

Rowanfield Infant School SEND Information Report May 2017

Welcome to our updated Special Educational Needs information Report 2017 which contributes to the Gloucestershire Local Offer for learners with SEND.

Details of the latest Gloucestershire Local Offer can be found at

<http://www.glosfamiliesdirectory.org.uk>

At Rowanfield Infant School we work hard to ensure that all children with additional needs are identified quickly and support put in place so that they make the very best progress that they can.

Inclusion

Inclusion is at the heart of everything we do. Wherever possible every child is included in every activity within the school unless to do so would cause the child distress or discomfort. Through this involvement most of our children make progress in their social skills, confidence/self-esteem and physical development. We achieve this through: encouragement, adult support (on a 1:1 basis if necessary) and parental engagement.

At different times throughout school, a child or young person may have a special educational need. The Code of Practice 2016 defines SEND as:

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The kinds of SEND for which we make provision:

We currently make provision for children experiencing difficulties in all of the four broad areas of need described in the SEND Code of Practice (2014). These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

It is important to realise that although these are the primary needs (main reasons) for additional support most of the children will require additional support in other areas too.

Identifying and assessing children with SEND and assessing their needs

When we receive a child with identified SEND from their previous setting staff (the class teacher, teaching assistant(s) and SENco) will communicate with the relevant adults, parents and child to ensure a smooth transition. Our EYFS team have met with the Rowanfield Children's Centre and a variety of other settings throughout Cheltenham, as well as carrying out home visits prior to a child starting with us to ensure that our school staff have a complete picture of the child before they start

with us. Where a meeting is not possible the SENco will have a telephone conversation, or email, with the class teacher(s) and/or SENco from the previous school.

Many pupils, at some time in their school career, may experience difficulties which affect their learning; these difficulties are often short-term but may be long-term and necessitate on-going support. We identify and meet these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

A child may be identified as having additional needs usually through one or more of the following:

- The school's system for regularly observing, assessing and recording the progress of all children
- Child's concern
- Teacher concern
- Parental concern
- Outside agencies

Identification includes the use of high quality assessment and, where necessary, may include more specialised assessments from external agencies and professionals.

The school has an identified SENco: Sue Gifkins

She can be contacted through the school telephone or email address.

Involving parent/carers and their child(ren)

The most important relationship in the school's educational partnership is between the parent/carer and the class teacher and any discussions about any aspect of a child's progress or development should always be with the class teacher. Should a parent feel concerned about the provision being made for their child they should speak to the child's teacher in the first instance.

Every effort will be made to address the concern at this stage with the involvement of other staff if appropriate however in the very unlikely event of this being unsuccessful we have a complaints procedure that is detailed in our complaints policy.

Parents of all children are invited to Parent Teacher meetings three times a year and receive a written report of their child's progress. Parents are also invited to Sparkle Plan meetings for children with additional needs. These are meetings with the parent/carer, child, and class teacher and involve a discussion centred on the child's Sparkle Plan in which their needs (academic and other) are identified and discussed and an action plan agreed. Where a child is not making progress and further needs and support are required, an application for an EHCP (Education and Health Care Plan) may be required and this will be assessed by an external panel who will carefully consider a child's needs and implement a programme of support as necessary. These are reviewed on an annual basis.

Children are actively engaged in their education. All children are routinely involved in pupil conferencing about Reading, Writing and Maths. Children learn from each other by peer marking and paired and group discussions. They are an equal voice in the Sparkle Plan meetings. The My Profile details what is important to him/her, his/her hopes and goals, what people like and admire

about him/her and what helps/does not help them. Our children's views will be used by the teachers to plan to meet individual's needs in terms of class organisation and individual goals/targets. Clubs and interventions are also planned to meet the needs of children if they express a desire for something additional.

Assessing and reviewing progress

The new SEND Code of Practice 2016 and the Gloucestershire Intervention Guidelines 2016 describe how to manage a graduated response and process which allows a picture of need and support to be built up for each child with SEND. This "Assess, Plan, Do, Review" cyclical identification and intervention process puts parents and children at the heart of every stage so that needs are identified early and appropriate support, help and interventions are put in place to enable all pupils to achieve their full potential ensuring that the gap between them and their peers is closed. This approach is used at Rowanfield Infant School and is detailed in our SEND Policy.

The effectiveness of the learning of children with SEND is assessed through our whole school systems of individual targets, teacher assessments (daily, weekly and termly) including termly pupil progress meetings with the Senior Leadership Team.

Along with many others, we are assessing children against age appropriate expectations; for example is a Year 1 child at, below or exceeding where an average Year 1 child would be in reading, writing, maths and spelling/grammar at that point in the academic year? The progress of SEND children in EYFS, Year 1 and Year 2 is being closely monitored and measured against the progress of the children without SEND to ensure that expected progress is made

The approach to teaching children and young people with SEND

In order to make progress a child may require the adaptation or differentiation of the lesson and activities of the class lesson. The differentiation may involve modifying learning objectives, teaching styles, materials and access strategies and the learning environment.

As needed, children receive additional support through intervention within or outside the classroom. The support may be individual or in a small group and will usually occur for a minimum of six weeks but may be for a shorter or longer time. Interventions that have helped children this year include:

- One to one and small group Reading, Writing and Maths.
- Speech, Language and Communication
- EAL
- Phonics boosting
- Individual behaviour systems
- Fizzy (a fine and gross motor skills programme)

As required specialist expertise is secured through referrals to a:

- General Practitioner
- Speech and language therapist
- Occupational therapist
- Advisory teacher
- Educational psychologist
- Social services
- School nurse

Expertise and training of staff to support children with SEND

Training of all staff is on-going and flexible in order to meet the current needs of our SEND pupils. Training is delivered either by the SENco or specialists in the subject area. The SENco regularly attend county courses and briefings and report back via weekly staff meetings.

Additional emotional, social and pastoral support

In addition to the social and emotional interventions and activities detailed above, we also employ a behavioural and pastoral team who support both parents and children with aspects of emotional, social and pastoral support. We run a free school-based breakfast club which supports vulnerable children. We also run several social and emotional programmes led by the behavioural and pastoral team.

Working with other organisations

In order to meet the needs of our SEND children and their families we have extensive contact with other organisations. This year this has included:

- Social Services core meeting and conferences including extensive involvement in Child Protection and Child in Need plans
- Team around the child meetings for children where extra family support is needed; this typically includes the health visitor, the teacher, the parent, the school nurse, the social worker
- Shared working with the Families First Support Worker
- Police, police community support workers and neighbourhood wardens involved in awareness and education for example Internet safety.

Contacts

For further information about this report or our SEND Policy please contact our SENco :

Sue Gifkins

Our SEND Governor is Mrs Ellen Butt who may be contacted via the school office.

Links

For more information about SEND you may wish to refer to:

- Rowanfield Infant School's SEND Policy

- Gloucestershire County Council Local Offer

<http://www.gloucestershire.gov.uk/schoolsnet/article/116672/The-Local-Offer>

- Parent Guide on Additional Needs

<http://www.gloucestershire.gov.uk/schoolsnet/CHttpHandler.ashx?id=63459&p=0>

- Gloucestershire Special Educational Needs and Disability Information, Advice and Support Service

<http://carersgloucestershire.org.uk/gloucestershire-SENDiass/>

- Rowanfield Infant School's Complaints Policy can be accessed on the school's website

This report was reviewed in May 2017 and will be reviewed in May 2018