

# Inclusion in Early Years

Lanesend Primary School

## What the Judges Said

We were impressed with the fuller transition programme they offer into Reception. It is clear that transition is a gradual process, not just an event.

## Context

Love Learning – Our Teachers Love Teaching and Teach our Children to Love Learning.

We do what needs to be done for every child.

Lanesend Primary School is a large Primary School in Cowes on the Isle of Wight. We currently have 437 children on role, 35% of these children are currently on the SEN register. The school currently has 28 Education Health and Care Plans across all year groups.

We are a highly inclusive school and have become the 'Go To' primary school for families of children with special educational needs from across the Isle of Wight.

Our largest ethnic group is White British followed by White with Any Other White Background. Our context published for the primary data report comments that we have children from five out of a possible seventeen ethnic groups. The average number of groups for Primary School is nine.

On PLASC day (16th January 2020) our number on roll was 439. We are now at 437 with two children having recently left.

The percentage of boys is higher across the school

We currently have a waiting list of 13 children, 1 for Reception, 4 for Year 1, 6 Year 3 children, 2 year 5 children. We have 64 children in first choice for September 2019 including 3 children with EHCPs in place , 18 second preference and 15 third preference.

Leadership and Management: Head Teacher, Caroline Sice, Deputy Head Teacher David Cooper, Assistant Head Teacher and SENCO , Nicola Napier.

Inclusion/Pastoral/Family Team: Inclusion Officer – Vicki Wallis, AEN Assistant – Chloe Johnson, AEN Assistant – Jessi Holmes, Family Support & Safeguarding

Lead – Hannah Holmes, Family Liaison Officer – Andrea Flux, Family Support Assistant – Maddie Dyer

## Entry

How do you go above and beyond the expectations?

Each year on entry to Lanesend, around twenty per cent of our Reception cohort are already recognised as having Special Educational Needs. Therefore, our transition and support for these children begins long before their first official day at school and continues throughout their time in EYFS.

Informal Stay and Play sessions are held one morning a week from January onwards. Children either attend with staff from our main feeder Pre-school, or a family member. Children mix with current Reception children and staff to form positive relationships and explore the learning environment. Our EYFS Lead regularly visits our main feeder Pre-School throughout the year. She meets with staff to discuss children's progress, carries out informal observations, engages in play with the children and runs group activities, with a particular focus on building relationships with children with special educational needs. The EYFS Lead and Inclusion Lead will carry out tours and meet with families of children with special educational needs who are considering applying for Lanesend.

Home visits are completed early in the Summer Term. The EYFS Lead and another staff member visits the child and family at home. The Inclusion Lead will attend home visits for children with special educational needs wherever possible. If she cannot attend, information from these visits is cascaded to her. Visits last approximately twenty minutes and children are given a toy squirrel, to match the school logo, as a welcoming gift. This is often used on transition days and in the Autumn Term as a transitional object to support children's emotional needs when starting school. A questionnaire is also completed to ascertain information about the child, their interests and their learning and development. Families are asked to complete a 'Ready for Learning' booklet and this information is then shared with class teachers to identify areas of support.

A member of the EYFS Team visits each child in their Pre-school setting during the Summer Term. We meet with their key person to discuss transition documents and, if these are not available, we follow up with a telephone conversation. For children at our main feeder Pre-schools, the whole EYFS teaching team attends a transition meeting with all relevant Pre-school staff. A meeting is also held in the Spring Term with the Family and AEN Teams to identify children and families who may require

their support. Children and families are given booklets with photographs of staff, the learning environment, indoors and outdoors, toilets etc. to share at home over the Summer Term. Phased transition can be adapted for children with special educational needs and we meet with families to discuss an individual approach to this that best suits the needs of the child. Transition is steadily built up and the needs of the child are prioritised at each stage.

The EYFS Lead and the Inclusion Officer attend Annual Reviews, progress meetings and professionals meetings for children with SEN at the request of families, prior to children starting school. The Early Years Lead also attends any person centred planning meetings with Educational Psychologist's at the request of families. She liaises closely with Pre-school SENCOs and any external professionals throughout the year to support children known to be applying for Lanesend. Partnership agreements are completed for all children with EHCPs to support an effective transition and the EYFS Lead is the lead professional for these. Staff from Pre-schools or the Portage Team are encouraged to attend transition days for children with EHCPs. This facilitates an effective handover to adults working with the child in the school setting. All paper work and individual plans are shared by the Pre-schools. These are read by the EYFS Lead and adults supporting the children and used by the AEN Team to inform personal plan targets. If visuals or a communication system is already in place, the school will adopt this for individual children. Follow up emails or phone calls take place with Pre-schools and Portage in the Autumn Term to feedback on how children have settled and discuss any challenges that may have arisen.

All EYFS staff are Makaton trained and we use this communication approach to specifically support children with special educational needs. We also support children using Trick Box, which is an emotional management and personal development programme based around stories and visual trick cards. In addition, we use Isle Attend Bucket Group intervention to support the communication and language needs of children with SEN.

### **How is your work is innovative?**

There are two main reasons why our work is innovative. The first is that our relationships with children and families are developed months before they formally start school. We fully invest in transition as a process rather than an event and we commit time to adopting approaches that support this. As a result, there are secure foundations to build upon from the start of Reception and a strong awareness of the children's individual needs and how best to support these. Relationships are our

strength and this allows us to work in partnership and focus fully on children's individual needs.

The second reason our work is innovative is that our support for children with special educational needs in Reception focuses predominantly on their personal, social and emotional development and communication and language skills. The interventions that we use, such as Isle Attend Bucket Group and individual speech and language programmes, such as Sound Around, put communication at the forefront. We understand that this impacts on all areas of learning and that if children can communicate effectively, there are less likely to have behavioural challenges. We also have a strong whole school focus on embedding oracy into learning and the foundation skills for this are taught to children from the outset of Reception to encourage them to be strong communicators. Our expectations for oracy are shared by all children, regardless of their additional needs and children are encouraged to develop these in a safe and supportive environment with trusted adults.

### **How is this work sustained over at least two years?**

Our transition programme has been developed over the past six years, since the present EYFS Lead took on the role and it has been securely embedded for the last three years. We have a clearly planned programme for transition and review our approaches each year to ensure they remain effective. Similarly, our communication and language interventions and whole school oracy focus have been running for the past three years. The children's progress and next steps are reviewed with the year one team to ensure that support continues and progression is planned for. Staff training is provided to new staff members at the start of the academic year and updates provided as and when required to ensure our approach is sustained.