



### **SEN Information Regulation Annual Report 2025-26 (under clause 65)**

At Old Town Infant School and Nursery we welcome children with additional needs.

Our admissions policy can be found on the Coastal Learning Partnership website or by clicking [here](#)

### **Children and Families Bill 2013**

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

1. Replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need.
2. Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together.
3. Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

## **What is the local offer?**

Local Authorities publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly what services are available for children with SEND in their area and how to access them. The information below forms our local offer and shows how we, as a School and Nursery, provide for children with Special Educational Needs and Disabilities who are in our care. The Local Offer provides parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how schools and colleges will support them, and what they can expect across the local settings.

### **How does Old Town Infant School and Nursery know if children need extra help and what should I do if I think my child/young person may have special educational needs?**

Our teachers know all of the children in their class well and carry out regular assessments. Throughout the year class teachers and the senior leadership team (SLT) closely monitor the progress of all children in the school so that when a child is not making the progress that is expected in a particular area of learning, they can identify and implement the additional support required. This will be discussed with parents/guardians. A sudden change in behaviour would also alert staff to investigate further.

In 2024 we opened a Bespoke Provision for up to 10 children with ASD and/or communication difficulties all of whom have an EHCP. This class caters for children from YR to Y2. It has a higher number of staff and every child has their own personalized curriculum. Where possible children in this base mix with their peers in the mainstream classes. Access to this class is via the LA and the EHCP procedures.

We believe that parents/carers are the people who know their children best and always encourage you to come and talk to us about any concerns including those to do with SEND. In the first instance this should be with the class teacher and if there are still concerns then please contact the SENCo, Mrs Turner.

We have good links and working relationships with many outside agencies including those for a variety of medical conditions.

### **How will Old Town Infant School and Nursery support my child?**

In school we have teachers who know how every child in their class is achieving and they prepare appropriate, challenging work for them. The school has an excellent team of teaching assistants (TAs) and 1:1 staff to support children in a variety of ways, both in and out of class. Children who have a high level of support from staff are still encouraged to become as independent as possible both academically and socially.

If a child is not making expected progress then we have a variety of interventions and acceleration programmes which our SENCo monitors and oversees. Acceleration programmes include both commercial and specific personalised programmes.

When children have been identified as requiring further additional support, the school may refer to outside agencies such as Speech and Language or Community Pediatrics for additional assessment, consultation and advice which will be implemented within school. The school will always seek your consent prior to these referrals.

Personalised speech and language programmes set by speech therapists are delivered by a TA who has had training from the speech and language therapist. The TA who will deliver the programme attends therapy sessions with the child.

We have 2 members of staff who regularly deliver ELSA (Emotional Literacy work) to children who we feel would benefit from this. Teachers and parents are able to talk to the SENCo if they feel that a child would benefit from this support – they may need to be put on a waiting list for this intervention.

For children with medical needs we work alongside health professionals e.g. diabetes team, stoma team to write individual Healthcare Plans to enable, as far as possible, children's medical needs to have as little impact as possible on their time in school.

The school has a breakfast club which is available to all children from YR – Y2. If a gentle start to the school day is felt to be beneficial this can be offered as part of a soft start intervention (starting at 8:15 - 8:30).

Children who receive additional support for their learning will be placed on the SEND register (Special Educational Needs and Disability register). Parents/carers of children on the SEND register, will be given the opportunity each term to meet with the child's class teacher and review their progress. The SENCo is always willing to meet and talk to parents about any concerns that they have.

Where children have been identified as having further additional needs, it may be necessary to apply for an EHCP (Education and Health Care Plan). This will be done in partnership with the child and the parents/guardians of the child. After the application is made, if it is accepted that the child “ has or may have special educational needs; and  
they may need special educational provision to be made through an EHC plan.”

the local authority has 20 weeks to collect all assessments and decide whether to issue a plan. If a plan is issued, a program of learning will then be planned by the class teacher, following the requirements set out in the EHCP, to support the needs of the child. This will be reviewed yearly, or where the child is under 5, every 6 months. If it is felt that your child may require an EHCP we will meet and explain the process further.

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If a child/family has a TAF (Team around the family meetings) then a member of staff is allocated to monitor this, they will attend meetings and work with the children, their parents and any other involved agencies.

Our Family Support Worker does work 1:1 with children including those who require support with keeping safe work, anger management and self-esteem work.

We are able to refer parents to a variety of parenting courses if these are felt to be suitable.

The school has a dedicated SEND governor, who is also a trained teacher – Mel Searle

**How will the curriculum be matched to my child's needs?  
(PLAN FOR CURRICULAR ACCESS)**

We are an inclusive school so our main provision is through quality first teaching which matches the learning to the pupils' needs in class.

When we have had children with either hearing or visual impairment we have used appropriate resources and equipment with advice from the necessary external agencies. If we feel that a child is having a specific difficulty we consult with external agencies including Speech and Language Service, CAMHS and the Educational Psychology Service. We then use their reports to plan and implement reasonable adjustments.

Within every class there is a visual timetable to show the routine for the day, if needed a personalised visual timetable or Now-Next board can be made to support individuals. There are plenty of practical resources available throughout the school to support all children whether this be phonics mats with pictures and high frequency word lists in literacy or counters and number lines in maths.

We are very aware that although some children may struggle with their reading and writing they may still be excellent scientists, historians etc. and the teaching and learning are adapted to enable these children's strengths to shine through.

Where progress is not being made as expected an Individual Education Plan (IEP) may be drawn up, this is discussed with the parents and the child. The IEP gives specific targets with how they will be addressed. IEPs are regularly reviewed by class teachers and these are quality assured by the SENCo.

If children are presenting with ongoing challenging behaviour we can draw up a risk assessment/ behaviour management plan to enable everyone to work together with an agreed, consistent approach to support them. If further support is needed we can refer to Outreach services where a personalised program can be drawn up supported by staff from specialist schools to enable the young person to access the curriculum and make progress. If the difficulty is felt to be due to an undiagnosed need then further referrals to external agencies can be made e.g.

- neurological differences - a referral can be made to community paediatricians (this may require parents to complete a parenting course).
- A speech and language difficulty (this can be due to processing/ memory/ understanding not just how they speak) – a referral to speech and language service
- Previous trauma or attachment difficulties – a referral can be made to CAMHS (Children and Adolescent Mental Health Services) or

Domestic Abuse support (as domestic abuse can affect a child even if they have not actually been the victim – effects from abuse suffered during pregnancy can also sometimes affect children later)

Progress is monitored using an online tracking system; children's attainments are formally recorded at the end of each term so that progress can be closely monitored. If progress is not as expected then we can offer children specific support to help with their learning. For those children working a long way below expectations for their year group we have other tracking systems so that small steps of progress can be tracked and celebrated.

We currently have a Bespoke Provision within school where a small group of children, all with an EHCP with a primary need of autism/ communication difficulties are taught, with a high ratio of staff. These children follow a bespoke curriculum based on their interests and the school's Early Years progression documents and their assessment is tracked using Cherry Tree Branches. Access to this provision is via the Local Authority and consultation as part of the EHCP process.

### **How will both staff and I know how my child is doing? How will staff help me to support my child's learning?**

Within school our staff regularly feedback to children about their learning, this enables us to monitor how children are progressing in the short term. Every term children's attainments are recorded on our tracking system so that we can ensure progress is being made in the longer term. Pupil progress meetings between the class teacher and SLT are held termly to discuss every child's progress so that any concerns can quickly be addressed. Senior leaders can review any individual child's learning at any point using the children's day to day work.

Every half term overviews are sent home to enable parents to support the learning that is happening in school by them knowing the topics that are being studied. Tapestry, an online system, is used by Nursery, Reception and our Bespoke Provision this enables parents to see regular photos so that they can see what their child is doing in school – they can also comment and add photos of what their children are doing at home.

Across the school children are expected to read at home regularly, preferably every day but 3 times a week as a minimum, and this is recorded in a reading record. We hold termly Parent-Teacher meetings to share how children are progressing. Senior leaders are also available for a discussion at this time if a parent wishes,

In a morning the senior members of staff and the teachers are on the doors so that if a parent or carer needs to talk to us about something they can. If the issue cannot be sorted quickly an appointment can be made with the teacher and/or a senior leader; these appointments can be in person or over the phone.

Where external agencies are involved or the child has a TAF we have regular Team Around the Family meetings with parents and carers to share and discuss with them any progress or concerns and to give them the opportunity to share anything that they wish.

## **What support will there be for my child's overall well-being?**

All pupils are supported with their social and emotional development through the curriculum and at play times.

Through our PSHE curriculum we follow a program called Jigsaw and children also have access to regular 'Stormbreaks' where pupils have the opportunity to reflect and develop their mental health skills.

Circle time and whole school assemblies take place each week to ensure the school is developing children's personal, social and moral education.

Teaching Assistants and mid-day supervisors are on hand to provide support to children over lunchtimes. If your child is unable to manage the busyness and noise in the hall we can arrange for them to eat in a quieter area of school with a small group of similar children. We are lucky to have an amazing outdoor area with 2 playgrounds, a trim trail, bikes, scooters, astro-turf area and children's gym equipment.

All support staff have received Happy Lunchtime training to enable them to support children in playing and interacting with each other.

Old Town works closely with parents and children to encourage high levels of attendance.

For those children who struggle with aspects of their behaviour we aim to be inclusive and use a variety of approaches, these are personalised on risk assessments/ behaviour management plans. All staff have a consistent approach using the 4 values characters –, Curious Cam, Respectful Remy, Resilient Rex and Independent Izzy. Old Town has a very supportive and strong ethos where very positive approaches to behaviour management are adopted.

ELSA, Play Therapy and LEGO Therapy are available to those pupils requiring additional emotional support.

The school employs a pastoral care worker (PCW), Mrs. Miller, who supports some of our children with social and emotional difficulties, she is also happy to support parents who need help with a variety of issues, including access to food banks, domestic abuse, how best to support learning at home, through to behaviour management techniques. Appointments can be made with the PCW through the school office.

When it has been needed, and in consultation with external agencies and parents, we have, on occasion, offered reduced timetables and dual placements with specialist or alternative provisions.

If a child has a medical need, then a detailed care plan is compiled, with support from the school nursing team and in close consultation with parents/carers and medical teams. These plans are then shared with all staff who are involved with the care of the child.

Staff receive epi pen training delivered by the school nurse.

Where necessary, and in agreement with parents/carers, medicines are administered in school, but only when a signed Medicine Consent form is in place, to ensure the safety of the child and the staff member distributing the medicine.

A large number of staff have first aid training. A smaller number have had training to administer medication in line with Sept 2014 requirements.

As a school we have policies for Health and Safety, Internet Safety, SEN, safeguarding and Intimate Care – these are all available on the school website – <https://www.oldtowninfantschool.co.uk/policies/>

### **What specialist services and expertise is available at, or accessed by Old Town Infant School and Nursery?**

Within school we have a trained ELSA, LEGO Therapist and a Specialist Speech and Language Teaching Assistant. We also have a wide range of staff who have attended a grief recovery course. We have access to a play therapist and private speech and language therapists if necessary.

Our Early Years (Nursery) children are supported by an Early Years SENCO from the Local Authority.

Within the Coastal Learning Partnership MAT there is a specialist SEND teacher who is able to provide diagnostic assessments to identify specific learning difficulties.

Some external agencies that Old Town Infant School and nursery regularly liaise with are:

NHS Speech and Language service

Longspee Behaviour Outreach Service

Winchelsea Outreach Service

Montacute Outreach Service

Community Paediatrician

School nurse

Portage

Education Psychologist

Children's Therapy

Hearing and Vision Support Service

BSL translation Service

Early Years Inclusion Team

Child and Adolescent Mental Health Service

SENDIASS

If it is felt that by both school and parents that there is an unidentified need or a child is struggling to achieve then requests for assessments with the Educational Psychologist and other agencies can be arranged so that the appropriate advice has been given and actioned. Once this has happened the SENCo will work with parents and the professionals to decide if an EHCP request is needed.

### **How will my child be included in activities outside the classroom, including school trips?**

Activities and school trips are available to all. The school carries out risk assessment for all children, including those with SEND. Consideration is made as to how trips can be adapted to assist individual children, and where necessary, they are specifically noted on the risk assessment. Parents/carers are consulted prior to a school trip in order to raise any worries or concerns. In some cases an individual risk assessment may also be necessary.

The school runs a variety of lunchtime and afterschool clubs – these are available to all children (some may be year group specific). Clubs vary termly but include colouring, choir, Lego, Library and art clubs.

Our school building is fully accessible including lifts and toilets. There are ramps in place where appropriate.

The SENCO annually completes an Accessibility Report to ensure that all children have fair and equal access to the school site, buildings and learning opportunities.

### **What training are the staff supporting children and young people with SEND had or are having.**

Staff are all given training on SEND topics e.g. dyslexia and ASD. The SENCo also provides regular training for staff on learning difficulties and how to implement support programmes. As part of Coastal Learning Partnership there is also some shared CPD across the schools. TAs are fully involved in the school's CPD programme and undergo regular appraisal to ensure that they are up to date in their practice.

Some staff have specific training for working with children with specific medical conditions and, if needed, training can always be arranged e.g. diabetes, stoma. If a child starts school with a medical condition that requires support a health care/ intimate care plan can be drawn up in association with any specialist medical teams.

Several staff have achieved Signalong Level 1 so that signing can be used alongside speech.

Some staff have been trained to use PEIC-D, PECS and Aided Language Displays where this is needed.

Where we feel it is appropriate or an Education Health Care Plan states that a child requires heightened support then any support staff are carefully chosen so that the correct amount of support is given to the child, whilst still promoting their independence. Any specific training that is required will be provided for any staff working with the child, lunchtime supervisors and the class teacher.

Our SENCo and the head teacher have completed the SENCo Accreditation course.

We have 4 members of staff who have completed the full safeguarding training ensuring that there is always someone on site who is able to deal with anything that occurs during the school day. All members of staff complete annual safeguarding training and any concerns are quickly reported via an online system so that they can be assessed and any necessary actions taken as soon as possible. We are aware that children with SEN have a higher likelihood of having issues relating to safeguarding (both in and out of school) and so work hard to

ensure that any concerns that the children raise are both believed and dealt with. Parents will be contacted over any concerns that are raised regarding their child.

### **How accessible is the school environment? (Our plan for access to the environment)**

Our buildings and grounds are fully accessible to all children. Our classrooms are equipped with interactive whiteboards which have minimal glare and shadows, these can also be linked to external monitors where necessary for children with visual impairments

The Senco annually completes an accessibility review to ensure continuing improvement in accessibility for all.

Facilities we have at present include:

Ramps for aiding access to the school building.

2 disability accessible toilets and an accessible toilet for Early Years children.

Grab rails in toilet areas.

Bath step for supporting access to toilets.

Wheelchair width doors in all parts of the building.

A lift to ensure accessibility to the top floor.

Alterations to the acoustics in all classrooms support effective learning environment for those with a hearing impairment.

Where a family's first language is not English we have translated letters and brought in interpreters for meetings where this is required including a BSL interpreter for families who use this as their first language. Weekly bulletins are routinely sent out in English, Bengali, Malayalam, Romanian and Polish – other languages can be offered on request.

If children have a specific difficulty we are happy to consult with external agencies to obtain advice on any reasonable adjustments needed.

### **How will Old Town Infant School and Nursery prepare and support my child to join the School, transfer to a new setting or the next stage of education and life? (ADMISSIONS)**

In Nursery, prior to starting, children can be visited at home or in their current nursery by nursery staff and/ or SENCO, they are then slowly integrated into a staggered 'stay and play' program, in which parents accompany their child for several sessions, before increasing to a full timetable.

For children starting in Reception, parents are invited to attend a parents information evening in the late summer term to find out about school life and ask any questions that may arise. Children's entry to reception is built up through September. They have a stay and play session with parents within the classroom, then attend for small group sessions, half mornings and work towards staying for a whole week. Parents also attend a 1 to 1 'getting to know you' session with staff where they can talk about their child and help school staff get to know the needs and interests of their child. This process takes about 3 weeks.

For children starting in our Bespoke Provision, from any year group and at any point in the year, a separate, individual timetable is arranged to make transition as smooth as possible for the new child and those already in the Base.

For children with known SEND coming into our school a personalised transition programme can always be arranged if needed. This could include a series of visits with staff from the previous provision accompanying the child to help settle them in, or visits with a parent/carer outside of normal school hours. An individual transition book including pictures of the new classroom, staff, toilets, playground etc. can be provided.

When joining our school from another setting, the class teacher and SENCo will ensure they have read the child's file and discussed the child's needs with the previous setting. They will also liaise with parents to ensure that the transfer to our school is as smooth as possible.

When children move from our school to any new setting including in-year moves and moving on to Junior School we ensure that the move is as smooth as possible. We will provide additional support where necessary. For example, we may put in place extra pre-visits, social stories, photographs of staff and setting to take home or transition books. The children's confidential files will be forwarded to the new setting once they are on role. The file contains educational information about the child which supports a smooth transition and continuous educational provision from one school to another.

Where a child may have more specialised needs, a separate meeting may be arranged with the SENCo, the transferring school SENCO and the parents/carers of the child.

When children transfer from one year group to another, they are given an opportunity to spend time in their new class classroom and with their new class teacher. When necessary, additional opportunities for SEND children to build relationships with new staff are provided. Pupils also bring home a photographic passport at the end of the year with photos of their new teacher, teaching assistant and classroom.

For children transferring to specialist provisions a series of visits, transition workbooks and social stories are used to make the transition as smooth as possible.

### **How are Old Town Infant School and Nursery's resources allocated and matched to children's special educational needs?**

All schools receive an amount of money per child on the school roll. This SEN budget is allocated each financial year. The majority of the School's SEN budget is spent on providing support staff in every class in order to support children with their learning. Some is used to provide additional support or resources, dependent upon individual needs. School budgets are closely monitored to ensure the resources are allocated appropriately to match and cater for the needs of individual children.

Schools may receive additional funding for children with EHC Plans who receive support equivalent to more than £6000 per year – this may not always be support in the form of a 1:1 assistant. We have a team of support staff who work with the class teacher supporting individuals and groups.

Class teachers decide how their support staff are deployed, with advice and guidance from the school's Senior Leadership Team. Children

with EHC Plans have support provided as detailed in their plans whilst always encouraging them to be as independent as possible.

**How is the decision made about what type and how much support will my child receive?**

As a school, all staff are aware of high quality, inclusive teaching approached in order to meet the needs of all children. Regular assessments are carried out to make sure children are making good progress and meetings take place to discuss and review the progress individual children are making. If a teacher is concerned about a child's progress they will discuss this with the parents/ carers and the SENCo to try to see if there is an obvious reason for the lack of progress. A plan to address this will be made, which may include drawing up an IEP, a variety of acceleration programmes or referral to an external agency. Progress will then be regularly reviewed to find the impact of the measures put in place. If progress is still not satisfactory the IEP will be adjusted and alterations to programmes offered made.

If a teacher is concerned about the progress a child is making, despite extra support, discussions between support staff, class teacher, SENCo and Head Teacher take place to look at, and possibly change the support in place (if necessary) to ensure that the best provision is in place to enhance the child's learning.

The support given to an individual child will be based on that child's specific needs so support for each child will vary depending upon their level of need and their learning style. Support that has been put into place is reviewed regularly to ensure that it is effective in accelerating progress. All support can be adapted or amended throughout the year.

**How will I be involved in discussions about and planning for my child's education?**

Parents are encouraged to contribute to their child's education. This may be through discussions with the class teacher, parents' evenings and discussions with the SENCo or other professionals. Parents are also invited to contribute to and shape their child's IEP.

If there are concerns we plan regular meetings and we also operate an open door policy so that any problems or concerns can be addressed swiftly. Senior leaders and teachers are available at the start of each day for a quick catch up or to make an appointment for a more detailed discussion.

**Who should I contact if I have a complaint regarding the provision offered to my child at Old Town Infant School and Nursery?**

If you are worried about any aspect of your child's learning or development, or you are concerned about their education, please do come and talk to your child's class teacher in the first instance. Also, if things change at home which may affect how your child is feeling, please let us know so that we can give them the best possible support. We will also do the same, if anything happens in school that you need to be made aware of, we will contact you.

We are usually getting things ready for the children in the morning, so after school is better if you need a quick word. Alternatively, if you wish to discuss something at length, you can ask for an appointment with your child's class teacher and they will see you as soon as they can.

If, having spoken to the class teacher, you are still concerned, or feel that the issue is unresolved, please contact the school office to make an appointment with the Head Teacher, another member of the Senior Leadership Team including the SENCO.

Finally, if you feel it is necessary to make a formal complaint, you will need to put your concern in writing to the chair of governors. Please collect a complaint form from the office. Address your letter to the Chair of Governors and we will ensure that it is passed on as soon as possible.

**How do we ensure that children with disabilities get the same information as other children?  
(PLAN FOR INFORMATION)**

Visual timetables with symbols are provided in every classroom, the visual timetables are consistent across the school.

Where a child may have difficulties understanding instructions e.g. hearing difficulties, receptive language difficulties, heightened emotional state then visual cards are used by staff to give common instructions. We have staff trained to use PECS, Aided Language Displays and Signalong to support speech where needed too.

For transition between year groups or to other schools extra visits, social stories and transition books are made and personalised.

When needed social stories can be provided for a wide range of situations, these stories are used in school and also sent home for a parent to share e.g. the school nurse coming to do hearing tests, going on a school trip. The SENCO is always happy to write personalised social stories for different situations.

**Who can I contact for further information about my child's progress/attainment?**

Parents should contact their child's class teacher as their first point of contact.

The SENCo at the school is Mrs. Turner.

Mr. Gubbins is the Head Teacher and has also gained the qualification 'National Award for Special Educational Needs Co-ordination'.