners who are trained to deliver interventions such as WELSA – Wellbeing and Emotional Literacy Support

We work with the following agencies to provide support for pupils with SEND:

- Health Visitor
- Speech and Language Therapist
- EPAS

### **Expertise and training of staff:**

- Our SENDCo and practitioners all have experience of working with and supporting children with SEND
- Our practitioners are all trained to deliver specific support programmes and work under the guidance of the SENDCo and support services
- Within the setting we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND

### **Facilities:**

The school buildings are *all on a single level with step free access*.

- Disabled toilet facilities *are available within school and HELM Point*.
- There are disabled parking spaces in the main HELM Point car park.
- As a need arises, the setting will always investigate the possibility of reasonable adjustments to facilitate inclusion and, when viable, implement them.

### **Evaluating the effectiveness of SEND provision:**

We evaluate the effectiveness of provision for children with SEND by following the graduated response Assess, Plan, Do, Review cycle:

- Using provision maps to monitor impact
- Using progress data to monitor progress
- Looking at SEND children's individual progress towards their goals each term
- Using pupil voice
- Asking for parental views
- Monitoring by the SENDCO and Senior Leadership Team (SLT)
- Reviewing the impact of interventions after an agreed number of weeks
- Holding annual reviews for children with SCANS

### **Enabling children with SEND to engage in activities available to those in the setting who do not have SEND:**

- All of our school visits are available to all our children
- All children are encouraged to take part in sports day/ special days etc.
- No child is ever excluded from taking part in activities because of their SEND

### **Support for improving emotional and social development:**

We provide support for pupils to improve their emotional and social development in the following ways:

- We are an inclusive setting that holds a child's development as a rounded individual as a priority
- The practitioner has overall responsibility for the pastoral, medical and social care of every child in their room

### **Working with other agencies:**

As a MOD Setting we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: partner support services (including an educational social worker; educational psychologist and send lead), speech and language therapists, GPs, health visitors, paediatric nurses, CAMHS (Child and Adolescent Mental Health Service) and paediatricians.

### **Complaints about SEND provision:**

Complaints about SEND provision in our school should be made to the SENDCO or EYFS Leader in the first instance. They will then be referred to the setting's complaints policy.

### **Contact details for raising concerns:**

SENDCO: Miss Vicky Stephens

Setting Manager: Miss Vicky Stephens

### **Contact details of support services for parents of pupils with SEND:**

*Please seek advice from the SENDCO for contact details of external agencies.*

### **Monitoring arrangements**

This information report will be reviewed by the SENDCO/SLT **every year**. It will also be updated if any changes to the information are made during the year.

### **Links with other policies and documents**

This policy links to our policies on:

- Special Educational Needs and Disability
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Complaints

**Signed by: V. Stephens**

**SENDCO**

**Setting Manager**

**Date:22.11.2021**

**Date of next review: November 2022**