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TWERTON INFANT SCHOOL

Inclusion Report

Special Educational Needs and Disability (SEND)

As of November 2016 we have 28 nursery and school age children receiving some form of SEN Support. The breakdown of areas of need are as follows -

	Communica tion and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and/or physical needs	EHCP/ISF/ TSF/NOS
Nursery – 2 yr olds					
Nursery – Pre-school	3		2	1	
Reception	3		4	1	2 TSF 1 NOS 1 EHCP
Year 1	4		2	1	2 EHCP
Year 2	3	1	3		2 EHCP

We currently have **5 children with Educational Health Care Plans** and **2 children whose EHCP assessments are currently being carried out**. In Reception, we have **2 children** who are in receipt of **Transition Support Funding** and **1 child** who is in receipt of **Nurture Outreach Funding**.

We currently have **8 children in school and Nursery who are being supported by a 1:1 Matrix Teaching Assistant**. This is funded through both additional **SEN top up funding** and through the school's **SEN Notional budget** (all schools are expected to put the **first £6000** worth of support in for any child who has special educational needs).

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Areas of SEN Needs and provision offered:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

Area of need	Provision offered at Twerton Infants	External agency involvement
Communication and interaction	Quality First Teaching Speech and Language IEP's Talk Boost Attention and Listening group Rapid Phonics	SLIP Service Speech and Language Therapy ASD Outreach Service Area SENCo (Early Years) Paediatricians
Cognition and learning	Quality First Teaching Additional group sessions or 1-1 sessions Targeted Outcome Plans (TOP's) 1 st Class @Number	Educational Psychologist Area SENCo (Early Years)
Social, emotional and mental health	Quality First Teaching Targeted Outcome Plans (TOP's) Thrive assessments and Action Plans Additional group sessions or 1-1 sessions Forest School Place2Be Rainbow Club – Nurture Breakfast Club	Brighter Futures Educational Psychologist Parent Support Advisor Area SENCo (Early Years) CAMHS School Nurse Services Children's Outreach services Paediatricians Nurture support Sporting Family Change
Sensory and/or physical needs	Quality First Teaching Targeted Outcome Plans (TOP's) Additional group sessions or 1-1 sessions	Area SENCo (Early Years) Occupational Therapy Physiotherapists School Nurse Services SENDSory Support Services Paediatricians Parent Support Advisor

Black Minority Ethnic children (BME) / English as an Additional Language (EAL)	
Number of pupils on roll	185 (including

							Nursery)	
Number of BME pupils on roll							33	18%
Number of EAL pupils on roll							16	9%
WBRI		MWBC	9	APKN	0	CHNE	0	
WIRI	0	MWBA	1	AOTH	2	OOOTH	5	
WIRT	1	MWAS	3	BCRB	0	REFU	0	
WOTH	7	MOTH	1	BAFR	3	NOBT	0	
WROM	0	AIND	1	BOTH	0			

Language	Number	Language	Number
Arabic	7	Polish	2
Spanish	2	Hungarian	1
Hindi	1	Romanian	1
Korean		Cambodian	1

Intervention groups

- Intervention groups are tailored to the needs of the children in Wave 2 (children who may not have a special educational need but who may be at **risk of under achieving**).
- The intervention groups will **change** according to the **needs of the current cohorts**.
- Terms 1 – 4 the focus will primarily be on Key Stage 1.
- The current interventions running this year are – **for English** - Rapid Phonics, **for speech and language** - Talk Boost and Attention and Listening, **for social, mental and emotional health** – Forest School, Rainbow Club, Place2Be and Thrive.
- Children with SEN may access all of the above groups.
- The effectiveness of intervention groups is monitored by collecting **entry and exit data** (where appropriate) and also by **teacher and child feedback**.
- Some groups are more measurable in terms of **academic progress data** and some groups (particularly Forest School and Rainbow Club) might have more of an impact on aspects such as **attendance, smoother transition between home to school, improved readiness to learn** and **greater self-confidence** and **self-esteem**.

Support for children with SEN

- Children with a **special educational need** are supported through the use of a **Targeted Outcome Plan (TOP)** which is regularly reviewed, a **Speech and Language Individual Education Plan (IEP)** provided by the **SLIP service** or an **Inclusion Plan** – based on a child’s **Educational Health and Care Plan (EHCP)**.
- The **delivery** of these plans is **monitored** by the Inclusion Leader through **learning walks, at Pupil Progress Meetings and at LSA Appraisals**.
- The use of **School Pupil Tracker Online (SPTO)** will allow for closer tracking of vulnerable groups – we are currently waiting for the second lot of assessment to be inputted by teachers.
- Although the **Inclusion Leader** has **overall responsibility** to enable the **diminishing of the differences in progress between vulnerable and non-vulnerable learners**, the progress of children is the **direct responsibility of the Class Teacher**.

Support for children with English as an Additional Language

- Children with EAL are initially supported by a New Starter Programme (see Appendix 1).
- This is to ensure that families feel welcomed and the child has a smooth transition into school and that the class teacher is prepared for the new arrival.
- Children will be given “survival” picture cards to help them communicate in the early days.
- Children will have a Language Plan based on the Ethnic Minorities Achievement Services’ ‘Action Planning for Early Stage Bilingual Learners’ which will be reviewed regularly.
- The Inclusion Leader works regularly with Dot Lee from Kickstart to monitor and develop provision for our BME/EAL children.
- The Inclusion Leader produces an Action Plan with Kickstart which is reviewed regularly.

Step	Who for	Action	Responsibility
		<ul style="list-style-type: none"> Start date agreed at least 3 days after New Starter Meeting and staggered entry offered if appropriate. 	Head Teacher
3	All	<ul style="list-style-type: none"> Admin staff to email all staff to inform them of new arrivals– names, year groups, languages spoken and start date. 	Admin staff
5	All	<ul style="list-style-type: none"> Head/Deputy/EMA Leader to meet parents on Child's induction visit and introduce the child to the class teacher. 	Head/Deputy/EMA Leader
6	All EAL	<ul style="list-style-type: none"> Buddies will be identified by class teacher. Teacher to ensure that buddies are good role models. Class Teachers to share information about the child (from EMA Leader) with Support staff. Class teacher to ensure actions on the checklist are completed (see Appendix 3) Class teacher should refer to Advice and Guidance on pupils new to English (Server-Teacher Docs: EMA) for ideas on how to support the child in the first few days/weeks 	Teachers
7	All	<ul style="list-style-type: none"> Child starts part time/full time 	Parent/Carer
8	All EAL	<ul style="list-style-type: none"> Within 2 weeks the class teacher, together with any support staff who work with the child, should assess the child's English using the Language in Common scales of Listening, Speaking, Reading and Writing. (see Appendix 7). The Class Teacher will need to record progress made using the Language in Common Assessment grid. (See Appendix 8) Language in Common assessment information to be given to the EMA Leader at Pupil Progress Meetings. 	Class Teacher Support staff

Step	Who for	Action	Responsibility
10	All	<ul style="list-style-type: none"> Tracking and monitoring progress of the new Arrival is the responsibility of the class teacher. Any concerns should be referred to the EMA Leader. 	Class Teacher
11	All	<ul style="list-style-type: none"> A date must be set to meet with parents to review how the child is settling in (Parents Evening if appropriate) Child to feed back about their experience and to have an opportunity to ask questions that they may have. 	Class Teacher

Parents/Carers will be given:

- A tour of the school premises.
- Information about lunch time arrangements.
- An opportunity for a 'parent buddy' as a support for passing key information about school events. (a parent buddy may not be used for interpreting or liaising about eg. Child's progress)
- Latest newsletter

Parents/Carers will be requested to:

- Fill out the School Entry form.
- Keep school informed of any significant changes in their circumstances.
- Complete the Pupil Information form with the EMA Leader.

School will:

- Ensure that pupils and their families feel welcomed in school.
- Follow Induction procedures for pupils and parents.
- Engage interpreters when required.
- Develop staff knowledge and understanding of different cultures through in-service training including new staff and governors.
- Ensure teaching includes EAL strategies
- Adhere to Single Equalities Policy
- New arrivals are added to 'Languages we speak' display.

All Appendices are kept in a file labelled 'NEW ARRIVALS' in the school office.