



Ditton Infant School Inclusion Report 2017-2018

As part of our commitment to inform parents about our work at school we provide an annual report on Inclusion, this includes Special Educational Needs (SEN). This information appears yearly on our school website. All staff addresses inclusion daily, with additional support provided for pupils' specific needs.

Organisation in Our School

Our school is an inclusive school. To ensure inclusive practice, the following are in place:

- Three times yearly we hold Pupil Progress Meetings with each Class Teacher, Headteacher, Deputy and Inclusion Manager to discuss individual pupils' educational, emotional and social progress. An emphasis is placed on Quality First Teaching (teachers meeting the pupils' needs within the classroom environment) and any barriers to learning that have been identified so that effective intervention can take place.
- Termly provision maps that are reviewed six times a year for impact with class teachers and inform parents of extra provisions for all pupils.
- Meetings with parents as parents/carers know their child best and we listen and understand when they express concerns about their child's learning and development. We also observe and listen to children who may raise concerns themselves.
- Range of intervention groups or 1:1 support in place to enable all pupils to make expected or accelerated progress.
- Three times yearly detailed analysis of groups, by Inclusion Manager, to ensure impact on pupils' progress and inform future inclusive practice.
- Three times yearly tracking of all children's wellbeing and involvement using Leuven scales and Boxall profiles.

Support in addition to QFT from September 2017

This is carried out in small groups or 1:1 support for individual pupils.

- BEAM/+ (Balance education and movement) - motor skills.
- Sensory Circuits and sensory integration intervention
- Early morning interventions focusing on Reading, Writing, Handwriting and Maths skills
- Friendship groups - emotional, social and communication.
- Lego Therapy - emotional, social and communication.

- Drawing and Talking Therapy
- Speech and language.
- Phonics interventions
- BRP (Better Reading Partnership)
- Rapid Phonics
- 1:1 Wellbeing support
- Pastoral Support Plans
- 1:1 reading intervention

Support for children with EAL in addition to QFT

- Targeted support for learning numbers, letters, sounds and basic skills needed to access either the EYFS or National Curriculum.
- Small step planned activities using Babcock tracking.
- Use of visuals to support language
- Social skills support via Wellbeing Team.
- Use of EAL tracker for early Literacy, Numeracy, Reading and Speaking skills.

Support for children that are exceeding learners in addition to QFT

- Maths club
- Early morning intervention
- Opportunities to attend 'Able' workshops for schools in Kent
- Inter-school competitions

- Next step challenges for greater depth and understanding

Training

To ensure our staff provide the best possible learning opportunities for all pupils, here are some examples of professional development which took place last year:

- Sensory Circuits
- KS1 SATs.
- Safeguarding
- Online Safety
- Moderation with Mosaic Collaboration Schools.
- Speech and Language - Cued Articulation
- Support from Specialist Teaching Service and advice of strategies to use for children with SEND
- Identification of children with EAL/SEN
- Forest school training.

Resources

To enhance pupils learning, TAs (teaching assistants) are used to support pupils' progress in Literacy and Numeracy in each class every morning. This is the same TA in each class daily for continuity. In the afternoon, each class has a T.A that provides interventions for children. They also provide opportunities for children to respond to their teachers' feedback, misconceptions or next steps in their learning from their mornings learning.

One Teaching Assistant assesses children's needs when they start school via Speech and Language Link. She provides Speech and Language support four afternoons a week for children from Reception to Year Two and meets with parents and Speech and Language Therapists to provide intensive support on a 1:1 basis. This year she also held a successful Speech and Language Workshop to support parents with games and resources and to help increase their knowledge and understanding of how to support speech and language needs.

Two teaching assistants provide interventions for children in Reception, some of whom, the school claims Pupil Premium funding for. This has a different focus each term related to children's next steps in learning so that they make expected or accelerated progress from their baseline assessment.

One teaching assistant provides specific wellbeing support via bespoke interventions under the direction of the Inclusion Manager. This supports around 30 children a year for varying needs and varying lengths of time. Each level of support is agreed with parents' and children and continues until everyone involved with the child is in agreement it is no longer needed.

One teaching assistant has provided additional support to some children on the school's SEND register. This support may be in class as an additional adult to support the planned learning opportunities or individualised programmes to enable each child to make their next step of progress.

Four teaching assistants provided full/part time 1:1 support that is supplemented by HNF for two children. This support provided each child with a personalised plan to support the steps of progress set by their outcomes for the end of YrR or KS1.

The Inclusion Manager in conjunction with the Headteacher and Governing Body allocates the SEN funding. This year funding is being spent on:

- Language Link and Speech Link Programmes.
- Clever fingers resources.
- Wellbeing support resources
- Year 1 sensory resources

- Hands-on resources for intervention groups.
- Resources for specific 1:1 needs.
- Occupational Therapy assessments
- EAL resources
- Continuous Professional development

Outside Agencies

The following Outside Agencies have been accessed by the school to support pupils' needs:

- Specialist Teaching Service.
- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapist
- LIFT (Local Inclusion Forum Team)
- Early Help

Working Together

At Ditton Infant School we value and encourage a close working relationship with our pupils' families. We have an open-door policy so that all parents can discuss any concerns with their child's class teacher and a member of our Wellbeing Team is visible on the KS1 playground and available to all parents before, during and after school hours. This ensures any concern regarding progress or wellbeing can be addressed swiftly and effectively. Parents are informed of their children's progress and profile by; Parents' Evenings, provision maps and meetings with the class teacher or Inclusion Manager. We also provide workshops to encourage parental engagement with their child's learning: Phonics, Accelerated Reader, Maths, Speech and Language, Introduction to Reception and KS1.

Pupil Profile

Profile	Number	Percentage
SEN with a plan (EHC/Statement)	4	2.2%
SEN without a plan	10	5.6%
PP (Pupil Premium) (FSM, past FSM, Service children and CIC)	21	11.8%

EAL (English as an Additional Language)	8	4.5%
MEG (Multi Ethnic Group)	0	0
CIC (Child in Care)	0	0

Inclusion Manager: Karen Gillard

SEN Governor: Celia James

July 2018