

Turnfurlong Infant School

Special Educational Needs Information Report

November 2023

The type of SEND provision that Turnfurlong Infant School caters for:

Turnfurlong Infant School is a mainstream school with a commitment to inclusive practice. We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Turnfurlong Infant School's SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.

Turnfurlong Infant School's Policy

Turnfurlong Infant School's policy (including pupils who do and do not have an EHC Plan) for identifying and assessing pupils with SEND is:

When children have an identified SEND before they start at Turnfurlong Infant School, we work with the people who already know them (parents/carers, key workers, other professionals) and use the information already available to identify what their SEND provision will be in our school. We will invite parents/carers to visit the school and speak to staff, hold meetings with professionals that are involved, visit the child at their setting and may suggest adaptations to the settling-in period.

We regularly track pupils' progress and where there is evidence that a pupil might not be making progress then we provide in-class support or specific interventions to target particular areas they are struggling with.

First and foremost, we provide quality first teaching to all of our children. If our staff think that your child has a SEND, then we will observe them and use assessments to pinpoint what the need may be. Teachers will first contact parents/carers and discuss strategies they can put in place to support them in school and at home. If difficulties persist, then the SENDco might become involved. The school will follow a graduated approach.

*The graduated approach will follow the sequence of **Assess, Plan, Do, Review (APDR)** This cycle involves:*

Assess: *We will observe your child and use assessments to gather information. We will find out what their needs are.*

Plan: *From these assessments, we will then decide what the short term outcomes are for your child. These will be SMART and in small steps.*

Do: *This is the 'who, what, when and how' part of the plan. This will detail what is going to happen and when to support the child in achieving their outcomes.*

Review: *At the end of the specified period, we will evaluate the progress towards the outcomes and share this with parents/carers and any other involved professionals. This process will then start again if the outcomes have not been met or if new ones are needed.*

The school uses Edukey, a programme specifically made for recording and evaluating the APDR cycle, and informing the teacher's planning. Class teachers and teaching assistants work closely with the SENDco to identify learners with SEND and provide the support they need to make progress and achieve.

How does Turnfurlong Infant School evaluate the effectiveness of its provision for pupils with SEND?

*We use the **Assess, Plan, Do, Review (APDR)** cycle to ensure provision is effective for our pupils with SEND. Teachers and teaching assistants are able to use a range of interventions and classroom strategies tailored to individual needs. Interventions begin with a baseline and end with an assessment to help monitor how effective they have been.*

The SENDco monitors the impact of the support put in place and regularly reviews the school's provision map which identifies how interventions and individual support will be timetabled. Regular meetings will also be held with professionals and parents/carers.

Turnfurlong Infant School is also linked as part of the Aylesbury Learning Partnership to

Turnfurlong Junior School and The Grange School. These links allow SENDcos to communicate and share best practice.

In addition, our SENDco collaborates with many other local SENDcos. They work closely with the SENDco from Turnfurlong Junior School as part of the Aylesbury Learning Partnership (ALPS) to ensure a smooth transition for the children between the two schools. The SENDco is also supported by the County iSEND team with small network meetings run by the Specialist Teachers and the Aylesbury Area Hub SENDco liaison meetings.

How does Turnfurlong Infant School assess and review the progress of pupils with SEND?

At Turnfurlong Infant School, your child's progress is continually monitored by their class teacher, SENDCO and the Leadership Team. Their progress is reviewed every half term. At the end of Reception, all children are required to be formally assessed against the Early Learning Goals. At the end of Key Stage One (Year 2), all children are assessed using the Standard Assessment Tests (SATs) and the Teacher Assessment Frameworks.

We use the APDR cycle to frequently assess and review progress. This will happen at least termly, but it may be appropriate for it to happen half-termly. We will also meet with parents at least once a term to review targets, discuss next steps and amend provision if necessary. Pupil progress meetings are also held to establish if children require additional support. Meetings with parents can occur anytime the parents, class teacher or SENDco feel it necessary due to any change in circumstance, or concerns raised.

If a child is under 5 and has an Education and Health Care Plan (EHCP), they will have a formal 6-monthly review. If they are over 5, they will have a formal annual review to discuss progress and make any changes to the EHCP if necessary. These meeting include parents and all professionals involved with the child.

How does Turnfurlong Infant School teach pupils with SEND (including pupils who do and do not have an EHC Plan)?

1. By adapting the curriculum & learning environment:

All children receive quality first teaching. Staff have high expectations for all pupils and lessons are differentiated to meet the needs of the individuals in the class. All learning for

children with SEND will be relevant to the stage that they are at and what their outcomes may be. Any recommendations from professionals involved with the children are also taken on board and the planning adapted accordingly. The Specialist Teachers also offer advice sessions for any specific children that have been noted by school to be finding certain areas of school life difficult. This allows any member of staff working with those children to discuss their concerns, be given advice and support the children's learning accordingly.

Specific strategies are put in place to support children with SEND, including adapting the environment, for example, through placement of tables and equipment or additional resources such as wobble cushions / ensuring blinds are down to increase screen visibility. We will make suitable adjustments to the school building where possible and provide additional equipment if needed.

2. By providing additional support for learning:

Additional support is tailored to meet the individual needs of our pupils. This may include additional support from teachers and/or teaching assistants, group support or 1:1 support. We provide the support that children need whilst also encouraging our children to be as independent as possible. Interventions may also take place to target specific areas of support for groups of children or individuals.

We provide additional support for learning through things like voice recording devices, words banks and visual aids. We also provide interventions such as 'morning movement' sensory circuits, Talk Boost, Speech and Language Link and precision teaching.

3. By providing activities that are available to pupils with SEND in addition to those available through the curriculum:

We make sure that activities outside the classroom and school trips are available to all. Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils, with 1:1 support if necessary. Some pupils may require additional preparation in the form of social stories, and we will discuss individual needs with parents/carers. Clubs are available to all pupils and adjustments will be made to support their participation. Health and safety audits will be conducted as and when appropriate.

4. By improving the emotional and social development of pupils with SEND:

Improving the emotional and social development of all of our pupils is extremely important to us at Turnfurlong Infant School. Staff monitor the well-being of pupils throughout the day. We

encourage children to recognise and celebrate the similarities and differences present in our school community. Different strategies are used to support our pupils with SEND to be able to understand and share their emotions, and gain social skills that enable them to feel included and part of the class. We run social intervention groups, for example, Time to Talk and ELSA. The Zones of Regulation are taught throughout the school, from Reception to Year 2. This is a curriculum which helps children gain skills in regulating their actions, which in turn leads to increased control and problem solving abilities. Using a cognitive behaviour approach, the curriculum's learning activities are designed to help children recognise when they are in different emotional states called 'zones', with each of four zones represented by a different colour. The children learn how to use strategies or tools to stay in a zone or move from one to another to support their self-regulation. The children explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen the understanding of how to self-regulate, they are taught how to read others' facial expressions and recognise a broader range of emotions, perspective about how others see and react to their behaviour, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills.

Our Year 2 children are given responsibilities at play times to support social engagement. We also have a School Council for children to share their ideas and concerns.

We manage behaviour positively in school. A culture of positive behaviour in school is based upon respecting others and their rights, motivation and self-esteem.

The behaviour policy can be found on the school website under 'Statutory Policies'.

Turnfurlong Infant School's facilities

How do Turnfurlong Infant School's facilities include pupils with SEND and how do we obtain new or specialist equipment and facilities?

The school building is single storey and therefore it is easily accessible. Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities. For children who benefit from the use of electronic equipment to aid their learning, such equipment, such as iPads, are available. Wobble cushions, writing slopes, writing grips and alternative scissors are some examples of the equipment we have in school for children to use. We take advice from specialists, such as Hearing Impaired Specialist Teachers, to ensure the children are placed in the correct classroom for their specific need.

Accessibility of the school is reviewed annually as part of our Accessibility Plan.

The Accessibility Plan can be found on the school website under 'Statutory Information'.

Turnfurlong Infant School's training

How does Turnfurlong Infant School arrange training staff in relation to pupils with SEND?

The school has a school improvement plan that includes identified training needs for all staff, to improve the teaching and learning of all children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school. This training may be carried out by outside agency professionals, for example, from the Specialist Teaching Service, The Virtual School or Speech and Language Therapists. It may also be carried out by the SENDco or other members of staff with particular expertise. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. As a whole school, the staff have been trained in Step On training to support behaviour management, and how to keep the children and themselves safe in school. It is training in de-escalation management and includes 'scripts' to support regulation. Specific members of staff have also been trained in Step Up training which includes safer restraint management.

We have whole staff training to disseminate knowledge, strategies and experience to ensure the consistency of the school's approach for children with SEND. There are also a range of online learning courses related to SEND that are available for staff to complete throughout the year.

How is specialist expertise obtained by the school?

We have links with a range of specialists that help us to support children in our school. We are able to access these through the SENDCo, direct referrals and advice clinics.

These include:

- Community Paediatrics*
- iSEND Team:*
- Educational Psychologists*
- Specialist Teachers*
- Education and Health Care Co-ordinators*

- *School nursing*
- *Speech and language therapy*
- *Occupational therapy*
- *The Virtual school*
- *PRU (Pupil Referral Unit)*

Turnfurlong Infant School's consultation arrangements

What are Turnfurlong Infant School's arrangements for consulting and involving parents/carers of pupils with SEND in their child's education?

We hold parents' evenings in the Autumn and Spring terms, and provide a written report in the Summer term. We have an open-door policy and are always available for phone conversations and additional meetings to discuss and share information if needed. Informal meetings are possible with staff at the end of the day, and sometimes a home-school diary to support communication might be appropriate. Coffee mornings for parents and carers of children with SEND are held on a half-termly basis. These enable parents to ask questions and access further support informally from the SENDco.

Children on the SEND register will have a support plan or EHCP. These both have outcomes set for the child and the support plans will be reviewed at least once a term by the class teacher and discuss with parents/carers in a meeting. The EHCP will be discussed annually at the review involving parents and any professionals working with the children. Written reports are submitted to Buckinghamshire iSEND team for updates to be agreed and subsequently made to the EHCP.

See [here](#) for more information

How does Turnfurlong Infant School involve children in their education?

Children are involved every day in their own learning. They are involved in the marking of their own work, and response to comments made by teachers. They are encouraged to talk about their learning and their targets are discussed with them, which they take ownership of.

All pupils are able to put themselves forward as School Council representatives. Where children have a SEND support plan or EHCP, these are reviewed in a pupil-centred review meeting. The pupil's view will be recorded and submitted along with the professional reports.

Their views may be written by themselves or scribed by an adult, or in pictorial form depending on the child.

Turnfurlong Infant School's partnerships

How does Turnfurlong Infant School's governing body involve other bodies (including health, social care, BC support services, voluntary & community groups) to meet the needs of pupils with SEND and their families?

Turnfurlong Infant School has links with a range of [specialist agencies](#) from whom we are able to seek guidance. Advice sessions are offered by the Specialist Teachers to discuss any SEND concerns the school have and this would lead to some Tier 1 support. With parents' permission the school can make a referral to the Speech Therapy or Occupational Therapy services who can also offer advice. If an Education and Health Care Needs Assessment is successful, classroom assessments are made by the professionals mentioned and they provide support with target setting, introducing strategies for particular children, working with children themselves and providing training.

What are Turnfurlong Infant School's arrangements for pupils with SEND who are transferring between other education providers?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school, we will contact the SENDco and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving to Turnfurlong Infant School during the academic year, we will meet with parents/carers and the child to discuss their needs and decide how best to transition into our school. We will also liaise with their previous setting's SENDco to discuss the provision and obtain records from external agencies. Depending on the needs of the child, a visit to their new classroom can be provided to help them transition.

When moving classes in school, information will be passed on to the new class teacher in advance and, in most cases, a planning meeting will take place with the new teacher. All support plans will be shared with the new teacher. Books can be made containing photographs of the child's new teachers and classroom layouts as additional support.

In Year 2, the SENDco and Year 2 teachers meet with staff at Turnfurlong Junior School to pass on information and share all records of support from school and external agencies. If transferring to a different junior or primary school, the SENDco will contact that school to discuss the child. Additional visits and books can be made available here also. All children will have the opportunities to learn about aspects of transition to support their understanding of the changes ahead.

Turnfurlong Infant School collaborates with the following education providers and other settings:

Turnfurlong Junior School

The Grange School

Bedgrove Infant School

Bedgrove Junior School

St Edward's Junior School

Oak Green School

Haydon Abbey School

Bierton CE Combined School

Turnfurlong Infant School communicates the contact details for the support listed above to pupils with SEND and their families by:

Contact details are shared through meetings with parents/carers, newsletters and on the Turnfurlong Infant School [website](#).

Turnfurlong Infant School's key contacts

1. The name and contact details of Turnfurlong Infant School's SEND co-ordinator:

Name: Sarah Gerhardt

Email: senco@turnfurlong-inf.bucks.sch.uk

Tel: 01296 489265

2. The name and contact details of Turnfurlong Infant School's SEND governor:

Name: Hannah Burnett

Email: hburnett@turnfurlong-inf.bucks.sch.uk

3. The contact for compliments, concerns or complaints from parents of pupils with SEND:

Name: Rebecca Ochiltree (headteacher)

Email: rochiltree@turnfurlong-inf.bucks.sch.uk

Tel: 01296 489265

Turnfurlong Infant School's Complaints policy can be found here:
[Complaints Procedure](#)

Turnfurlong Infant School's link to the Buckinghamshire Local Offer

Information for the Local Offer for Buckinghamshire is available at

familyinfo@buckinghamshire.gov.uk

The Buckinghamshire Local Offer provides information and advice and information on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 01296 383293 or email familyinfo@buckinghamshire.gov.uk

Bucks SEND Information, Advice and Support Service

Bucks SEND IAS has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

Please take a look at the Bucks SEND Information, Advice and Support Service:

<https://familyinfo.buckinghamshire.gov.uk/send/>

If you would like to contact them, please call 01296 383754 or use the contact form on the webpage to contact them

https://account.buckscc.gov.uk/service/contact_bucks_sendias