

Meadow Lane Infant School

Special Educational Needs

Information Report 2016

Introduction

Meadow Lane is a mainstream Infant school that aims to be as inclusive as possible and tries to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

There is a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis. The needs generally fall into one or more of the following categories; Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and/or Physical.

How does Meadow Lane identify and assess SEND?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have, to plan any additional support your child may need, discuss with you any referrals to outside professionals to support your child. Identification methods that are used at Meadow Lane are;

- Early Years Inclusion Support Service or other agencies may inform the school about a forthcoming admission of a child with SEN.
- Foundation Stage baseline assessment.
- During a child's school career parents or a class teacher may raise a concern.
- Termly progress meetings with the Headteacher and assessment coordinator may raise a concern about a child's progress
- Teachers keep records of the children in their class whom they are concerned about and use the Graduated Response to create a global picture of the child's needs and what they have done to support that child.
- Teachers have half-termly meetings with the SENCO to discuss pupils and their needs.
- The child's class teacher may assess their needs and, in consultation with parents and SENCO, identify the level of support they are likely to require.
- More formal assessments may be completed by any of the following: SENCO, Teaching Assistant or other outside agencies.

Staff make ongoing teacher assessments as well as using a variety of assessment tools (see identification methods above). We also meet regularly with parents and children at target review meetings which are additional to parent evenings. Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. Termly progress meetings with the Head Teacher and Staff are held to monitor progress of different groups including children with SEND.

How will I know how my child is doing?

There are parents evening in Autumn and Spring Term and an Open evening in the Summer Term. Targets are reviewed at these meeting for some children. Other children, who may have more complex needs, have an additional review meeting termly. At this meeting targets are reviewed and new ones set together. At the end of the year you will receive an Annual Report.

How does the staff support my child?

Class Teachers:

- ◆ Take responsibility for the needs of all their children
- ◆ Liaise with SENCo, TAs, parents and children to write appropriate targets
- ◆ Be responsible for initial identification, assessment, planning and evaluation to meet individual needs
- ◆ Meet half-termly with the SENCo, assessment coordinator and Headteacher to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning

- ◆ Implement in-class support and differentiate teaching
- ◆ Where possible and appropriate, share with the children their learning targets and enable them to participate in decision making regarding their special needs.

Disabilities/ Special Education Needs Co-ordinator (SENCo) David Osborne;

- ◆ Ensures a consistent whole school approach to special needs.
- ◆ Maintains the upkeep of an appropriate special educational needs register and review when necessary
- ◆ Seeks advice and support and liaise with outside agencies and with other SENCOs
- ◆ Monitors the impact of intervention strategies and act upon the findings.
- ◆ Arranges formal reviews and ensure completion of appropriate Action Plans.
- ◆ Supports class teachers and teaching assistants in the identification, assessment, planning and evaluation process.
- ◆ Monitors the use of, maintain and develop SEN resources.
- ◆ Liaise with parents and other agencies at formal and informal meetings.

Headteacher – Joanne Revill:

- ◆ Have regard to the Special Educational Need (SEN) Code of Practice in school planning
- ◆ Determine the use of financial resources, staffing levels and staff deployment
- ◆ Monitor data analysis and report back to governors

Family SENCo – Carol O’Connor:

- ◆ Have regard to the Special Educational Need (SEN) Code of Practice in school planning across the Chilwell family of schools
- ◆ Determine the use of financial resources for AFN funding. Monitors the bids written and monitors the quality of support across the family of schools.
- ◆ Leads on staff training in SEND across the family of schools.
- ◆ Supports individual school SENCOs with training and at meetings such as Springboard and review meetings.
- ◆ Supports parents and families in all the schools including the running of a parents support group ‘Thrive’ on a termly basis.
- ◆ Reports regularly to Head teachers around funding, support, training and the latest developments in SEND.
- ◆ Liaises closely with outside agencies, other Family SENCOs and the LA.

How is the teaching adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child’s needs are met. Strategies to ensure all children can access the curriculum include;

- Making use of all class facilities and space
- Using in-class provisions and TA support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group support is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.
- Implementing Individual access arrangements for SATS and assessments

How is the type and amount of support decided for my child with SEND?

All pupils with SEND will have access to Element 1 and 2 of a school’s budget which equates to £6,000.

Some pupils with SEND may access additional funding. This additional funding (AFN) might be from a budget which is devolved to and moderated by the Family of Schools. This is accessed by submitting bids according to the level of support required. The SENCO formulates the bids according to LA prescribed criteria.

For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this High Level Need (HLN) funding.

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

The school curriculum is regularly reviewed by Senior Leadership Team which includes the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. Reasonable adjustments are also made to ensure children can access extra curricular activities and school visits. This may involve 1:1 TA support or parents providing extra resources/support for the child.

How do you support my child's well-being?

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, anxiety, and being uncommunicative. All classes deliver PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

However, for those children who find aspects of this difficult we offer in-school nurture provision, run by teaching assistants such as lunchtime and playtime support through planned activities and groups. If your child still needs extra support, with your permission the SENCo will access further support through Children and Adolescent Mental Health services (CAMHs)

What training do the teachers have?

Our school operates the following training programmes:

- The family of schools support and use expertise within the schools to train each other where possible in a SENCO's network.
- Specialist schools and Families services provide training. This usually occurs within the family of schools.
- The Educational Psychologist also provides training for example on attachment issues.
- The family of schools also work together to train staff.
- Individual staff also attend training to support specific needs.

How accessible is the school to children with a Disability or Special Educational Need?

The school has ramps and clear access for wheelchair users. It has disabled toilets both for children and adults. It has a fully equipped medical room with a changing plinth. All areas of the school are accessible.

How can I support my child's learning?

The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used. Please contact them to arrange a mutually convenient time. The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. Personal progress targets will be reviewed with your involvement every term. The School Health Team or School Health Service Single Point of Access (SPA) is based at the Stapleford Care Centre and is available from 8.30am - 4.30pm Monday to Friday, this is where parents can meet with a School Nurse to discuss their child. The School can contact the team for advice and support as well as arranging meetings for parents if they require it.

What should I do if I have a concern

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you can contact the Disabilities/ Special Education Needs Co-ordinator (SENCo) David Osborne. The school SEN Governor, Janie Goodman, can also be contacted for support.

Who can the school access to provide them with support/expertise?

The school has links with external support services in order to fully support our SEN pupils and aid school inclusion. The following services will be involved as and when is necessary:

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- Broxtowe Schools Behaviour and Attendance Partnership (SBAP)
- Speech and Language Therapy Service
- Educational Psychology Service
- School nurse / Health Visitor
- Community Pediatrician
- Occupational Health
- Physiotherapy
- Parent Partnership
- Sure start
- Early Help Unit
- Targeted Support

How does school support my child through different transitions?

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.

If your child is joining us from another school: The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. Your child will be able to visit our school and stay for a taster session, 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 understand moving on, then one will be made for them. We also create a Pupil Profile which details your child's needs and how best they are supported in an easily accessible document.

When moving classes in school: Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher. Targets will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. We also create a Pupil Profile which details your child's needs and how best they are supported in an easily accessible document.

What is the Local Offer?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Meadow Lane is part of the Authority's Local Offer. www.nottinghamshire.sendlocaloffer.org.uk