

SEND Information Report

Speedwell Infant School

September 2023



Review: This policy will be due for renewal in 1 year

Date due for renewal

September 2023

1. What is SEND and SEND support?

As defined in the Special Educational Needs and disability Code of Practice: 0 to 25 years.

A child has special educational needs if they have significant learning difficulties in comparison to the majority of children of the same age or if they have a disability which prevents or hinders them from using educational facilities generally provided for children of the same age.

Special Educational Needs Provision is provision which is additional or different to the educational provision made for children of the same age in mainstream schools.

The Code of Practice makes clear the four broad areas of Special Educational Need and these are:

- Communication & Interaction
- Cognition & Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

At Speedwell Infant School we recognise that a child's needs may fall into more than one category and may change over time. It is also important to note that a child with a medical condition does not automatically have special needs.

2. Who are the best people to speak to about my child's difficulties with 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.

The SEND team of the school is:

- Headteacher: Jane Moore
- SENDCO: Michelle Clark
- SEND Governor: Mr Andrew Brooks

They are responsible for:

- Developing and reviewing the school's SEND Information report/ 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) and making sure those records of your child's progress and needs are kept up to date and are confidential
 - Providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you as parents/carers 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 which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and the Health Service.

3. Identifying the Special Educational Needs of Pupils

The needs of a child are identified by the school in a variety of ways. A child is classed as having special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has Special Educational Needs if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority.

It is important to note that a child must not be regarded as having a learning difficulty solely based on having English as an Additional Language.

All staff at Speedwell Infant School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

Disability – Speedwell Infant School also caters for those having medical and physical needs too. A child has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

At Speedwell Infant School 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.

Our school uses appropriate screening and assessment tools and monitors pupil progress through:

- Evidence obtained by teacher including observation and assessment.
- Their performance judged against National Curriculum standards.
- Standardised screening or assessment tools
- Screening /diagnostic tests, with advice from the outside professionals
- Reports or observations from outside agencies
- Records from previous schools or nurseries
- Information from parents

Speedwell Infant School identify if a child has a Special Educational Need in a variety of ways;

- Parents/ Carers may inform the school prior to or during admission
- Outside agencies may contact the school prior to / during admission or whilst the child is a pupil at the school
- Any member of staff may identify emerging concerns through their own knowledge of the child.
- Through discussions at staff meetings and moderation.
- Through pupil progress meetings, where it is felt the progress a child is making is below what is expected.
- Through pupil progress meetings, where it is felt a child's attainment is below age related expectations.

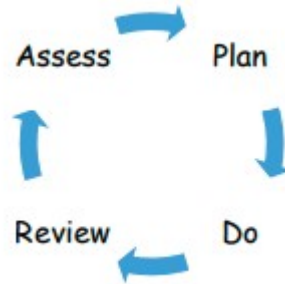
4. What should I do if I think my child has Special Educational Needs?

At Speedwell Infant School we value the opinions of parents/ carers, if you have concerns regarding your child's progress or in relation to any of the special educational needs identified above, then you should make an appointment to see the class teacher and/ or the Special Educational Needs and Disability Co-ordinator. (SENCo). The needs of your child will be discussed and a plan will be put into place.

5. How do we know that our provision is effective?

High quality first teaching and additional interventions are decided through our consistent dialogue across the school. We have high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. All teachers are responsible for every child in their care, including those with special educational needs.

Underpinning ALL our provision in school is the graduated approach cycle of:



Assess: Class teachers, SENDCo, teaching assistants and parents will regularly assess children's learning and development

Plan: Class teachers, SENDCo, teaching assistants and parents plan the child's next steps in learning

Do: Class teachers, SENDCo, teaching assistants and parents will support children in achieving their learning targets

Review: Class teachers, SENDCo, teaching assistants and parents will review a child's progress against the targets set having consulted with children, young people, and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach

Speedwell Infant School believe that monitoring pupil progress is crucial in aiding a child's development. Progress is the fundamental factor in determining the need for additional support. If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress, the teacher should seek the help of the SENDCo. The SENDCo and teacher will review the approaches adopted and decide what other provision may be needed. Where we have emerging concerns about a child they will be given targets to work towards which will be reviewed within 6 school weeks. This will be shared with the parent during meetings where necessary. If a child is not responding effectively to intervention, i.e. if there is no change in their progress, groups will be revised and new methods will be considered. Where concerns remain a child will continue to have SEN support, which will be reviewed regularly.

If, despite sustained intervention, a child continues to make minimal progress and concerns remain, the school will consider applying for funding through Inclusion Panel Funding, Early Years Inclusion Funding (EYIF) or an Education, Health and Care Plan (EHCP). Through joint parent-teacher partnership, all monitoring will be shared so that everyone involved will be aware of the support in place, as well as the impact it is having in supporting the child's needs.

6. How will the school staff support my child and how will the curriculum match their needs?

All staff will cater for the child's needs through the delivery of a first class curriculum through high quality teaching. The curriculum will be adapted where necessary as will the learning environment. It is important to make certain changes in order to allow all children to access our broad and balanced curriculum. The class teacher, along with teaching assistant and other support staff, are responsible for overseeing and planning the child's education programme and this will be monitored frequently. Teaching assistants and support staff can work with children in discreet, small group settings during lesson time, offer one-to-one support where appropriate and sometimes can provide intervention groups inside and outside of the classroom. Every staff member working with the child will have an important role to play.

There is a school governor with the key responsibility of SEND, Andrew Brooks. The governor is aware of the school's SEND policies and procedures and they are updated where appropriate. During parent review meetings, discussions will be held between appropriate members of staff and parents concerning the support their child is receiving. This is a great opportunity for any opinions and concerns to be shared and any queries explained and acted on.

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

We believe that decisions surrounding the type and amount of support received are most successful when a holistic approach is adopted. Factors such as existing diagnosis, assessments, National Curriculum levels achieved and any other fundamental influences will be considered by all those working with the child. For instance, the Class Teacher, Teaching Assistant, the school SENDCo, the school nurse and the Head Teacher. Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists, Behaviour Support etc. Parents will be involved at all stages of the decision process. Support is monitored regularly, as previously discussed, and any concerns can be raised with those appropriate staff involved.

8. How will my child be included in activities outside the school classroom including trips?

All children will be included in activities outside the classroom including physical activities and school trips wherever possible. Arrangements will be made to cater for physical and medical needs in relation to transport, access to medication and support provided during trips. Parents will be consulted throughout the whole process to ensure that the appropriate support is provided for their child. We also provide assistance at play times and lunch times for children who find those transitions a challenge.

9. What support will there be for my child's overall well-being?

We are very proud to be an Attachment and Relationship Aware school. Our entire ethos is centered around the wellbeing of the children. Our behaviour policy is based around nurture and relationships and staff are all full trained to support this. Every classroom has a snug for children to support the children if they need some time out, enabling them to regulate in order to return to learning. In addition to this all staff have been trained in Emotion Coaching which supports children to understand their emotions and provides strategies to support them.

Our school has an Inclusion and Engagement teaching assistant, Toni Newton. She is able to offer support to both parents and children regarding their social and emotional well-being. Miss Newton is specially trained to provide interventions such as ELSA, Behaviour Box, Lego therapy and Nurture. Teachers can also suggest that a child spends some informal time talking and sharing feelings with her. Our children also know that they can find her and talk at any time if they are worried about something.

We also have a named member of staff responsible for managing medicines. Risk assessments have been produced for medicines such as inhalers and epi-pens to ensure they are used safely around school.

All staff follow Speedwell Infant School's Behaviour Policy and obviously such strategies will be amended as and where needed to cater for children with behavioural needs. Members of our Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that effective behaviour management is a crucial factor surrounding the ongoing progress and positive well-being of all children, including those with special educational needs.

10. What specialist services and expertise are available at or accessed by the school?

Speedwell Infant School is able to access a number of specialist services. This includes:

- Speech and Language Therapists
- Educational Psychologist
- Behaviour Support Service
- Support Service for Special Educational Needs (SSSEN)
- Children and Adolescent Mental Health Services (CAMHS)
- School Health Service
- Hearing Impairment Support
- Autism Outreach

11. What training have the staff supporting SEND had or what are they having?

At Speedwell Infant school we regularly update our training. We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to the schools development priorities.

12. How accessible is the school both indoors and outdoors?

The school is accessible for those with wheelchairs or those with physical walking aids, as most of the grounds are on one level. Toileting facilities are available and a changing bed. Our outdoor areas are flat which allows access for all. As our ethos is to be fully inclusive for all children attending our school, we believe it is important to treat disabled children in the same way as every other child. Each year accessibility is focused on when completing our accessibility plan.

13. How are the parents involved in the school?

Home-school communication is regarded highly at our school. We have an open-door policy where parents are welcome to approach members of staff if they have a concern. Appointments can be made with the class teacher/head teacher when required and the school SENDCo is able to meet with parents too, when needed. There are Parents' Evening throughout the year, which allows teachers and parents to discuss progress and any issues, including discussing any child's Individual Education Plans (IEPs). If a child has an EHC Plan, an Annual Review meeting will be held with all those involved in the child's education/progress. We also make sure that if we need support from the Educational Psychologist or Behaviour Support Service, parental permission is sought, and parents are invited to any meetings that take place. This ensures, the school is catering for the child in the best ways possible, as well as an opportunity for different professionals and parents to discuss thoughts and ideas.

14. How are children with special educational needs involved in their education?

Our young people are involved in the whole process of their education as Speedwell Infant School fully believe in listening to the child's voice. If children are finding any aspect of the school day difficult, they are consulted in order to give them the opportunity to discuss what they would like to happen.

15. What if I want to complain about the provision made at the school?

At Speedwell Infant School we aim to work with the parents to ensure that they are happy with the service that we are providing for our children. However, if for any reason a parent feels that we are not being as effective as they would like then we would encourage them to come and speak to a member of the Senior Leadership Team including the Head teacher. If concerns are passed on we will address them in a timely manner and

feed back to the parent with any changes made. If a parent is still not happy with the outcome, then we advise that they follow the complaints procedure that we have in school.

16. How do we involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Referrals can be made where it is felt necessary to a variety of different agencies and specialists. Again, the parents/ carers are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given. If a specialist requires a meeting with a parent we host the meeting, with the class teacher and/or school SENDCo present as appropriate.

17. Who can I contact for further information?

If you have concerns regarding your child, the first point of contact should be the class teacher. If you have any concerns surrounding SEND, the class teacher may refer you (sometimes along with themselves) to the school SENDCo – Miss Michelle Clark. Contact can be made by phoning the school office or by verbal communication with staff.

If you feel these issues need to be discussed with the Head Teacher, Mrs Jane Moore, then again an appointment can be arranged by contacting the school office.

18. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

Preparations will be made accordingly by Speedwell Infant School upon entry to the school. Transition meetings are arranged for between year groups and schools; with parents, teachers and other appropriate professionals to attend. This is to ensure a smooth transition for both children and parents. Any issues will be discussed and support will be amended where appropriate. It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term.

19. Where is Derbyshire's Local Offer?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN through the Derbyshire Local Offer

<https://localoffer.derbyshire.gov.uk/#!/directory>