



SPECIAL EDUCATIONAL NEEDS (SEN) INFORMATION REPORT 2016 - 17

Government legislation requires all schools to publish a report called the Special Educational Needs (SEN) Information Report (clause 65(3) (a) of the Children and Families Act 2014)

Section 1

What kinds of Special Educational Needs does Irthlingborough Nursery and Infant School make provision for?



Irthlingborough Nursery and Infant School is part of the Irthlingborough and Finedon Schools Learning Trust. We aim to meet the needs of all children. As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, subject to the ongoing budgetary and resource constraints and the availability of relevant professional expertise. This has included pupils with profound hearing and speech impairments, moderate learning needs, social, emotional and mental health difficulties and autism.

Section 2



How would Irthlingborough Nursery and Infant School identify and assess my child's special educational needs?

All pupils have access to quality class teaching and the curriculum. Class teachers make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected academic progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Teachers also assess progress in areas other than academic subjects – for instance, they will check whether a pupil needs to make appropriate progress in social skills or physical development.

If problems persist and a pupil continues to fall behind, then class teachers, in collaboration with parents, need to see if they can identify a particular barrier to learning. The class teacher will meet with the SENCo discuss concerns. Together they may be able to identify barriers to learning with reference to Northamptonshire SEN Descriptors, and SENCo might therefore suggest strategies to try to help accelerate progress. A record will be kept on the way a pupil responds to particular strategies, as this can further help identify their particular need.

Once further evidence has been collected the SENCo may decide to make a referral for further assessment to either a Local Authority provider e.g. Community Paediatrician, Speech and Language Therapist or commission an outside agency e.g. Educational Psychologist to undertake further assessment.

Section 3



(a) How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs?

We have a system of monitoring, evaluating and reviewing our provision. We monitor the effectiveness of our provision and review the impact through our termly tracking systems. Class teachers, the SENCo, senior leaders and Governors are involved with the process.

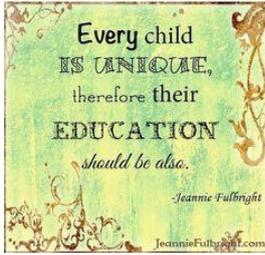
(b) How do I know how well my child is doing at school?

If an area of need is highlighted we will let you know, as parents/carers, the targets that your child is working on and the progress they are making towards meeting them with the offer to review their progress at a meeting with the SENCo, if required every other term. (3 times a year) If your child has a Statement of Educational Need / Education Health & Care Plan, we will additionally facilitate annual reviews.

(c) How will the staff support my child? How will the curriculum be matched to my child's needs?

All planning, both medium term and short term is highly differentiated within the class. Class teachers are provided with suggestions by the Educational Psychologist, Speech and Language Therapists, Physiotherapists, Occupational Therapists, Community Paediatricians, school nurse and any other specialist advisors where and when appropriate. We can offer more personalised timetables for specific children, when need arises.

(d) How do you adapt the curriculum?



Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

(e) How is the decision made about the level of support my child receives?

We constantly review your child's needs using our systems of monitoring, evaluating and reviewing, our experience and the expertise of any other professionals involved. This helps identify what, when and where additional support may be needed.

(f) How will my child be included in activities outside the school curriculum including trips?

Every child has the opportunity to access trips including, residential if parents wish. Risk assessments are completed for all trips. Specific risk assessments may be completed for individual children.

All children are also invited to join in with the variety of after school clubs that are available.

(g) What support is there for my child's overall well-being?

We have an appropriate safeguarding policy and systems in place. Pupil's health and well-being is important to us. Our Family Support Workers (FSW) and SENCo liaise with members of staff, parents and other agencies to support your child.

Section 4

Who is Irthlingborough Nursery and Infant School's Inclusion Leader? (SENCo)?



Mrs Anna Burdett, who is available (01933 654900) on Monday, Tuesdays and Wednesdays.

Alternatively, Mrs Burdett can be contacted by email:

Senco@irthlingborough-inf.northants-ecl.gov.uk

Section 5

What training have staff had to support children and families with special educational needs?

All of our teachers are qualified and some have undertaken specialist further development; for example, Autism, Attachment, SEMH, Attention Deficit Hyperactivity Disorder training and Team Teach. Our teaching assistants have also accessed a range of training including Team Teach, Autism and Speech & Language training. We also have staff who are trained to provide therapies for children including Drawing and Talking and Restorative Justice. Professional development is on-going.



Section 6

(a) How accessible is our school?

Wheelchair users can access the school through main entrances, avoiding steps.



Ramps are in place to provide access.

There is a disabled toilet.

There is also access to both playgrounds.

(b) How does the school get specialist equipment?

When specialist equipment or a high level is required to support a pupil with special educational needs, our schools will fund this as additional SEN support up to £6,000 per year for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the schools from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

Section 7

How are parents/carers with children with special educational needs included in the education of their child / children?

We hope to meet new parents/carers at the stage when you are deciding which Nursery and/or Infant school is your preferred choice for your child. We hold a new parents/carers evening prior to your child starting school.



We hold twice –yearly Parents’ Evenings and you are very much encouraged to come along and share your child’s learning. Also additional reviews may be arranged to discuss your child’s provision if needed.

Alternatively you are welcome to contact the school offices at any time during the school year to make an appointment to meet with the class teacher, SENCo or FSW.

Section 8

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



In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We try to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- where possible, share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and with help, set new targets
- monitor their success at achieving their targets on their SEN Individual Education Plan, if they have one



The children can be involved in the running of the school through the school council.

Section 9

What do I do if I have a concern about the provision provided for my child?

In the first instance we would encourage you to contact your child’s class teacher. If you still continue to have concerns then contact the SENCo. If the concern still persists then contact the Head Teacher.

In the unlikely event that your concern is not resolved then please contact our Chair of Governors via the school office.

Section 10

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

We work closely with the following to support your child's needs:

- Community Paediatricians
- Physiotherapy
- Occupational Therapy
- Speech and Language Therapy
- Educational Psychologists



We also liaise with specialist services including Hearing Impairment, CAMHS (Child and Adolescent Mental Health Services) and Social Services.

Section 11

Which support services can I contact?

- Educational Psychology Service

Contact Number: 01604 361416

- Educational Inclusion and Partnerships (EIP)

Contact via Northamptonshire County Council website

- Information Advice Support Service for SEND in Northamptonshire

*Contact Number: 01604 636111 or
www.iassnorthants.co.uk*

- Virtual School for Looked After Children

virtualschool@northamptonshire.gov.uk

- School Nurse

Contact number: 01933 410192

- Northamptonshire County Council:

See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>



Section 12

How do you prepare my child for joining your school or transferring to another school?



We work closely with the Junior School, and liaise with staff regularly, including the transfer of children's records. Visits / information sessions are arranged for both parents and pupils pre-transfer. Activities are also arranged to allow pupils to become familiar with either school or staff e.g. visiting assemblies, story time, and school transfer day. We prepare 'passport' style booklets for specific children.

Additional accompanied visits are also arranged for those pupils that would benefit from them. When your child moves to another setting we actively liaise with the receiving school to enable the transfer to be as smooth as possible. Additional activities and visits are also arranged if necessary.

All those with Statements of Special Educational Needs or Education Health & Care Plans will have next phase destinations and transition arrangements discussed at their Annual Review.

Section 13

Where can I find where the Local Offer of Northamptonshire County Council is published?

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

