

Dunchurch Infant School and Nursery's SEN Information Report February 2018

Dunchurch Infant School and Nursery embraces the fact that every child is different and therefore the needs of every child is different especially a child with Special Educational Needs.

Who are the people to talk to about SEN?	Responsibilities
<p>Our SENCo is:</p> <p>Mrs Sandra Barnes</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs and/or disabilities (SEND) and developing the school's SEN Policy to ensure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you and your child are: <ul style="list-style-type: none"> ○ Invited to termly reviews ○ Involved in supporting, reviewing and planning for your child's learning ○ Kept informed about the support your child is getting • Liaising with all the other people who may be coming into school to help support your child's learning. • Working alongside the Senior Leadership Team to track your child's progress and ensure that the provision is making a good impact on progress. • Updating the school's SEND Records and making sure that there are excellent records of your child's progress and needs. • Working with teachers and support staff in the school so they ensure your child's progress in school.
<p>Class Teachers</p>	<p>Are responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding 'Quality First Teaching' and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Ensuring all members of staff have the highest expectations for all children in the class. • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the Children they teach with any SEND.

Teaching Assistant (TAs)	<ul style="list-style-type: none"> • Teaching assistants can work within the classroom to support children under the direction of the class teacher or outside the classroom to deliver specific focused interventions. Whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed initially to the Class teacher and/or SENCo.
Head teacher Mr Ian Dewes	<p>He is responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • The strategic overview of SEND: provision and intervention groups. • He will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met. • He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
SEND Governor Mrs Rachel Gower	<p>She is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND policy. • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school (all individual children's information given is anonymised by the SENDCo). • Making sure that the necessary support is made for any child who attends the school who has SEND. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

<p>What types of SEN do we provide for?</p>	<p>Our school is an inclusive school where every child matters; we aim to address children’s needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. We currently provide additional and/or different provision for a range of needs.</p> <p>Communication and Interaction (C&I), for example; Autistic Spectrum Disorder, Asperger’s Syndrome, Speech & Language difficulties.</p> <p>Cognition and Learning (C&L), for example; Moderate learning difficulties, Specific learning difficulties, Dyslexia, Dyspraxia.</p> <p>Sensory, Medical, and/or Physical (S,M, P) for example; visual impairments, hearing impairments, sensory processing, epilepsy.</p> <p>Social, mental and emotional health (S, M, E, H), for example; Attention Deficit Hyperactivity Disorder (ADHD).</p>
<p>How do we identify and assess Children with SEN?</p>	<p>We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all Children and identify those whose progress:</p> <ul style="list-style-type: none"> • 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.
<p>What is our approach to teaching Children with SEN?</p>	<p>Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to children who have SEN. This will be differentiated for individual children.</p> <p>We also provide the following interventions: Talking Partners, Talking Maths, Fischer Family Trust Literacy programme, Lego Therapy, Precision Teach amongst many others.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<ul style="list-style-type: none"> • Teachers differentiate and accommodate different learning styles to ensure good progress. • Teaching Assistant support is provided across the curriculum, where appropriate. • Access to visual prompts and practical apparatus is given when necessary. • Use of word banks and writing frames is used to support some children’s learning. • Children’s opinions are sought on what helps them to learn best. <p>C&I – Access to visual prompts. Simplification of language when necessary. Alternative methods of communication e.g. Makaton or Communication in Print (use of symbols) where appropriate.</p> <p>C&L – In class differentiation. Personalised advice when making option choices. Alternative methods of recording such as access to ICT where appropriate.</p> <p>S, M, E, H - Use of visual timetables. Use of support staff to alleviate stress. Small group and individual support at break-times.</p> <p>S, M, P– Risk Assessments to ensure accessibility to the curriculum. Access to fiddle toys and a wider sensory diet where appropriate.</p>

<p>How do we enable Children with SEN to engage in activities with other Children who do not have SEN?</p>	<p>All of our extra-curricular activities and school visits are available to all our Children, including our before-and-after-school clubs. All Children are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p>
<p>How do we consult parents of Children with SEN and involve them in their child's education?</p>	<p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strength and difficulty. • We take into account the parents' concerns. • Everyone understands the agreed outcomes sought for the child. • Everyone is clear on what the next steps are. <p>Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.</p>
<p>How do we assess and review pupil's progress towards their outcomes?</p>	<p>We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"> • The teacher's assessment and experience of the pupil. • Their previous progress and attainment and behaviour. • Other teachers' assessments, where relevant. • The individual's development in comparison to their peers and national data. • The views and experience of parents. • The pupil's own views. • Advice from external support services, if relevant. <p>The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p>

<p>How do we support Children moving between different phases of education?</p>	<p>Receiving new Children SENCo meets or speaks with each students' previous school.</p> <ul style="list-style-type: none"> • SENCo attends the last IEP Review at previous school where possible. • Assessments carried out on entry to Dunchurch. <p>Transferring Children to new setting.</p> <ul style="list-style-type: none"> • Transition meeting between the Nursery and Reception staff. • Transition programme in place for Nursery to Reception and Year 2 to Year 3 at Dunchurch Juniors. • Transition meeting between the year 2 staff and Junior schools. • Access to Specialist Teacher Service (STS) transition programme where Children have a statement for emotional needs. <p>C&I – New Children: Careful planning with external professionals re: support required before entry. Transferring Children: Additional opportunities provided to visit junior provision.</p> <p>C&L – New Children: Assessment upon entry. Gathering of previous assessments. Referral to STS if appropriate. Transferring Children: Transition review with receiving school.</p> <p>S, M, E, H - New Children: Continue to follow CAF actions. Transferring Children: Transition review with receiving school.</p> <p>S, M, P – All Children: Meet with the parents/carers where appropriate to ensure we meet the students requirements to access our or receiving school's site.</p>
<p>How do we support Children with SEN to improve their emotional and social development?</p>	<p>We provide support for children to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> • Children with SEN are encouraged to be part of the school council. • Children with social and/or emotional needs will have small group work support as recommended by professionals such as Educational Psychologist (EP). • We have a zero tolerance approach to bullying within our school.
<p>What expertise and training do our staff have to support Children with SEN?</p>	<p>Staff are trained in:</p> <ul style="list-style-type: none"> • Team Teach – methods of decelerating and diffusing behaviour incidents. • Specific Literacy and Numeracy interventions. <p>Where children have external support, agencies provide training either inside or external to ensure children are supported well.</p> <p>C&I - Managing behaviour – support for autism. Training in social and communication skills.</p> <p>C&L - Specific literacy and numeracy intervention programmes including Talking Maths and Talking Partners.</p> <p>S, M, E, H - Managing behaviour programmes as discussed with STS as appropriate.</p> <p>S, M, P - Specific training in supporting physical needs for individual children.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Interventions are monitored and an assessment on their effectiveness for individual children is made by the class teacher alongside the SENCo. If the child has not made progress the teacher and SENCo will seek the advice of outside agencies or a different programme of intervention will be put into place.</p>

<p>How do we handle complaints from parents of children with SEN about provision made at this school?</p>	<p>Complaints about SEN provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. They will then be referred to the school's complaints policy.</p> <p>The parents of children 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:</p> <ul style="list-style-type: none"> • Exclusions. • Provision of education and associated services. • Making reasonable adjustments, including the provision of auxiliary aids and services.
<p>What support services are available to parents?</p>	<p>School will signpost parents to relevant outside agencies that will support their child including SENDIAS.</p>
<p>Where can the LA's local offer be found?</p>	<p>The LA's local offer can be found at https://www.warwickshire.gov.uk/send</p>
<p>How does Dunchurch Infant and Nursery School know if my child needs extra help?</p>	<p>Liaison with previous school or nursery. Concerns raised by Parents/Carers. Concerns raised by teaching staff or non-teaching staff. Use of tracking information. Liaison with external agencies including health professionals. C&I – Identified through observations in EYFS. Information from Pre-school Speech and Language Therapist. C&L – Student's progress is below expectations in tracking information. There is a discrepancy between different areas of learning (e.g. writing weaker than reading). S, M, E, H – Observations by staff. Concerns raised by parents/carers. S, M, P – Observed behaviours, liaison with health professionals.</p>
<p>What should I do if I think my child may have a special educational need or disability?</p>	<ul style="list-style-type: none"> • Talk to your child's teacher and/or the SENDCo about your concerns. • Share strategies that you are using at home with school staff so there is a shared approach to supporting your child. <p>C&I – A referral may be made to Speech and Language Therapy by parents through their GP or staff. C&L – Staff check previous observations and assessments and organise new assessments if appropriate. S, M, E, H - See your GP, and keep the school informed. Referrals to CAMHS can be made if concerns are significant. S, M, P – See your GP, and keep the school informed. Alert school to your concerns so that staff can observe and gather information.</p>

<p>How will I know how Dunchurch Infant and Nursery School supports my child?</p>	<ul style="list-style-type: none"> • Class teachers alert parents to new interventions with outside agencies. • Termly review meetings are organised for children on the SEND register. Provision is recorded on review minutes. • The SENCo reports to Governors regarding the progress and support of the SEND students. • Termly student progress is shared at parents' evenings in the Autumn and Spring Term and on the end of year report in the summer. • The SENCO will contact you where there are particular concerns. Parents/carers are also welcome to contact the school for feedback or to ask questions. <p>C&I – If your child is receiving S&LT therapy, they provide a communication plan with ideas for home and school.</p> <p>C&L – Sometimes staff will send or adapt pieces of homework to support the work being done in school e.g. daily overlearning programmes for numeracy and literacy.</p> <p>S, M, P – Positive handling plans are drawn up and shared with parents where appropriate. Details of significant behavioural incidents are shared when appropriate.</p> <p>S, M, E, H – Reviews with appropriate health professionals.</p>
<p>How will I know how my child is doing?</p>	<ul style="list-style-type: none"> • Ongoing informal feedback is initiated by staff or parents when appropriate. • Parents' evenings and end of year reports (see above). • Progress Reviews for children on SEND register, CAFs and Annual Reviews (for those with an Education Health Care Plan). • Meetings/telephone contact with the SENCo or Head. <p>C&I – Reviews of progress are completed for some children by external agencies such as S&LT, IDS and STS.</p> <p>C&L – Reviews of progress are completed for some children by external agencies such as STS.</p> <p>S, M, P – Reviews of progress are shared. Positive handling plans are reviewed.</p> <p>S, M, E, H – Reviews of progress are completed by external agencies such as Physio and Occupational Therapy and IDS where appropriate.</p>
<p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • Class teachers and SENCo are available to talk to parents where possible when requested. • Advice at Progress reviews including sharing strategies for support at home. • Home school communication books when appropriate. • Access to CAF support where appropriate and requested. <p>C&I – Activities from S&LT or school can be provided for parents to support children at home.</p> <p>C&L – Parent courses and meetings are signposted to support parents with key skills.</p> <p>S, M, P – Signposting to Triple P training. The CAF process to provide families with support.</p> <p>S, M, E, H – Shared discussion on what support is most beneficial to the child.</p>

<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • A positive ethos where praise is used to reinforce positive behaviours. • A nurturing environment. • Use of the Protective Behaviours Programme with all children to develop a positive self-view and emotional literacy. <p>C&I – Access to a communication friendly environment. Access to Ethnic Minority & Traveller Achievement Service (EMTAS) team for children new to the country and the English language.</p> <p>C&L – Ensuring tasks are achievable with the resources to support children who require them.</p> <p>S, M, E, H - A nurturing environment with access to quiet calm spaces.</p> <p>S, M, P – Access to sensory activities which help to reduce anxiety.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Educational Psychologist. • Speech and Language Therapy both NHS and 'Talk Therapy'. • Support through the Common Assessment Framework (CAF). • School Early intervention Service for Learning Support. • Integrated Disability Service for specific Children: Autism, Complex, Specific Language and Physical Needs Teams. <p>C&I – IDS Autism Team and Specific Language Team. Speech and Language Therapy. Staff trained in social and communication group activities.</p> <p>C&L – Staff trained in: Specific literacy and numeracy intervention programmes including Talking Maths and Talking Partners.</p> <p>S, M, E, H- Access to STS for Learning Support.</p> <p>S, M, P – Referral to CAMHS if appropriate. IDS Physical Disability, Autism Team.</p>
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>All staff have training to ensure they are kept up to date with any new initiatives within SEND. They also have training when and if relevant to their needs or to the needs of the children on the SEN register. This can range from BSL Signing to Attachment training. Some of this training is done with class teachers with a child with particular needs or whole school training depending on whether it is not relevant.</p>
<p>How does Dunchurch Infant School support children with medical needs?</p>	<p>Children with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within Supporting Children at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.</p>

<p>How will my child be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> • Differentiation of the activities. • Risk assessments are carried out prior to any off-site activity. Sites are chosen based on the learning outcomes and the accessibility for children in cohort. • After school clubs are accessible to all children including children with SEND. <p>C&I – Access to adult support to simplify language. Pre- teaching of vocabulary prior to the trip. Use of visual prompts, Makaton or symbols as advised by external agencies.</p> <p>C&L – Ensuring tasks are differentiated with additional adult support if appropriate.</p> <p>S, M, P- Use of risk assessments. Additional adult support if appropriate. Planning re: management of sensory overload.</p> <p>S, M, E, H – Specific arrangements put in place by trip providers to accommodate needs. Use of risk assessments. Planning re: management of sensory overload. Additional adult support.</p>
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The School prides itself in being able to support students with a range of disabilities. All curriculum areas are on the ground floor. • Visuals are used to ensure school is communication friendly. • Alternative methods of recording are provided for children with specific difficulties as well as access to coloured overlays for reading. • Classrooms are secure with additional adult staff where children have less awareness of safety boundaries. <p>C&I – Communication in Print is used in the EYFS, and around the school where appropriate.</p> <p>C&L – Activities are highly differentiated with tools such as word banks, writing frames, number lines, hundred squares provided. Use of dyslexia friendly strategies and resources. Alternative methods of recording provided.</p> <p>S, M, E, H- Use of visual timetables in each classroom. Quiet rooms are available for interventions.</p> <p>S, M, P – Disabled Toilets, Ground floor ramps, Classrooms ensure there is adequate space between tables where appropriate. Table and chair size is carefully considered.</p>

<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • The SENCo and the majority of teaching assistants are funded through the schools general budget including the delegated funding. • Specific teaching assistant hours, training and resources are purchased where applicable from pupil's statement funding. • The budget and resources are allocated on a needs basis. • The SEND budget is overseen and managed by the Schools' Business Manager and Governors. • The school subscribes to the Early Intervention Service, for a specialist teacher to support children and staff as and when appropriate. <p>C&I, C&L, S, M, E, H – Access to Speech and Language Therapy is through the NHS Service. The school also buys in additional Speech and Language support through 'Talk Therapy'. Additional support from IDS Autism and Language Teams is purchased where appropriate on a sessional basis.</p> <p>S, M, P- Access to the physio and occupational therapy teams is through the NHS service. Additional equipment and staffing is purchased through individual statement or delegated funding for significant needs and through the general budget for wave 2 support.</p>
<p>How is the decision made about how much/what support my child will receive?</p>	<ul style="list-style-type: none"> • Students are all treated as individuals. • Decisions about support include the class teacher, SENCo, parents (where possible) and child (where appropriate). This normally follows a pupil progress meeting or provision review. • On-going discussions take place between parents/carers and SENCo. • If there is an ECHP or statement already in place, discussions take place at the annual meeting. • Additional funding will be applied for from the High Needs block if staff, parents and external agencies feel it appropriate. The panel make the decision about the amount of funding appropriate. • Students may move off the SEN register if they have made sufficient and sustained progress. Parents and Children (where appropriate) are involved in this decision. <p>C&I - Information passed on by previous schools or settings is used at Dunchurch to help identify appropriate support. Assessments by communication and interaction external specialists inform the nature and timing of interventions.</p> <p>C&L - Information passed on by previous schools or settings is used at Dunchurch to help identify appropriate support. Assessments by STS also inform nature and timing of interventions.</p> <p>S, M, E, H – Recommendations from outside services such as CAMHS, Educational Psychologists, and STS are considered carefully and implemented for specific students.</p> <p>S, M, P- Meetings with and reports from IDS, physio and occupational therapy inform the adjustments and provision for students with sensory and physical disabilities.</p>

<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>Parents are considered partners in provision for children at Dunchurch.</p> <ul style="list-style-type: none"> • Ongoing informal feedback is initiated by staff or parents when appropriate. • Planning for provision is discussed with parents/carers at formal termly reviews. • Parents' views are sought for all Provision Reviews and Annual Reviews. Where possible, timing of review meetings is adapted to accommodate parent availability. • Parents are invited to Progress Reviews for children on SEND register, CAFs and Annual Reviews (for those with a statement or Education Health Care Plan). • Permission is sought for referrals to external agencies. <p><u>C&I, C&L, S, M, E, H, P, M, S</u> - Through informal and formal discussions</p>
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<p>What can I do if I am unhappy with the provision for my child?</p>	<p>Parents are considered partners in provision for children at Dunchurch. However we are aware that there may be times when you are unhappy with the advice or support given.</p> <ul style="list-style-type: none"> • Speak directly to your child's class teacher, they will be able to offer advice and support. • Speak to the SENCo for advice. • If you are still not satisfied the speak to the headteacher who will inform you of the steps the school will take to support you and your child and also advise you of how to make a complaint either through the school's Complaint Policy or the Local Authority. <p><u>C&I, C&L, S, M, E, H, P, M, S</u> - Through informal and formal discussions</p>
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