

## **SEN Information Report**

The Children and Families Act 2014 requires all local authorities to make significant changes to their special educational needs and disability (SEND) services by September 2014.

Through the act the government is transforming the system so that services can consistently support the best outcomes for these children and young people.

The act extends availability of SEND support from birth to 25, giving young people and their families' greater control and choice in decision making to ensure their needs are properly met. The changes include:

- replacing old statements of special educational needs with a new birth- to-25 education, health and care plan;
- offering families personal budgets;
- improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.

Local authorities are currently working with other health and social care services to review the support available and how it can be accessed through the development of 'Local Offers'.

Derbyshire's Local Offer will bring together all information relating to all services and support available across education, health, social care and the voluntary sector with the aim of making the information more accessible to families and the professionals who work with them.

## SEN information report for Larklands Infant and Nursery School.

Q. Who are the best people to speak to in school about my child's difficulties in learning/special needs or disability?

The class teacher

Responsible for;

-Ensuring high quality teaching.

-Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support.) These interventions need to be recorded on the provision map and the parents and Special Education Needs Co-ordinator (SENCo) need to be informed.

•Writing Pupil Progress targets/Individual Education Plans (IEPs) and sharing and reviewing these with parents at least once each term and share plans for the next term.

•Personalised teaching and learning for your child as identified on the school's provision map.

•Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

The SENCo/Inclusion Manager: Mrs Kelly

Responsible for

•Developing and reviewing the school's SEN policy.

•Co-ordinating all the support for children with special educational needs or disabilities (SEND)

•Ensuring that you are

- i) Involved in supporting your child's learning
- ii) kept informed about the support your child is getting
- iii) involved in reviewing how they are doing.

- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Autism Outreach and Behaviour Support.

- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Mrs Smith

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.

- The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.

- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Anna Stevenson

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

**Q. What are the different types of support available at your school for children with SEND?**

- a) Class teacher input, via excellent targeted and differentiated classroom teaching (Quality First Teaching).
- b) Specific group work in class or intervention which may be run in the classroom or in a group room.
- c) Specific support groups run by outside agencies, such as Speech and Language therapy.

This means a pupil has been identified by the SENCo/ class teacher as needing some extra specialist support in school from a professional outside the school. For this to occur your parental permission would be required and a meeting would occur to inform you of what would take place and what this would mean for your child.

**d) Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

GRIP/ ETAEYS means your child has been identified as needing support above the resources already funded by school. Temporary funding can be applied for to support your children meet targets devised in a personalised plan of support.

An Education, Health and Care Plan (EHCP) would be applied for if your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. Or you feel your child would benefit from attending a Special School.

**Q. How will you support my child during periods of transition e.g. moving class, key stage or school?**

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible. This can range from extra visits to their new classroom or making a picture book to take home.

### If your child is joining us from another school:

- The SENCo will visit the school when appropriate.
- Your child will be able to visit our school and stay for a taster session or start school with a phased transition, if this is appropriate.

### If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

Additional visits to Junior Schools are arranged to support transition.

### When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs and provision maps will be shared with the new teacher.

Transition visits to the new classes are made.

### Q. How will you measure the progress of my child?

- Your child's progress will be continually monitored by his/her class teacher.

All children will have next steps of learning to ensure they continually make progress.

- His/her progress will be reviewed formally with the Head teacher/SENCo every term in reading, writing and maths.

- At the end of year 2 all children are assessed against the National Curriculum levels or PIVOT scales and this will be fed to their new schools.

- Where necessary, children will have individual target set by school or by outside agencies specific to their needs. Targets will be set and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review/ person centred review with all adults involved with the child's education.

- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

- Regular book scrutinise and lesson observations will be carried out by the SENCo, members of the Senior Management Team, subject leaders and Governors to ensure that the needs of all children are met and that the quality of teaching and learning is high.

#### Q. How will the parents and the child be involved in their education?

Parents are reported to a minimum of three times a year - however if your child is experiencing difficulties you will be invited in for a discussion about any issues and how these can be resolved. If the your child continues to experience difficulties and the teacher believes there to be an issue of Special Educational Needs then you

will be contacted and asked for permission for your child to be added onto the SEN register. The teacher will also have completed an initial concerns form and will have identified next steps for supporting your child in school.

Once your child has been identified with SEN then the teacher will adapt the curriculum and may make extra provision for your child and set targets. Parents are always consulted where a child has been identified with SEN and feedback from yourself is important to us as we understand that you know your children best.

Any targets will be sent home and at any point you can meet with the teacher or SENCo to look at the targets set and help in the reviewing process.

We may also provide all children with home-school diaries - any messages or concerns you have can be noted into the diary and the teacher will respond with any information they can provide either by telephone, in person or by writing a message back in the home-school diary.

Where appropriate we also try and include the children in the target setting process and consult them on their progress and what help they would like to have next. We take into consideration the child's strengths and try and build on these to increase confidence and self-esteem.

#### Q. How will the teaching be adapted to enable progress and success?

Class teachers plan lessons according to the specific needs of all groups of children in their class (differentiated and personalised) and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

**Q. Will my child with SEN be able to engage in activities with children without SEN in school?**

Larklands Infant and Nursery School is an inclusive school where all children regardless of their abilities are engaged and able to part-take in all activities we offer. Where appropriate we will make adjustments to the curriculum, environment and activities so all children can access them.

**Q. How are the teachers in school helped to teach children with SEND and what training do they receive?**

The SENCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD), attachment disorder and speech and language difficulties.
- Support from all outside agencies such as SSSSEN, S&L will advise teachers on how to best support the child in class and to help ensure they meet their targets.

**Q How do you know if the provision given to SEND children is effective?**

At Larklands Infants school the teachers are incredibly effective at assessing and evaluating both themselves and the provision given to ALL children. All lesson are evaluated including assessing how particular groups or individual children do.

All out extra provision such as Literacy/ Maths intervention and speech and language programmes are all progress based - whereby the child is base lined before the provision starts and again afterwards to accurately measure progress made by all the children.

The effectiveness of these provisions are reviewed half termly.

**Q. How will you support my child emotionally and socially and what measures do you have in place to prevent bullying?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

If a child has a specific need such as low self-esteem they may also access Positive Play or Nurture.

Lunchtime and playtimes are supported through planned activities and spaces places with special interest boxes for those who struggle at these times.

If a parent or teacher have concerns a child is being bullied because of an identified need the Anti- Bullying policy would come into force and procedures would be followed.

**Q. Are there other people/organisations involved in supporting children and families with SEN?**

The Local Authority can support and provide provision to be delivered in school including:

- Autism Service
- Educational Psychology Service
- Sensory Service for children with visual, hearing or other sensory needs

- Parent Partnership Service
- SALT (Speech and Language Therapy)

Health Provision delivered in school include:

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs

If your child still needs extra support, with your permission the SENCo or Headteacher will access further support through the Initial Early Health Assessment.

**Q. How do I make a complaint about the provision my child is receiving?**

We endeavour to deliver an individualised program of provision for children within the school. However if you were to become unhappy with the provision your child was receiving the first person to speak to would be the school SENCo - who will try to resolve any concerns and work with parents to adapt or change provision given. If this was not resolved satisfactorily the Head teacher and SEN Governor would then listen to your concerns and together find an amicable resolution. If again it was not resolved to your satisfaction you may follow the schools complaints procedure.