

SEN Information report for Pilton Infants' School school

All Devon maintained schools have a similar approach to meeting the needs of children with Special Educational Needs and Disabilities (SEND). They are supported by the local authority to ensure all pupils are included & make the best possible progress.

The local authority produces a 'Local Offer' which is found at <http://www.devonsendpathfinder.info/local-offer> or via <http://new.devon.gov.uk/send>. The Local Offer details support services that are available in the area.

Pilton Infants' is a mainstream setting and as such aims to meet the needs of children with the following SEND:

Cognition & learning difficulties

Communication & interaction difficulties

Social, emotional & mental health difficulties

Physical &/or sensory difficulties

These are explained more fully in our SEND policy which is available on the school website.

What we do at Pilton Infants' to meet the needs of SEND children.

Staff track progress of every child, across the curriculum as well as socially & emotionally, using a variety of assessments, & teacher observations, which are recorded at least half termly. Staff will consult with parents and listen to what the children themselves feel about how well they are progressing.

Progress meetings are held regularly by teaching staff and members of the senior leadership team to discuss each child & identify any child not making the expected progress. Senior members of staff specifically look at the progress of vulnerable groups. A high proportion of SEND children in our school make national average progress or above by the end of KS1.

Where expected progress is not being made interventions are planned to meet these needs. It may be provided either 1:1 or in a small group and recorded on a Provision Map which details the targets to be achieved. These targets are also included on a 'My Plan' which will be reviewed at least twice a year with parents, class teacher &/or SENCo. A graduated approach of Access-Plan-Do-Review enables us to ensure the correct differentiation & support is provided for each child. The involvement of parents is deemed vital at every stage if the child is to reach their potential.

With the agreement of parents/carers the SENCO also liaises with health professionals such as the school nurse, physiotherapists, occupational therapists, speech & language therapists & paediatricians. Where concern is ongoing parents may be asked to give permission for the Educational Psychologist to see their child to make a formal assessment of the difficulties & to provide advice on further support as appropriate. We work effectively with many agencies outside of school to ensure we have advice from people who have more specific areas of specialism.

We expect quality first teaching from all our staff within the classroom on a day to day basis. This includes differentiation of work to support groups or individuals with SEND so that they have access to a curriculum that is appropriate for them as individuals.

If your child has come to Pilton | Infants' part way through the year we will request records detailing any SEND concern or support that was offered at their previous school so that we are not starting from scratch and missing time when we should be meeting the specific needs of your child.

If, as a parent, you are concerned about your child and have not been approached by school staff then you are encouraged to speak to the class teacher in the first instance. In the unlikely event that you do not get a satisfactory response then you are welcome to ask to see either the SENCO to discuss your concerns. You can also contact DIASS (Devon Info Advice & Support for SEND) - formally known as Parent Partnership.

SEND children in our school regardless of their difficulty are encouraged to take part in activities outside of the classroom. They take part in all PE lessons, school trips including forest schools activities & after school activities. If there is a way for your child to join in we will do our very best to include them whilst taking in to account any concerns you may have.

We recognise that some SEND needs are temporary & some are permanent, some need medication & others personal care. We work with parents & health workers (school nurses for example) to draw up Care Plans where necessary to meet these needs. If medication is needed on a temporary basis normal school policy is followed which ensures safe administration.

Where there are Social & Emotional needs we address these through individual &/or class Thrive assessments. Support is offered by our Thrive trained practitioners where appropriate.

Disabled Access – We do have access to almost all areas via ramps. We are aware of the need for good security to keep all children safe. We have disabled changing toilet facilities in the main school building if needed.

We appreciate that parents know their children best and must be involved in their educational. To this end we have several opportunities throughout the school year where parents are invited in to see their child's work and talk to the class teacher – one informal parents evening during October, followed by a more formal/target setting parents evening in February and an open afternoon in July after annual reports/assessments have been sent to parents. Parents are of course welcome to, and indeed encouraged to, speak to the class teacher and look at their child's work at any time throughout the year.

When your child transfers to Junior School education we hold transfer meetings with staff from the receiving school and organise two additional visits, with a TA if necessary, to prepare them appropriately for the change. This also ensures staff at the new school are fully aware of the special needs your child has. You will be made aware of these additional visits & have the opportunity to visit too. If your child has a statement or ECHP the school of your choice will be invited to attend the review meeting in year 2 to start preparations early.

Our school SEND policy details the roles of the class teacher, Special Educational Needs Coordinator (SENCo), the SEND governor and head teacher in identifying the special needs of children in our school. We follow the guidance in the SEND Code of Practice issued by the government – completing DAF paperwork, requesting additional funding and ECHPs as necessary. Annual reviews of statements/ECHPs are held with professionals involved and parents. Please see the SEND policy on this website for further details.

The Headteacher, Jayne Kyle is our school SENCo & she is supported by Tracy Crocker. If neither are available please make an appointment to see one of them at another time. Should you continue to have concerns that you don't feel are being addressed by the previously named staff then you can contact Jane Walters the school SEN governor through the school office.

