

**Special Educational Needs Information Report**

**Written May 2021**

**Reviewed September 2022**

**Next review due September 2023**

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| **Review date** | **By whom?** | **Summary of changes**  **made** | **Date**  **implemented** | **Date ratified** |
| **September 2022** | **CM** | **Addition of:**   * **Reworking of previous ‘Types of SEND’ section into ‘What kinds of SEND are provided for at Alvaston Infant and Nursery School?’ page X** * **‘What expertise and training do our staff have?’ section on page X** * **Second paragraph added to the ‘How will my child be included in activities outside the classroom including school trips?’ section on a page X** * **Addition information to ‘What support will there be for my child’s overall well-being? On page X** * **Addition of ‘How should I raise concerns or complaints about SEND provision?’ this replaces previous reference to complaints procedure on page X** * **‘How do we contribute to the local offer?’ section on page X** * **‘How do we evaluating the effectiveness of our SEND provision?’ on page X** |  |  |

**School Values**

We strongly believe that Alvaston Infant and Nursery School is a very special place to work, learn and grow. Every individual within our school community is given a wealth of opportunities, which enable them to develop and flourish so that they can be ‘the best that they can be’.

Our safeguarding practices are robust and all children are given the highest degree of care. The staff’s passion and dedication to learning cascades down on to the children. Our shared vision is to create a happy, safe and nurturing environment where children are inspired to learn and explore their creativity, whilst being encouraged to take ‘responsible risks’.

Equality is at the heart of our vision and we strongly believe that all children have an equal entitlement to the provision we offer and we strive to ensure that the needs of the whole child is met, including their academic, physical and mental wellbeing. This oasis of learning ensures that each child has their own bespoke learning journey, where individual talents and attributes are fostered and nurtured. The arts are highly valued as subjects in their own right, but they are also used as a vehicle to enhance outcomes in other subject areas.

Our key learning values of resilience, teamwork, creativity, reflection and independence are intertwined in everything that we do. In order to prepare our children for life in the 21st century, we recognise the value of these attributes and nurture them so that children become caring and helpful members of society, and they are optimistic about their future.

Children have ownership of their learning and the curriculum it is tailored and centred around the children’s needs and interests. Learning at Alvaston Infant and Nursery School is exciting and all staff have the highest of standards. Experiences create a real climate for learning and this enhances education for all. Children are given time to discover and explore learning, and as a result, they confidently acquire and demonstrate their knowledge.

The school recognises the importance of all stakeholders and the part we play in our community. We establish strong and successful relationships with parents, community members and institutions and strive to achieve excellence in all that we do.

**Rationale**

This report is to inform you of the types of support available for your child at Alvaston Infant and Nursery School. It will help you to understand who can help if your child needs additional support and how this support can be accessed.

**How do we identify Special Educational Needs and Disabilities (SEND)?**

Our teachers and the senior leadership team (SLT) monitor the progress of all children regularly. If we think your child is not making the same progress as other pupils, or is falling behind the level that is expected for their age, they may be considered to have a Special Educational Need or Disability (SEND).

Our SENCo and/or Deputy SENCo will support you and your child’s class teacher. We will observe your child, assess their understanding of what we are doing in school, and work with them to find out what is causing difficulty. They may be placed on the SEND register and parents will be informed of this. Support will be put into place to support your child’s learning.

Where we think that a child has an undiagnosed condition, we will support you in making either making a referral or signposting you to the necessary professionals.

When a child has identified SEND before they start at Alvaston Infant and Nursery School, we work with the people who already know about them and use the information already available to identify how we can meet their SEND at Alvaston Infant and Nursery School.

**What kinds of SEND are provided for at Alvaston Infant and Nursery School?**

Our school currently provides additional provision for a range of needs, including:

* **Communication and interaction**, for example, autistic spectrum disorder (ASD), speech, language and communication needs (SLCN), social and communication difficulties,
* **Cognition and learning**, for example, moderate learning difficulties (MLD), severe learning difficulties (SLD), dyslexia, dyspraxia
* **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorder
* **Sensory and/or physical needs**, for example, hearing impairments, processing difficulties, epilepsy, cerebral palsy, sensory sensitivities to noise, smell, taste, touch

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

If you tell us, you think your child has a Special Educational Need, your class teacher will discuss this with you. We will observe your child closely and assess what may be causing the difficulty. We will share with you what we find out and what we will do next. Our SENCo and/or Deputy SENCo will support you and your child’s teacher to make the best provision for your child.

**How do we involve pupils and their parents/carers?**

We work in partnership with you to support each child’s well-being, learning needs, progress and aspirations.

We operate an open-door policy to allow parents to contact their child’s class teacher with ease. Parents are invited to become involved in school life through a number of means e.g. parent forums, ongoing invitations to school events throughout the year.

Our Governing Body includes parent governors and we have a designated SEND Governor Mrs Jones-Holt.

**How do we adapt the curriculum so that we meet the needs of our children with SEND?**

When we identify a child as having a special educational need their work in class may be differentiated by the class teacher to enable them to access the curriculum.

All staff are trained in a variety of approaches to teaching and learning, which mean that we are able to adapt to a range of SEND.

This may involve:

* Extra help from a teacher or teaching assistant in class
* Small group or individual support out of class (intervention)
* Support to manage own behaviour
* The type and length of instructions given
* Alternative resources and specialist equipment may be given to your child e.g. specialist work stations, IT access, visual prompts, pen/pencils grips or easy to use scissors.
* Targets specifically for each child. These are set through a Personalised Learning Plan (or PLP) which will specify in detail what will be learned, how and who will help.
* Emotional or pastoral support from our Ann Middleton through discrete ‘Talk and Sort’ sessions.

At every stage of the process, the pupil’s voice is at the centre of decision-making and provision. Your child will be listened to and supported, and their views will be taken into account along with those of teachers, families and professionals

Teachers meet regularly, with members of the senior leadership team, to review children’s progress and discuss any support needed for individual children.

Personal targets are reviewed termly for children with SEND and this information is shared with parents. For most children, this is through a Personalised Learning Plan (or PLP).

**Who do we work with to support your child’s learning needs?**

If your child’s needs are more complex and advice is required from other support services, a referral may be completed with your permission. This might involve the support of one or more of the different professionals with whom we work closely:

* School nurse – to advise on any medical needs and provision and to help when a care plan is needed
* Specialist teachers and teaching assistants for Hearing Impaired (HI), Visually Impaired (VI), Physical or Medical Difficulties, Autistic Spectrum Advisory Teacher.
* Specialist health services such as Speech and Language Therapists (SALT), Physiotherapists, Occupational Therapist
* Child and Adolescent Mental Health Workers (CAMHS)
* Social Services
* Educational Psychologist – The psychologist will generally meet with the parent and teachers, then observe in the classroom setting. They will then write a report, which will offer advice to the school and parent/carers on how best to support the pupil in order to take their learning forward.

The SENCo and/or Deputy SENCo s are in regular contact with the Local Authority SEND Caseworker in order to ensure that EHCPs are being processed and reviewed.. Information is shared via secure email in order to complete reports and make referrals. With parental permission, the SENCo and/or Deputy SENCo and external agencies are able to contact the family home to gain further information when writing a report/completing a referral.

**What if my child has more complex or severe needs?**

If your child’s needs are complex or severe we may suggest that, we ask the Local Authority for an Education Health Care Plan (EHC) assessment.

This assessment may lead to an EHC Plan if your child needs additional support beyond that provided through School Support. If however, their needs can be met through School Support, this will continue to be coordinated through Personalised Learning Plans (PLPs).

If your child needs extra resources to help them with their learning, for example, money, staff time, special equipment or attendance at a school with specialist resourced support, the school will apply for this from the Local Authority through Element 3 Funding. This extra provision will be reviewed annually and would include parent, teacher, SENCo, Deputy SENCo, pupil and other professionals who support your child.

**How is my child’s progress assessed and reviewed?**

Teachers use detailed information from their tracking of children’s progress to make sure that all children are making progress at their level. Progress is checked daily during lessons and termly through assessments. Our senior leadership team check the progress of pupils every term and discuss what we are going to do to make sure that each child is making good progress.

**Who is responsible for ensuring the provision meets my child’s needs?**

Our staff are highly experienced and are trained to meet every child’s needs. Our SENCo and/or Deputy SENCo will oversee provision for any child with SEND and will liaise with class teachers, teaching assistants and outside professionals to make sure that your child’s needs are being met.

Your child’s teacher will set appropriate targets and discuss these with you termly, more often if needed.

**How do we evaluating the effectiveness of our SEND provision?**

We evaluate the effectiveness of provision for pupils with SEN by:

* Reviewing pupils’ individual progress towards their targets each term
* Reviewing the impact of interventions
* Monitoring by the SENCO and/or Deputy SENCo
* Using provision maps
* Holding annual reviews for pupils with EHC plans

**What support will there be for my child’s overall well-being?**

The well-being of all our children is our primary concern at Alvaston Infant and Nursery School. They are supported with their social and emotional development throughout the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) is integral to our curriculum and is taught on a regular basis. Class teachers can also recommend that our Talk and Sort Lead sees a child for a ‘Talk and Sort’ session if they feel it will be beneficial to the child’s well-being.

Additional support from specialist staff is arranged as needed for individual children, both in and out of the classroom.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.

We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

We also provide support for pupils to improve their emotional and social development in the following ways:

* We have a zero tolerance approach to bullying.
* ‘Calm Starts’ in the morning allow pupils a chance to regulate and socialise alongside engaging activities.
* Each class takes part in ‘Rest and Reflect’. This is a time to talk, reflect and share experiences.
* We have a wide range of professionals who are able to provide support and guidance for those pupils who need help with their social, emotional and mental health e.g. link

Educational Psychologist, Autism Consultant.

As a school we have taken part in Emotion Coaching Training. This approach is used throughout school by all staff.

**How do you support children with medical needs?**

If your child has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the child.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both the child and staff member. These can be obtained via the main office.

Most staff have first aid training. A list of these is available in school.

**How will my child be included in activities outside the classroom including**

**school trips?**

All children are encouraged to participate in the wider school life through taking part in school clubs and activities as well as school trips. Risk assessments are carried out and procedures are put into place to enable all children to participate.

However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

**How accessible is the school environment?**

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. For example, modifying a classroom for a partially sighted child, including amended lighting or clear markings in the playground to indicate boundaries or potential areas of hazard. Our policy and practice refers to The Equality Act 2010.

We monitor the languages spoken by families in our school and make use of translation sites via our website and endeavour to arrange for a translator to attend meetings when necessary.

**How will the school prepare and support my child when joining Alvaston Infant and Nursery School or transferring to a new school?**

We run a formal transition programme for entry to school for all pupils. We receive records or meet with pre-school providers and discuss any particular needs.

Where appropriate we will hold a joint meeting with parents to plan provision and offer additional transition sessions. On transfer to junior school, we liaise with the junior school SENCo, Deputy SENCo and class teachers, developing personalised transition programmes as appropriate. For children with complex needs, a formal transition programme may be planned during a Year 2 annual review.

**How are the school’s resources allocated and matched to children’s special educational needs?**

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on an individual’s needs.

The additional provision may be allocated after discussions with the class teacher at ‘in school review’ meetings or if a concern has been raised by them at another time during the year.

**How is the decision made about how much support my child will receive?**

These decisions are made in consultation with class teacher and Senior Leadership Team.

Decisions are based upon termly tracking of your child’s progress and/or as a result of assessments by outside agencies.

During their school life, if further concerns are identified due to the child’s lack of progress or well-being then other interventions will be arranged.

**How will I be involved in discussions about and planning for my child’s education?**

All parents are encouraged to contribute to their child’s education.

This may be through:

* Discussion with the class teacher
* During parent’s evenings
* During discussions with SENCo or other professionals
* Parents are encouraged to comment on their child’s Personalised Learning Plan with possible suggestions that could be incorporated
* Meetings or annual reviews
* Parental survey

**What expertise and training do our staff have?**

Our current SENCO, Mr Mabbutt was awarded his SENCO Award in 2012 and has 10 years’ experience in this role and has worked as a class teacher for 18 years.

Our Deputy SENCO, Mrs Darby, was awarded her SENCO Award in July 2022. She has worked in a range of school over a period of years, including working within a specialist setting for a number years.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver specialist SEND provision.

Staff have been trained in Art Therapy, Restorative Conversations and Emotion Coaching Training.

We use specialist staff for – English and Maths interventions, Speech and Language Link sessions, Talk Boost interventions, Every Child a Mover (ECAM) sessions, NELI interventions, Active Hands and 1:1 support for children with EHCPs.

**Who can I contact for further communication?**

In the first instance, parents/carers are encouraged to talk to their child’s class teacher. For pupils with SEND, further information and support can be obtained from the SENCo and/or Deputy SENCo

Mr C. Mabbutt is the Special Educational Needs Co-ordinator (SENCo) at Alvaston Infant and Nursery School.

He is contactable on: 01332 571704 or via e-mail: [cmabbutt@alvastoni.derby.sch.uk](mailto:cmabbutt@alvastoni.derby.sch.uk)

Mrs T. Darby is our Deputy Special Educational Needs Co-ordinator (SENCo) at Alvaston Infant and Nursery School.

She is contactable on 01332 571704 or via e-mail: [tdarby@alvastoni.derby.sch.uk](mailto:tdarby@alvastoni.derby.sch.uk)

**How should I raise concerns or complaints about SEND provision?**

Concerns about SEN provision in our school should be made to the Class Teacher in the first instance. If the Class Teacher is not able to resolve the concern then the parent/carer should be referred to the SENCo and/or Deputy SENCo, who can hopefully resolve the concern. If the concern is not resolved satisfactorily then the parent/carer should be referred to the school’s complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**How do we contribute to the local offer?**

Our contribution to the local authority local offer is:

* Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
* Working effectively with all other agencies supporting children and their parents/carers.
* Giving parents and carers opportunities to play an active and valued role in their child’s education.
* Making parents and carers feel welcome.
* Ensuring all parents and carers have appropriate communication aids and access arrangements.
* Providing all information in an accessible way.
* Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
* Instilling confidence that the school will listen and act appropriately.
* Focusing on the child’s strengths as well as areas of additional need.
* Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
* Agreeing targets for the child.
* Making parents and carers aware of support services.

Our local authority’s local offer is published here: [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

Jargon Buster

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|  |  |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactivity Disorder |
| ASC | Autistic Spectrum Condition (previously referred to as Autistic Spectrum Disorder) |
| CAF | Common Assessment Framework |
| CAMHS | Child and Adolescent Mental Health Service |
| CP | Child Protection |
| EAL | English as an Additional Language |
| EP | Educational Psychologist (Ed Psych) |
| FSM | Free School meals |
| HI | Hearing Impairment |
| LAC | Looked After children |
| LA | Local Authority |
| MLD | Moderate Learning Difficulty |
| OT | Occupational Therapist |
| PD | Physical Disability/Difficulties |
| PLP | Personalised Learning Plan |
| SaLT | Speech and Language Therapy |
| SEND | Special educational needs and disabilities |
| SEMH | Social, Emotional and Mental Health |
| SEND | Special Educational Needs and Disability |
| SENCo | Special Educational Needs Co-ordinator |
| SLCN | Speech, Language and Communication Need |
| SpLD | Specific Learning Difficult |

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