



## **Patcham Infant and Nursery School SEND Information Report**

### **I. What is our approach to teaching children with Special Educational Needs & Disability (SEND), and what sorts of SEND do we provide for?**

Patcham Infant School and Nursery Class is committed to promoting equality of opportunity for all pupils irrespective of disability or need. We are committed to making the best educational provision for children with special educational needs. We believe that it is the responsibility of teachers to identify and endeavour to meet the needs of every child in their classes as early as possible.

We recognise that the children with Special Educational Needs (SEND), including children with Education and Health Care Plans, will require the greatest possible access to a broad and balanced curriculum and be educated alongside their peers in the understanding that children learn and achieve at different rates.

In line with the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2001), Patcham Infant School and Nursery Class take their duties seriously and do not discriminate against disabled pupils and prospective pupils in the provision of education and associated services or treat disabled pupils less favourably. In addition, we do not discriminate against disabled pupils in respect of admissions and exclusions. The school makes reasonable adjustments to ensure that disabled pupils are not at substantial disadvantage. At present, Patcham Infant School and Nursery Class has a lift, several ramps and a disabled toilet.

The school is committed to inclusion. We have children who have significant hearing impairment, children with a diagnosis of ASC, Downs Syndrome and a range of physical disabilities and they are fully integrated into the school.

The school ensures, in so far as is reasonably practicable, that all children with SEND engage in the activities of the school together with children who do not have SEND. Classroom organisation, position of the children in the room, differentiation of the curriculum by the teachers and in-class support from Teaching Assistants (TAs) and Learning Support Assistants (LSAs), enable the children to integrate with their peers.

Patcham Infant School and Nursery class are proactive in working with external agencies. The expertise of the Educational Psychologist, Downsview Special School Outreach Service, Brighton and Hove Speech and Language Services, Autistic Spectrum Condition Support Service, Sensory Needs Service, EMAS, Seaside View, Occupational Therapists and Physiotherapists, Specialist Health Visitors, School Nurses etc. is used to provide help at the school to ensure all learners achieve their best.

### **2. How do we identify and assess pupils with SEND?**

In our school we monitor all of our children closely which enables us to identify the individual needs of our pupils. We listen to concerns raised by parents and carers, previous

schools and support services to help us to identify specific needs and the types of support needed. We assess children regularly throughout the school and monitor their progress closely. Staff observe pupil behaviour closely and notice changes, they listen to the children's concerns if they ask for support.

### **3. What provision do we make for pupils with SEND?**

The class teacher will oversee, plan and work with each child in their class to ensure that progress in every area is made; they will monitor the children closely and decide when additional support is necessary. Teachers differentiate their planning to ensure that the needs of all the children are met within each lesson.

We have a wide range of additional support available in the school. The class teacher and the Inclusion Leader (INCo) will decide on the most appropriate provisions for children. At this stage an 'Intervention overview' will be sent to parent/carers detailing children's targets for the next term, the amount of support they will receive, who will be delivering the intervention and ways to support at home. Should parent/carers need further information or have any concerns the INCo is available to meet. Appointments can be arranged via the school office.

### **4. How do we evaluate the effectiveness of our SEND provision and review the progress of pupils with SEND?**

The class teacher will assess children's progress regularly to ensure that they are making steady progress. Every term all class teachers attend Pupil Progress Meetings, where tracking is looked at in detail and children's progress assessed. Additionally to this, Class Teachers also meet with the INCo to talk through the children in their class. Children who are not making expected progress, or are on the SEND register will be discussed at length. The current provision in place for them, and its impact, is evaluated and future targets are discussed and implemented.

### **5. How do we adapt our curriculum and learning environment for pupils with SEND?**

Within the classroom when a pupil has been identified with special educational needs their work will be differentiated by the class teacher to enable them to access the curriculum successfully. This may be through altering the learning to enable them to achieve success at their own level, to provide appropriate specialist equipment to support their needs e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors etc., or through support from external agencies.

At Patcham Infant School and Nursery Class we have a range of different enrichment activities both in and out of school and we ensure that activities and school trips are available to all. As well as trips we have weekly swimming sessions through the warmer months and after school clubs take place at different times. Risk assessments are carried out and procedures or support are put in place to enable all children to participate

### **6. What expertise and training do our members of staff have for working with children with SEND?**

As well as whole-school training, all our staff receive training to support them in the particular work they are doing, from professionals visiting the school and by attending courses elsewhere. Our Inclusion Leader has gained the masters-level NASENCO

qualification at the Institute of education.

## **7. How do the Governors treat complaints from parents and pupils with SEND?**

If parents have a complaint or concern in respect of the SEND provision at the school they may initially contact:-

- The class teacher
- The INCO
- The Head Teacher

If a problem is still not resolved, parents may then contact:

- The governing body of the school to request a meeting.

This in turn could lead to:

- A formal complaint to the LEA and Chief Education Officer
- A Disagreement Resolution meeting arranged through parent support services.
- An appeal to the SEND tribunal.

The school will respond by:

- Class teacher and INCO providing evidence of work undertaken and discussing further targets for the child.
- Referring the parents to the Head Teacher.
- The governors holding a special meeting with the parents to discuss the complaint.

## **8. How do we help pupils with SEND to make the transition to Patcham Infants and other schools?**

At Patcham Infant School and Nursery we understand what an unsettling time moving schools or classes can be, therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. Any child with additional needs or anxieties will not only participate in the usual transition programme but will have additional support.

For all children there will be meetings between teachers and teaching assistants of the previous or receiving schools/ classes prior to the pupil transferring. The children will all have a 'moving on' morning when they will visit their new teacher in their new setting. Parents will also be invited to a meeting with staff before the transition takes place.

### Starting Patcham Infants School and Nursery Class

When the children join the school support is allocated on the information provided by the feeder school and after discussion with parents and support agencies. Once a child is in the school if concerns are identified, through assessments and observations, then appropriate interventions will be arranged to support them. The class teacher will make decisions as to

the type and level of support provided to the children in their class. However where the child's needs are more complex this will be in consultation with the INCo, parents and where necessary external agencies.

The parents will be consulted at all stages to share information and to ensure that they are satisfied that the child's needs are being met.

#### Transition to Junior School

In year 2 we have close links with Patcham Junior School and children moving there will have a pen pal from year 3 who will meet them when they visit and show them the playgrounds and spend time with them. There are also question and answer sessions with the junior children to discuss any concerns our year 2 children may have.

For children with SEN or who have additional needs the INCo will pass on information to the Special Educational Needs Coordinator at the child's new school and will discuss the support that the child has received so far. For these children additional visits will be arranged either individually or in small groups where necessary. These children will also be given a transition book to take home to discuss with parents to help them to remember and talk about their new setting and the new staff they will be working with.

#### **9. What is the Brighton and Hove 'Local Offer' and where is it published?**

The Local Offer is an online resource compiled to provide clear and accessible information about the provision that Brighton & Hove expects to be locally available for our children and young people from birth to 25 who have special educational needs and/or disability.

The Local Offer is designed to help parents and carers to understand what services they can expect from a range of local agencies, including statutory entitlements, eligibility and referral criteria. The Local Offer also makes clear what is available from early years settings, schools (including Academies and Free Schools), colleges and other services including those from health and social care.

The Brighton and Hove Local Offer is available online at:

<http://www.brighton-hove.gov.uk/content/children-and-education/brighton-hoves-local-offer/patcham-infant-school-and-nursery-class>