

## SEN Information Report 2014/15

An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Newport Infant School.

### **What are the kinds of special educational needs for which provision is made at Newport Infant School?**

This is an Infant School with children aged between 4 and 7. There are three parallel classes in each year group - Reception, Year 1 and Year 2. We offer a broad and creative curriculum that is exciting and engaging and pride ourselves on the inclusive nature of our mainstream offer that is accessible to every child.

Our school is physically accessible with access ramps and a wheelchair lift. We have a changing station within school and adapted disabled toilet facilities.

Children with a range of additional needs are supported within class, participating in the learning alongside their peers. Personalised Learning Plans support their individual needs and track the impact of Interventions that they access.

We support a range of additional needs, as described in the SEN Code of Practice, offering support from teachers who can deliver high quality first teaching and teaching assistants who have training and expertise in Occupational Therapy, Speech and Language, ASD support, Cool Kids and leading Nurture Groups. We use Makaton widely throughout the school day and are committed to keeping our staff up to date with teaching methods and new initiatives. We also respond to the needs of the children on roll at any one time, ensuring that we are able to fully support them using the best strategies and systems.

More detail on our commitment to high quality educational provision for all our children is detailed in our Teaching and Learning Policy.

### **What are the school's policies for the identification and assessment of pupils/students attending the school?**

We track and monitor the progress, behaviour and well-being of all of the children in our school closely. Formal decisions around academic progress are made termly and acted upon quickly, other information from soft data in school such as behaviour and well-being is communicated verbally to the SENCO. The SENCO works closely with teachers to identify children who may need support and makes any necessary referrals to other agencies and collates evidence towards an external assessment if this is deemed appropriate. She also liaises closely with parents to keep them involved in the process and offers support and guidance.

We have used the P levels for assessing children in Year 1 and Year 2 who are not working within the levels of the National Curriculum and we will continue to follow advice from leaders in the authority on ways to move forward in the light of new assessment legislation from September 2015.

Further information on the admissions process to our school can be found on the SEND offer on our website. We welcome parents of all children to make an appointment to view school prior to starting the admission process.

## **What is the provision for pupils/students at Newport Infant School and how is it evaluated?**

Children with additional needs at our school will follow the main curriculum offer wherever possible. Adaptations may be made to accommodate individual needs and work can be differentiated to support learning needs and styles but participation in the life of the classroom is central to the provision that we make. Children with SEND are supported using a programme of interventions run by specially trained staff and through small group and one to one support in class.

Provision is planned and evaluated through the use of Personal Learning Plans that track and monitor the progress of children and the impact of provision against targets set by teachers and any other agencies involved with the child.

Children with SEND in school may need a range of support depending upon their individual needs. During this academic year, all children in Year 2 who previously held a Statement of Special Educational Needs will transfer to the new Education Health and Care Plan (EHCP) at the time when their Annual Review would have been due in line with Telford and Wrekin's policy and guidance. This will also include the new Transition Plan which will support the move to Key Stage 2. This process will be supported by colleagues from the Telford and Wrekin team. Children who are in Reception will have been assessed under the new criteria and will follow the guidance in the new SEND Code of Practice. Again, we will be guided by our colleagues from the Local Authority in completing new paperwork in line with the latest initiatives. Children in Year 1 who have a Statement of Special Educational need will continue to be supported using the Annual Review paperwork until we have further advice from the Local Authority. Any child who is referred from September 2015 will be assessed and supported using the new Code of Practice which may lead to the need for an Education Health and Care Plan.

Our vision is to create a highly effective learning community in an environment where everyone is respected and treated with dignity. Where learning is irresistible and everyone has the opportunity to maximise their potential.

We aim to provide quality learning experiences appropriate to the needs of all of our pupils and we are committed to:

- Creating a happy and secure learning environment where all pupils' needs are met and where achievements and success are recognised and praised.
- Ensuring that all the National Curriculum/statutory curriculum/EYFS guidance is delivered to all pupils.
- Providing all staff with training and development opportunities to enable effective practice.
- Promoting the pupils spiritual, physical and emotional well-being so that they are secure, confident and well-motivated.
- Helping pupils acquire the knowledge, skills and confidence to enable them to lead as full, interesting and independent life as possible.
- Developing personal responsibility and encouraging decision making and choice.
- Providing a wide range of age-appropriate learning experiences which are both exciting and challenging.
- Offering opportunities to work co-operatively alongside others, develop friendships and respect for others.
- Providing pupils with experiences of their own and other religious and cultural backgrounds and values.
- Fostering relationships with parents and other professionals.

Further details of our vision and ethos and detailed information about our curriculum offer is available on our website. A leaflet about SEND provision at our school is available to support parents and has been formulated with support from parents to ensure that it covers information that is frequently sought and relevant to them. Our open door policy ensures that staff are always visible and available to help with queries

and able to work in partnership with parents so that provision for children with SEND is responsive to their daily needs.

**All staff have a responsibility to meet the needs of all the pupils at Newport Infant School.**

School staff details are on the website including any particular areas of expertise or responsibility.

Children with identified SEND will usually receive additional support either in small group, one to one or supported individually within the classroom environment.

The school receives advice from a range of health and educational professionals in order to meet the needs of the pupils with SEND. We continue to work closely with these professionals and colleagues from The Bridge School to implement the new Code of Practice. We will work closely with families to keep them informed of changes as the year progresses and ensure that we understand the next steps for the children under the new guidance.

**What training do staff at Newport Infant School have to support children with SEND?**

As a school we are committed to ensuring that all of our staff are up to date with local training and guidance and have a breadth of knowledge and skills to support a range of additional needs. We strive to provide bespoke training for staff in response to particular additional needs when we admit a new child so that we can make the best provision for them. Our SENDCO attends local updates and Professional Development opportunities as well as working closely with the Senior Leadership Team at The Bridge Special School. Teachers and teaching assistants attend courses to support individual children as necessary. Teaching assistants who run particular interventions or provide bespoke support for a child have opportunities to attend training and are encouraged and supported to update their knowledge and skills regularly. All staff are trained in the use of Makaton and this is widely used across the whole school. Teachers are being supported to meet the requirements of the new Code of Practice through a series of staff meetings during the year. This year two of our teaching assistants are involved in the ELKLAN training to support speech and language across school. New teachers at the school receive support through their year group teams, access to professional development opportunities and from the SENDCO and newly appointed teaching assistants are supported through weekly teaching assistant meetings and a programme of support that this offers.

**How will equipment and facilities be provided to support children at Newport Infant School?**

Newport Infants is fully accessible for wheelchair users, being largely on one level and having a wheelchair lift on the one small staircase. Where necessary, access ramps are situated outside classrooms. We have a purpose-built changing area in our school and disabled toilet facilities.

We have a range of equipment to support children with additional needs that changes in response to the children that we have on roll. We use specialised seating such as samba chairs and support cushions, sloped working surfaces, laptops and a range of ICT programs such as Boardmaker to support children. We have a number of smaller rooms within school that are used for interventions and these are equipped accordingly to support the activities. We work closely with other professionals to provide bespoke equipment to support children with additional needs when they are admitted to our school or when they are identified as part of our assessment process.

Our SEND policy and Disability and Equality Policy are available to view on our website. The SEND offer at Newport Infant School is also available on the Telford and Wrekin website.

## **What are the arrangements for consulting parents of children at Newport Infant School and involving them in the education of their child?**

At Newport Infant School parents are fully included in the process of working with their children. This includes:

- All parents and families are welcome to visit the school prior to their child starting.
- The SENCO works with families and other professionals including those from the previous setting to formulate a Transition Plan that will support the move to admission to our school.
- An open door policy for all children at the school ensures that parents are able to communicate with staff every day in order to exchange key messages.
- Termly parent/teacher meetings including any updates from key professionals.
- Two reports a year – one curriculum and progress and one linked to annual review of statement/EHCP if applicable.
- Support and inclusion in assessments and on-going support provided by professionals from outside of school.
- Parental representation on the Governing Body.
- SEND Parents leaflet to support families when their child is placed on the SEN Register.

## **What are the arrangements for consulting young people at Newport Infant School about, and involving them in their education?**

All young people in our school are treated with dignity and respect. Children with additional needs receive a personalised learning offer to enable them to experience success throughout their school life.

The assessment and annual review process of statements and EHC Plans includes the views of the pupils.

## **What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils in relation to the provision made at Newport Infants?**

The process for all complaints is made available in the parent handbook which is updated each year. The complaints procedure is also available on the website.

## **How does the governing body involve others – including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils at Newport Infants and in supporting their families?**

Support for children with SEND at Newport Infant School is coordinated by the SENDCO and is responsive to the needs of the child.

Class teachers are responsible for the planning of learning and progress of the children in their class. Specific provision and targets are recorded on Personalised Learning Plans, coordinated by class teachers and overseen by the SENDCO. These are used additionally by key support staff for interventions and updated regularly using assessment information from everyone involved with the pupil.

Professionals from other agencies involved with the pupil set targets that are addressed in the Personalised Learning Plan. They work with class teachers and teaching assistants who run interventions and support children in one to one and small group situations to ensure that provision is relevant to all of a child's needs.

School has trained Lead Professionals – Mrs Pierce (Acting Headteacher and SENDCO) and Mrs Kennedy (Acting Deputy Headteacher) who are able to carry out Common Assessment Frameworks to access further support from health care professionals and social services such as CAMHS and Family Connect.

## **What are the school's arrangements for supporting pupils in transferring between phases of education?**

All transitions are well-planned for, both when children are admitted to our school from a Nursery or other Early Years/Key Stage 1 setting and when they move on to their Key Stage 2 setting. On each occasion, a Transition Plan is drawn up with the family and all of the other agencies involved. This identifies the key needs of the child and creates a clear action plan to ensure that the transition is smooth. The action plan is different for every child in response to their needs and is considered to be a working document that can be adapted to meet changing requirements during the transition period.

**Where is the information on the Telford and Wrekin's local offer published?**

There is further detail on our website of our own school offer for SEND and this links to the Local Offer on the Family Connect pages on Telford and Wrekin's website – [www.telford.gov.uk](http://www.telford.gov.uk)

**If you have any queries or requests for policies or information relating to this report please contact the Acting Head Teacher – Chris Pierce – on 01952386610**