



Alvaston Infant and Nursery School

SEN&D School

Information Report

December 2016



SEN&D Information Report for Alvaston Infant and Nursery School

This document has been written within the context of the school's aims and objectives, which we summarise in the mission statement: **'Being the Best that We Can Be.'**

Alvaston Infant and Nursery School is an inclusive school where diversity is celebrated.

This document is informed by the school's 'SEND Policy'.

What is SEND and SEND support?

SEND stands for special needs and, or a disability. The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

Who are the best people to talk to at our school about my child's difficulties with learning / SEND?

The class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEND Policy is followed in their classroom.

SENCo: Mr. Mabbutt

Headteacher: Mrs Atwal

SEND Governor: Mrs. Amy Jones

They are responsible for:

- developing and reviewing the school's SEND Information report and policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known)
- providing specialist support for teachers and support staff in the school, so that they can help pupils to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning.
- kept informed about the support your child is receiving.
- involved in reviewing how your child is doing and liaising with all other agencies who may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEND provided for in our school are:

When identifying the nature of a CYP special educational needs, the four areas of need are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

The school recognises that the child may need support in more than one of these areas.

How are pupils with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25,' 2014, a child has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of children, for example, those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCo and class teacher to consider all the information gathered from within the school, e.g.

- the pupil's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support the child may receive

Parents/carers will be notified by a telephone call/letter of the meeting, when we will discuss any referrals (to outside professionals) and we will discuss ways in which you can support your child's learning.

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. THE SEND support will take the form of a four part cycle:

- Assess** – an analysis of the child's need will be carried out by the teacher and SENCo.
Outside agencies may also be involved.
- Plan** – if the school decides to provide the child with SEN support parents/carers will be notified. All staff involved with the child will be informed.
- Do** – interventions/support will be delivered.
- Review** – the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the children and parents through this process.

Targets will be written 3 times each year for any children who are on the school's SEND register in the form of a Personalised Learning Plan (PLP). Parents will be given the opportunity to be part of this process at termly meetings. Parents who do not attend will receive their targets via the class teacher.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of children with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention:

- Individual speech and language programmes delivered by Ruth Hodgson, ELKLAN Speech Therapist alongside Key Workers
- Sounds Factory - Phonics Intervention

- First Class @Number
- Physical Literacy

Adaptations to curriculum or learning environment may be made to remove barriers to learning, such as:

- Adaptation to resources; e.g. using enlarged resources.
- Use of ICT.
- Visual timetable or other visual prompts.
- Sensory breaks.
- Use of colour overlays.
- Using resources supplied or recommended by occupational therapists.
- Access arrangements for National Curriculum Testing e.g. Phonic Screening Check.

There are many other adaptations that may be put in place depending on the individual pupil's needs.

Outside agencies:

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and this will allow us to support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

Children's progress is continually monitored by class teachers. Progress is reviewed at regular intervals and formally once each term. If your child is at SEND Support or has a statement/EHC Plan, you will receive regular updates on their progress as well as having the opportunity to speak to class teachers at a parents'/carers' evening.

The progress of children with a statement/EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions through termly reviews with the class teacher.

The SENCo and School Leadership Team will use the four part cycle (Assess, Plan, Do, Review), through which earlier decisions and actions are revisited, refined and revised. This enables us to understand the child's needs and gives the team a strong insight of how that child is being supported to make good progress and how they are securing good outcomes. This is known as the graduated approach (6.44 Code of Practice).

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should, in the first instance, speak to your child's teacher and a meeting can be arranged at a mutually convenient time.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the SENCo.

What support is there for my child's overall wellbeing?

- We follow the SEAL scheme of PSHE
- We use a positive reward system in line with the Class Dojo system
- Yogabugs for all FS2 children
- A variety of after school clubs, including Choir, Sports Club, Gardening Club
- A friendship stop on the playground

- 'Talk and Sort' staffed every morning playtime
- A weekly celebration assembly
- School Council, Anti-Bullying Ambassadors and Playground Buddies

How is SEND support allocated to children at our School?

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.' :

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEND support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- Children with more complex needs who may also require support from outside agencies would be classified as SEND support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support children with SEND.

The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Headteacher and SENCo discuss information they have about SEND including:

- Children already receiving extra support.
- Children needing extra support.
- Children who have been identified as not making as much progress as expected.

All resources/training and support are reviewed regularly and changes made as necessary.

If appropriate, Children will be taken off the SEND register if and when targets/outcomes have been achieved.

Who else could support your child with SEND?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from the school budget, who support in class and deliver programmes/interventions designed to meet individual and group needs
- Educational Psychology Service
- ELKLAN Speech Therapist
- STePS Advisory Teachers
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)

- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
 - Fun8bility
 - Disability Direct
 - Derby City Parent and Carer Forum
 - Voices in action
- And many more

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEND?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent).

- Teachers and the SENCo are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times per year, we will work with you to plan and review these through a discussion at a mutually convenient time
- We will meet with you 3 times per year to discuss how you think things are going (this must be at least once a year)
- We will hold meetings with outside professionals where and when appropriate
- We hold two parents' evenings per year
- We will share information with you about parent/carer support groups
- You can message the SENCo on Class Dojo/

How does the school support pupils with medical conditions?

The school follows 'Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' (December 2015).

Alongside this legislation we have our two policies which detail the administration and management of medicines on the school site; 'Supporting Pupils At School with Medical Needs' (December 2016) 'Administration of Medicines in School and Supporting Pupils with Medical Conditions' policy (December 2016) Some children will have a care plan in place. All staff are made aware of individual care plans.

Staff have updates on conditions and medication affecting individual children and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to pupils with SEND?

Our 'Accessibility Policy (including Accessibility Plan)' (December 2016) details how the school is committed to ensuring the school environment, teaching resources and equipment are equally accessible to all children.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEND and their families and so take steps to ensure any transition is as smooth as possible.

Starting school:

- Visits to school arranged with parents
- Parent sessions and meetings
- Nursery and playgroup records are shared
- Visits from local nurseries and playgroups during the summer term
- Extra visits may be arranged for children with identified SEND

If your child is joining us from another school:

- If your child would be helped by a book to support them in moving on, then one can be made for them with the support of their current placement
- Your child will be able to visit our school. You may be given an opportunity for additional visits when appropriate to help to prepare your child for their move to the school
- Parents/carers will be invited to attend any information meetings

If your child is moving to another school:

- We will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- All records about your child are passed on as soon as possible
- If your child would be helped by a book to support them in moving on, then one can be made for them with the support of their new placement

When moving classes in school:

- Information will be passed on to new teachers. All relevant information will be shared.
- If your child would be helped by a book to support them in moving on, then one can be made for them with the support of their new class teacher.
- Your child will participate in a transition day with his/her peers and will be able to visit the new class more frequently if needed, to prepare them for the move.

In Year 2 - Moving to a Junior School:

- The SENCo and Class Teacher will discuss the specific needs of your child with the SENCo of the child's junior school. Where appropriate a transition review meeting will take place with the SENCo of the new school; you will be invited to this meeting.

- Where possible, your child will visit their new school and in some cases, staff from the new school will visit your child in this school.
- If your child would be helped by a book to support them in moving on, then one can be made for them with the support of their new placement.

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through meetings of the Class Council which inform the School Council meetings.

If your child has a statement/EHC Plan, they will be involved in writing and reviewing their own Outcomes (where applicable).

As part of the annual review cycle, children have to the opportunity to complete a questionnaire about aspects of the school (with adult support if necessary).

What training have the staff had about SEND?

The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. As part of this, there may be on-going professional development throughout the school year, which addresses areas of SEND within the school. For example:

- Differentiation
- Supporting specific needs; e.g. Autism, Visual Impairment
- Specific intervention strategies; e.g. Social Stories
- Using specialist medical equipment such as epipen, insulin pumps

Other training activities will be planned as the need arises.

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

If you still want to complain, you can do so in writing to **Mr Andrew Gale – Chair of Governors**.

Please see the complaints policy for full details.

Linked documents on the school's website include:

- Accessibility Policy (including Accessibility Plan)
- Administration of Medicines in School and Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- Equal Opportunities Policy
- Intimate Care Policy
- Inclusion Policy
- Safeguarding Policy
- SEND Policy
- Supporting Pupils at School with Medical Needs Policy
- Supporting pupils at school with medical conditions; Statutory guidance for governing bodies of maintained schools and proprietors of academies in England December 2015

