



Alderman Pounder Infant and Nursery School

SEND Information Report

Document Owner: Head Teacher

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REVISION HISTORY

Version	Revision Date	Next review due	Summary of Changes (and author)
1.0	Autumn 2014	Autumn 2015	Reviewed summer 2015 (A Barnes)
1.1	Autumn 2015	Autumn 2016	Reviewed (A Barnes)
1.2	Autumn 2016	Summer 2017	Reviewed (A Barnes) Moved in cycle so that it is reviewed alongside SEND policy
1.3	Summer 2017	Summer 2018	Reviewed (A Barnes)
1.4	Summer 2018	Summer 2019	Reviewed (A Barnes) New logo added

SEN Information Report Questions for Nottinghamshire

1. What kinds of special educational needs does the school make provision for?

At Alderman Pounder School we believe that *all* our pupils are individual, different and special and we strive to get to know them well and to support them by responding to who they are and what they need to be happy and to make progress.

We do this in a number of ways:

a. High quality differentiated classroom teaching.

- We pride ourselves on offering a broad and stimulating curriculum, delivered using a variety of approaches which take into account different learning styles. We have high expectations of all our pupils and aim to make them all enthusiastic and proficient learners.
- Rigorous assessment and tracking allow us to ensure that children meet challenge and experience success according to their current level of development. Class work is differentiated to allow this to happen.
- Sometimes, in order to meet the needs of particular pupils, teachers will use specifically adapted resources. Visual cues, pencil grips and other practical resources are used routinely to make the curriculum more accessible to certain learners.

b. Specific small group work. (Intervention Groups)

- Where a class teacher identifies that a child has a particular difficulty with an aspect of school life (and this can be as diverse as fine motor skills, or social skills as well as more obvious things such as reading and writing) they may set more specific targets to address these difficulties. In many cases, there will be other pupils with similar needs who can work together to build skills and confidence in a small, supported group situation.
- These groups may be run within the class by the teacher or the class teaching assistant or in our SEN (Intervention) room.
- Some of the children accessing intervention groups may be at the stage of the SEND Code of Practice called **SEN Support**, which means they have been identified by the class teacher as needing some extra support in school.

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c. Specified Individual support.

- For a very small number of pupils with the highest level of need, individual support for part or all of the day may be required. This is accessed through the AFN process. (see below)

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Early identification of pupils with SEN is a priority for our school. All teachers, alongside parents and other staff are responsible for identifying pupils with SEN and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

a. Concerns in school

- When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not resulted in expected progress, the teacher will bring this to the attention of the SENCo.
- There are also meetings every term between each class teacher and a senior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected, and the SENCo will be alerted.
- In consultation with the SENCo (who will also monitor progress from this point), the teacher will discuss the best approach to support the child; this might involve arranging checks of vision or hearing, putting different strategies in place in class, or referring to an intervention group or an outside agency, such as Speech and Language Therapy.
- If your child is still not making expected progress the school will discuss with you:
 - any concerns you may have, or any additional information you may have regarding family history or medical conditions
 - any further interventions or referrals to outside professionals which may be necessary to support your child's learning
 - how school and home can work together to support your child

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b. Parental Concerns

- If you have concerns about your child's progress you should speak to your child's class teacher in the first instance.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo or Head teacher.
- If you are still not happy you can speak to the school SEN Governor.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

- Pupil progress is monitored on a termly basis in line with the SEN Code of Practice.
- Children who have been identified as having additional needs may also have an Individual Education Plan (IEP). This will be shared with you by the class teacher. Small steps targets, as identified on the plan, are reviewed termly with the SENCo and new targets agreed.
- Evidence collected will help to inform the school improvement plan

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

- Your child's progress is continually monitored by their class teacher.
- If your child is in the Foundation Stage, (Nursery / Reception) progress is monitored termly against the Early Years Foundation Stage Curriculum Early Outcomes document, which uses 'best fit' judgements to measure progress against age related expectations across 17 areas of learning.
- If your child is in Key Stage 1 (Years 1 and 2) progress is reviewed formally every half term and progress is monitored in Reading, Writing and Maths, as well as in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- Termly IEP review meetings with the SENCo allow for regular scrutiny of progress towards specified targets and the effectiveness of interventions.

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- If your child is identified as having significant needs, we may use a more sensitive assessment tool which shows their level in more detail and will also show smaller but significant steps of progress.
- The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's health, education and development.
- A range of ways will be used to keep you informed, which may include:
 - IEP review meetings
 - Parent consultation meetings
 - Messages in reading diaries/letters/certificates sent home
 - Additional meetings as required
 - Annual Reports to parents

c) What is the school's approach to teaching pupils with special educational needs?

At Alderman Pounder School we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to a broad and balanced curriculum and are fully included in the school community and all its activities.

d) How will the curriculum and learning be matched to my child's needs?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible.
- Support staff can implement the teacher's modified planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

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e) How are decisions made about the type and amount of support my child will receive?

- The school budget, received from Nottinghamshire LA, includes money for supporting children with SEN. This is called Place Funding. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors and the SENCo, on the basis of the needs of the children on the SEN register.
- For a very small number of pupils with significant needs, the SENCo can apply for additional funding through the Additional Family Needs (AFN) process. This involves moderating a bid for funding across schools in the whole Family of Schools.
- All resources/training and support are reviewed regularly and changes made as needed.

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

We aim to make sure that children with special educational needs are able to take part in all the activities of the school, including extra-curricular activities. Pupils will be supported during such activities by an additional adult where necessary.

g) What support will there be for my child's overall well-being?

At Alderman Pounder everyone in the school community is guided by our vision statement:

“Making a difference as we grow together”

Everyone in the school community is motivated by the desire to know and understand our pupils and to support their emotional health and wellbeing as well as their academic achievement.

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Our **Whole School Aims** include :

- to provide an exciting and stimulating curriculum which enables **all** learners to enjoy and achieve, become independent and self-motivated
- to promote social and emotional development and encourage all children to participate in decision making and make a positive contribution to the school and wider community
- to work in partnership with parents and other agencies to ensure that all children and their families have access to available services
- to instil in our children a tolerant, compassionate and positive attitude to others

Our ethos is firmly rooted in positive relationships and building a culture of success and positive reinforcement.

4. Who is the school's special educational needs co-ordinator (SENCo) and what are their contact details?

The SENCO is Alison Barnes.

She can be contacted by calling the school on 0115 9252928 or by emailing office@aldermanpounder.notts.sch.uk

5. a) What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in practice relating to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, the annual Nottinghamshire SEND conference and Family SENCo meetings. She facilitates/signposts relevant SEN focused external training opportunities for all staff. Where specific training (e.g. in hearing impairment / Downs Syndrome or other specific conditions) is needed for staff this is arranged.

We recognise the need to train all our staff on SEN issues. The SENCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities.

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

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Specialist services which may be accessed by school *if the pupil meets the thresholds* of those external services include:

- CAMHS (Children and Adolescent Mental Health Service)
- Speech and Language Therapy Service
 - Schools and Family Support Service (which includes specialist teachers and an Educational Psychologist)
 - Family Health Practitioner
 - Chilwell Surestart Centre.
 - Parent Partnership Service / Independent Support (to support families through the SEN processes and procedures).

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

The school is accessible to children with physical disability as everything is on one level. We aim to ensure that equipment used is accessible to all children regardless of their needs. Additional equipment such as specialist furniture or building adaptation for children with specific disabilities is arranged through the Physical Disability Support service.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?

Beginning with the home visit to pupils new to our nursery, we work very hard to build a strong partnership between home and school. We encourage all parents to share information about their children with us and we make every effort to be available to them.

We encourage all parents to communicate with their child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and at school and can share what is working in both places.

We have termly parent consultation meetings to discuss progress and to share strategies that we are employing in school. We also have parent workshops in Literacy and Maths in the Autumn Term so that parents can be more involved in their child's learning.

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All pupils with identified special educational needs will also have an IEP (Individual Education Plan). These are reviewed termly and parents are invited to come in and discuss previous/new targets with the class teacher and, where necessary, the SENCo.

In addition to this;

- The SENCo is available by appointment to meet with you to discuss your child's progress or any concerns/worries you may have.
- Any information from outside professionals will be discussed with you by the visiting professional involved directly, or where this is not possible, in a report.
- A home/school contact book *may* be used to support communication with you, when this has been agreed to be useful for you and your child.

If your child is undergoing statutory assessment you will also be supported by the Local Authority. They will ensure that you fully understand the process.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

All pupils who have an IEP also have a 'child friendly' IEP, where their targets are shared with them in a more accessible form. They have the opportunity to review with an adult how well they have made progress towards their targets, as well as to record the things they enjoy and the challenges they perceive in school. These are referred to during the IEP review process.

9. What do I do if I have a concern or complaint about the SEN provision made by the school?

If a parent or carer has any concerns or complaints regarding the care or welfare of their child an appointment can be made for them to speak to the SENCo, who will be able to advise on formal procedures for complaint.

These are also set out in the school's complaints procedure.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

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There is a named Governor in charge of Special Needs in school. Their role is to oversee SEN in school, evaluate the provision of SEN and ensure a consistent whole school approach to Special Needs.

11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The SENCo will signpost parents and carers to relevant organisations and services through the IEP review process, where there is the opportunity to explore the needs of the child and the impact of their SEND on their wider family.

Information can also be accessed in school via the SENCo/School Office.

12. How will the school prepare my child to:

i) Join the school?

- We have a clearly defined transition programme for entry into Nursery and Reception classes.
- This includes a home visit for new nursery starters and a programme of accompanied and unaccompanied visits and the option of a 'staggered start' for new reception pupils.
- In both cases there is the opportunity for parents to visit the school and to attend a meeting before their children start school.
- If a child has an identified SEN before starting school, we would arrange a transition meeting where we could ensure that we were prepared to meet the needs of the child before they start school. We might also arrange a phased entry into school

If your child is joining us in Years 1 or 2 and transferring from another school:

- a. We will contact the SENCo of your child's previous school to discuss the support that your child will need in school.
- b. If your child would be helped by making a booklet on the features of their new classroom and timetable, then it will be made for them if suitable.
- c. The school SENCo can attend SEN review meetings *where practicable* to discuss the child's needs in advance of them starting in a new class.
- d. Additional visits can be arranged where it is felt it would benefit the child.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

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If your child is in Year 2 and transferring to Junior School or moving to another school:

- a. We will contact the new school's SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. They will be invited to the final IEP review meeting of the year, where you can meet them and raise any questions you may have.
- b. We will make sure that all records about your child are passed on as soon as possible.
- c. The SENCo will discuss the specific needs of your child with the SENCo of their receiving school in advance of the IEP meeting as appropriate.
- d. *Where possible* your child will visit their new school with our school staff on several occasions and in some cases staff from the new school will visit your child in this school.

13. Where can I access further information?

- Please contact the school office by calling the school on 0115 9252928 or by emailing office@aldermanpounder.notts.sch.uk
- There is a lot more information about children with SEND on the Local Authority website: <http://www.nottinghamshire.gov.uk/learning/schools/special-educational-needs/>