Special Educational Needs Information Report October 2026

This report reflects the current practice at Dropmore Infant School and should be read in conjunction with the school's SEND Policy which can be found on our website.

What type of SEND provision does Dropmore Infant School cater for?

At Dropmore, we work hard to support every child to meet their full potential. Educational experiences are provided to develop a pupil's achievement and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. We recognise a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to individual abilities, talents and personal qualities. In order to achieve this, some children will require additional support or challenge in school.

Dropmore Infant School is committed to providing a quality education for all pupils within a nurturing environment, this includes those with SEND and values all children equally. We believe that all children have individual needs, strengths and talents, which should be met through an inspirational school curriculum and high-quality teaching which allows each child to work at their own level and pace. In order to achieve this, some children will require additional support or challenge in school. We strive to remove any barriers to learning which could hinder or exclude individual pupils. We believe that all children should feel safe and valued in school and work hard to eliminate prejudice and discrimination. We support the development of the whole child, whilst valuing and celebrating the many and varied abilities displayed by all children.

Dropmore Infant school currently caters for children with a range of SEND needs and we are happy to discuss individual requirements. We strongly encourage parents to make an appointment with the Headteacher and SENCO before applying for a school place to ensure specialist provision can be put in place. Currently we can offer provision for:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory needs,
- Medical needs such as diabetes

How does Dropmore Infant School identify pupils with SEND?

The school uses a range of methods to identify children with SEND including:

- Parents and carers are encouraged to share concerns they have with the school at the first opportunity.
- Teachers and support staff observe and assess children continually while they are teaching and marking work so that they are quick to notice children who are experiencing difficulties with work. They then change and adapt work to ensure children are able to make progress.
- The school shares information with pre-schools and other settings children have attended by meeting with staff, visiting the setting, sharing plans and programmes.
- Our monitoring of termly progress identifies all children's current level of attainment and the amount of progress they are making using National Curriculum year group objectives and EYFS Development Matters levels. Pupils with SEND can be identified: if limited progress is being made, if a pupil's level of attainment is low in comparison to the expectation for their age group, or if progress differs significantly in one specific area of the curriculum.
- If a child shows that they are worried/ concerned, for example through a change in their behaviour. Each class has a calm area with a calm box that is easily accessible for the children. If the children are worried/ concerned about anything, they can use their zone of regulation indicator to share the emotions they are feeling and an adult will discuss their feelings with them.
- Reports from other professionals e.g. paediatrician, speech and language therapist etc.

How does Dropmore Infant School consult with parents/carers of pupils with SEND about the education of their children?

We believe that a strong and cooperative relationship with parents is hugely important if a child with SEND is to learn and enjoy being at school. We seek to include parents in the planning of provision for their children wherever possible and value their insight and expertise on their own child.
We have the following processes in place to consult with parents and carers:

- Parent/teacher meetings held at least twice per academic year.
- Regular contact with teachers in the playground at the end of the school day.
- Appointments made to discuss children with the class teacher at any time.
- An annual written report
- Parent Information Sessions
- Parent surveys
- Termly reviews of provision maps/support plans and meetings with parents. These are shared with parents and include activities for parents to complete at home. Parental suggestions are taken on board.
- Appointments made with the SENCO and/or headteacher to discuss individual pupils in detail at any time during the school year..
- Annual reviews for children with EHC plan.
- Some children with SEND may have a Home/School Communication book which goes home daily or weekly.

How does Dropmore Infant School consult with children about their education?

All pupils are encouraged to contribute to their own education by:

- 1:1 discussions with teachers and support staff.
- Pupil interviews.

- Taking an active role in their own annual reviews by completing pupil voice questions and sharing these during the meeting. These are either shared by the child themselves or by an adult to form the beginning of the meeting.

How does Dropmore Infant School Governing Body involve other bodies (incl health, social care, voluntary & community groups) to meet the needs of pupils with SEND and their families?

- The Governors have appointed an Inclusion Governor who visits the school each term to monitor our SEND provision and the progress of children with SEND.
- The Governors, in a support and challenge role, ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the school's SEND Policy and Accessibility Plan.
- The Governors receive reports from any outside audits such as those from advisors and Ofsted and monitor the implementation of any actions arising from these reports.
- When budget setting the Governors ensure funds are made available to pay for sufficient support staff to meet the daily needs of children with SEND. They also allocate a budget for providing specialist support e.g. Cognition and Learning Team or Specialist Teachers and for the purchase of small items of equipment e.g. writing slope, specialist programmes etc.

How does Dropmore Infant School Assess pupils with SEND?

Most assessment takes place during class time, on an ongoing basis. Teachers assess children by observing, noting responses to questions, working with children in lessons and marking. More specific assessment tasks are used to check progress against particular skills or learning objectives.

Pupils are assessed using the Early Years Framework Standards, Insight assessment criteria, Key stage one standards and Pre-Key stage standards. These allow us to closely monitor small steps of progress in relation to individual targets.

Additional assessment activities include:
• Specific assessment tasks are used to check children's progress against specific skill sets and learning objectives.
• Children with provision maps, support plans or EHC Plans have termly reviews to assess how they are performing in relation to their personal targets.
• Diagnostic testing is used to identify specific areas that need additional support.
• Assessments may be carried out by outside agencies such as the Cognition & Learning Team or Educational Psychologist if the school feels it is appropriate.
• Very specific and measurable targets are set for children with provision maps, support plans and EHCPs. These are reviewed each term and it is expected that the children will meet these targets. If they have not met the target then we aim to understand why the target was not met. This may result in us providing additional support or changing the programme to make it more effective for the child concerned. If a planned programme is not working for a child then it may be changed before the termly review. Detailed records are kept of each intervention session along with the work completed.

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

Dropmore strives to create good relationships between education providers for transferring students. Pupils have a variety of transition points whilst at Dropmore. Pupils firstly transition into Reception from a variety of child care settings. The second transition is between the EYFS framework and Key Stage One Curriculum. Their final transition is to a new educational setting to begin Key Stage Two.

Dropmore Infant School's arrangements for pupils with SEND transferring between other education providers:

- Detailed discussions between the previous or receiving schools prior to the pupil leaving/joining.
- All pupils attend a transition session where they spend time with their new class and teacher.
- Additional visits are arranged for pupils who require extra time in their new school.
- Photographs of the school and staff are sometimes made into transition books for children with SEND to take home.
- The SENCO will meet with parents/carers prior to the child starting school.
- Relevant staff may arrange to visit other settings to talk to staff prior to a pupil joining the school.
- The SENCO will liaise with SENCOs from other settings to ensure all information is passed on efficiently.
- The SENCO may attend a pupil's Annual's Review prior to joining the school.
- Children new to Dropmore Infant School may be given a "buddy" to help them settle in.

Dropmore Infant School collaborates between the following education providers and other settings:

- Pre-school and nursery settings where children are transitioning into Reception and we are made aware of any SEND issues.
- Junior Schools where children are transitioning into Year 3.
- Any school children are transitioning to or from during in year transitions.
- Special Schools where children may be transitioning to or from their age appropriate year group.
- Any setting where the child has a dual placement, e.g. Pupil Referral Units.

How does Dropmore Infant School Support the learning of pupils with SEND?

We aim to support and challenge all children through high quality teaching in the classroom. Where children require additional support, we enlist a range of strategies and methods to support our children with SEND and consider it important to match the right method with children's individual needs. Methods and strategies used aim to encourage independence and include:

• Teachers adapting work to make it more accessible for individual children, for example: simplifying tasks, breaking tasks down into smaller stages, using larger print, providing alternative means of recording, photocopying resources using coloured paper etc.

• Providing additional support such as learning aids e.g. alphabet charts or optimising a child's seating position within a room or group.

• Providing adult support within the classroom and to administer specific programmes.

• If a pupil is identified as having special needs that require more support, then a provision map or support plan will be put in place to outline the additional provision the pupil will receive in order to support their learning.

• If a pupil is deemed to have significant needs the school may apply to the Local Education Authority for Exceptional Needs Funding or an Education, Health Care Plan.

• If a pupil has medical needs a Health Care Plan will be put into place.

How does Dropmore Infant School adapt the curriculum & learning environment for children with SEND?

When a child has been identified with SEND their work will be modified or adapted by the class teacher to enable them to access the curriculum more easily. This may include simplifying the task, breaking a task down into smaller stages, working as a group or providing additional adult support. Other ways of making the curriculum accessible include:

- Specialist equipment may be given to pupils as appropriate e.g. writing slopes, sensory cushions, pencil grips, ear defenders etc.
- A range of curriculum resources are used to support specific subject areas e.g. Numicon is used in maths lessons and coloured overlays or word banks can be used in literacy lessons.
- Adaptations are made to the learning environment to accommodate individual pupils e.g. seating position or large print.
- Children with SEND are set specific targets according to their area of need. These targets are set out within a Support Plan or an Education Health Care Plan (ECH Plan). Progress in relation to the targets set is monitored closely by the class teacher and reviewed by the Inclusion Leader each term.

The School's arrangements for the admission of disabled pupils.
The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made for accessibility and individual needs are planned for to prevent any pupils being treated less favourably than other pupils. Teachers ensure pupils with disabilities are able to participate as fully and effectively as possible in the National Curriculum, and statutory assessment arrangements.

Our current facilities are:

- A ramp giving access into the main part of the school next to the office and through the Year 1 classroom.

We are not currently DDA compliant and have no disabled toilet facilities.
Our Accessibility Plan can be found **here**

How does Dropmore Infant School provide additional support for learning?

See above section on how we support the learning of pupils with SEND and adapt the learning environment and curriculum. These strategies will meet the needs of most pupils with SEND. However, if children do not make expected progress they may need additional, highly targeted interventions and we provide this by:

- Teachers plan for Support Staff including Teaching Assistants (TAs) and Learning Support Assistants (LSAs) to work with pupils on a 1:1 basis or within small groups in order to target more specific needs. Support Staff may also support pupils within the classroom alongside the class teacher.
- Intervention groups are run by Support Staff to target specific areas such as phonics, spelling, physical co-ordination, listening skills, speech and language development, handwriting, and social skills. Intervention programmes vary in length and are detailed on a provision map or support plan. The interventions are regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.
- Some pupils with SEND may require more expert support from an outside agency such as the Specialist Teaching Service, Occupational Therapist, Speech and Language Therapist etc. A

referral will be made, with parental consent, to the most appropriate agency. After a period of assessment, specialists will make recommendations which will be included in a support plan. In some cases, specialist teachers may support children in class.

How does Dropmore Infant School train staff in relation to pupils with SEND?

We recognise that training is essential if staff are to meet a wide range of diverse needs. All staff receive training opportunities in relation to their personal needs and the children they are working with. Our training programme includes:

- The SENCO attends regular training and attends termly networking meetings to ensure we are in line with current legislation and good practice related to SEND.
- Individual training for support staff and teachers is provided as identified as part of their appraisals.
- Staff may receive specific individual training from external sources related to any child with SEND they may be supporting e.g. supporting children who has speech difficulties or have ASD.
- Staff have the opportunity to observe each other and share successful practice.
- Support staff meetings focus on sharing ideas and providing short training sessions.
- All staff are trained in a range of topics related to SEND. Training undertaken by different members of staff includes: Handwriting programmes, Lego therapy, Attention Autism, Sensory processing etc.
- An induction programme is provided for newly appointed support staff which includes outlining policies and enables the new member of staff to shadow experienced support staff.
- Appropriate staff are trained in line with any medical needs that are set out within Health Care Plans e.g. epi-pen training.

How does Dropmore Infant school obtain new or specialist equipment & facilities?

If any individual has a need for specialist equipment or facilities the SENCO and/or Headteacher is available to discuss this and will liaise with the local authority's SEND department and specialist teaching service. Exceptional Needs Funding may be sought for particularly expensive specialist equipment that is not available through other avenues.

The school has a small budget for buying in specialist advice as well as for the purchase of low cost items (e.g. writing slopes, specialist programmes, etc.). Other adaptations have include:

- Increasing our computing provision to include the use of ipads and laptops to enable children to access and record in ways other than writing using pencil and paper.
- The school has blinds to reduce the glare for partially sighted pupils.
- The school has a clear accessibility plan which aims to continually improve staff skill levels through regular training. This plan can be found on our website.

How does Dropmore Infant School obtain specialist expertise?

At times it is necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychologist.
- Specialist Teaching Service.
- CAMHS (Child & Adolescent Mental Health Service).
- Community Paediatricians.
- Occupational Therapist.
- Speech & Language Therapist.
- PRU (Pupil Referral Unit).

• Family Support Workers.
• Social Care.

How does Dropmore infant school evaluate the effectiveness of its provision for pupils with send?

Provision and intervention for SEND pupils are monitored to ensure they are effective for the child and have an impact on raising their attainment and meeting their own aspirations. Methods for this include:

- Reviewing and scrutinising children's work
- Lesson observations and observations of programme delivery
- Provision maps, support plans and EHC plans are reviewed by the SENCO each term or earlier if the intervention is not working.
- Data analysis and progress tracking with termly reports to Governors comparing the progress of children to national averages.
- Regular, evaluative visits from SEN Governor.
- Discussions and meetings with pupils and parents.
- Outside audits by advisors and Ofsted.

What activities does Dropmore Infant School provide for pupils with SEND in addition to those available through the curriculum?

All children are actively encouraged to take part in activities and school trips including:
• A wide range after school clubs.
• Two or three theme linked school trips or visits in each year
• A range of visitors and curriculum enrichment activities.
• Wide range of performance opportunities inside and outside of school including class assemblies, Christmas productions etc.

All activities at the school and educational visits are planned carefully. Additional risk assessments will be carried out for children with an EHCP with additional 1:1 support if necessary and appropriate to the activity.

How does Dropmore Infant school improve the emotional and social development of pupils with SEND?

We believe that in order to learn effectively, children need to feel happy, safe and secure. At Dropmore, we have a high pupil to staff ratio. All staff, including teachers, teaching assistants, lunchtime supervisors and breakfast and afterschool club staff, work hard to build positive relationships with the children in our care. Children know that there are a range of people they can talk to and are able to choose a key contact when particular issues arise.

Additionally, the following provision is available:

- All classes have a designated quiet "safe place" to go if they need time to regulate their emotions
- Wellbeing interventions- These are small focused groups as well as wellbeing clubs at lunch time and after school. We also have a weekly wellbeing assembly.
- TA's run small group interventions designed to develop social skills and emotional regulation, as needed.
- All pupils participate in PSHE lessons where social and emotional skills are discussed and developed.

- Weekly assemblies discuss emotions, values and community life.
- Each class has an emotional regulation chart to encourage pupils to express their emotions and understand how to regulate them. These are linked to the Zones of regulation intervention programme.

How does Dropmore Infant School communicate the contact details for the support listed above to pupils with SEND and their families?

It is important that parents can access the additional support services that their children need. The school can help pass on contact details through:

- 1:1 discussions.
- Information available from the Local Authority.
- School website.
- Welcome packs to new parents.
- Bucks Family Information Service Website.

Complaints about SEN provision

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. If parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher.

If the parent is not satisfied with the class teacher's comments or the situation does not improve then they should arrange an appointment with the SENCO stating clearly what they are unhappy about and what they would like to see happen regarding their concern.

If a parent has spoken to both the class teacher and SENCO and still feels the issue is not resolved satisfactorily, then they may wish to make an appointment to see the Headteacher.

Further advice or guidance may then be sought by contacting the Chair of Governors.

The school's Complaints policy can be found **here**

Contact details of support services for parents of pupils with SEN

Please visit our school SEND webpage for contact details of support services for parents of pupils with SEN by clicking **here.**

Key Contacts at Dropmore Infant School

Co-Headteachers: Miss A Douglas and Mrs N Waugh email: head@dropmore.school
SENDCo: Miss A Douglas email: senco@dropmore.school
Chair of Governors: Mrs Charlotte Hemmings email: c.hemmings@dropmore.school

School Address:
Dropmore Infant School
Littleworth Road
Burnham
Slough
SL1 8PF

Telephone: 01753 644403
Email: office@dropmore.school
Website: www.dropmore.school

Dropmore Infant School Link to Buckinghamshire Local Offer

The Buckinghamshire Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. For more Information, please visit their website at https://familyinfo.buckinghamshire.gov.uk/send/ .

Bucks Special Educational Need and Disability Information, Advice and Support Service (SENDIAS) – Parents Support Service
www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/service.page?id=FT8eL4flHa8

The Bucks Local Offer provides information and advice 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 0845 688 4944 or email familyinfo@buckinghamshire.gov.uk