Nevill Road Infant School

**SEN INFORMATION REPORT**

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| THE LOCAL OFFER  Local Authorities are now required to publish information on services and provision available for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). This is called ‘The Local Offer’. Stockport’s Local Offer <https://www.stockport.gov.uk/showcase/special-educational-needs-and-disabilities-send-local-offer> enables parents and carers to see more clearly what services are available for children with SEND in the Stockport area, how they can access these services and what they can expect from them. It also shows how schools and colleges can support them and what they can expect from their local settings. Within this Local Offer, each school is required to put forward a ‘SEN Information Report’, which outlines the systems available within their school to help children with SEND.  THE SEN INFORMATION REPORT FOR NEVILL ROAD INFANT SCHOOL  The SEN INFORMATION REPORT explains how we provide for children with special educational needs and disabilities.  **Special Educational Needs (SEN):** A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. 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.  **Special Educational Provision**: Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college. | |
| How does Nevill Road Infant School know if children need extra help, and what should I do if I think my child may have special educational needs? | * We have rigorous monitoring in place to track the progress of our learners. * Our staff are experienced in using data and other forms of assessment to identify any additional needs and to celebrate achievement. * Assessment details are updated half-termly, and interventions put in place if necessary. * Parents/carers are encouraged to speak to the class teacher about any concerns they have. |
| How will Nevill Road Infant School support my child? | At Nevill Road Infant School, we have a Graduated Response to meeting SEND in school  **Universal Provision:** The needs of most of our children in school can be met through Quality First Teaching within the classroom. Teachers will modify and adapt resources, activities and environmental factors to enable all pupils to access the curriculum. Pupils who require further classroom support benefit from additional small group, and/or individual interventions to target their particular area of difficulty or specific gap in learning.  **Targeted Provision**: If this early intervention support does not assist pupils in making expected progress, some pupils may then need more Targeted Provision that is ‘additional to’ or ‘different from’. These children maybe placed on the SEND register at ‘**SEN Support.’**  It is at this point that referrals can be made to Outside Agencies  **Personalised Provision** Some children will have wide ranging and complex needs, requiring more individualised and specialised packages of provision. Some of these children *may* require an **Education and Health and Care Plan (EHCP)**   * Co-production with parents is key to meeting the needs of our SEN children * On transition to a new class or school, all information is shared. Transition meetings are held before the start of a new school year. There are separate meetings with the SENCO. Review meetings for children on SEN Support take place at regular intervals throughout the year to monitor progress. * Our governors work with the Head teacher, SENCO and staff to monitor the quality of our special educational needs provision. * All interventions are research informed and evidence based and are measured to monitor impact against expected rates of progress. |
| How will the curriculum be matched to my child’s needs? | * Differentiation is embedded into our curriculum and practice. We have regular progress meetings where we monitor progress and consider the next steps in learning. Class teachers have a good understanding of children’s entitlement under Universal Provision and this is monitored by the head teacher, senior management, subject leaders and Local Authority partners. * All children in the Early Years work towards the Early Learning Goals. * In Year 1 and 2 the children follow the National Curriculum. |
| How will I know how my child is doing and how will staff help me to support my child’s learning at home? | * We regularly review children’s progress against national expectations and age related expectations. Teachers are continually assessing and reviewing children’s progress, noting areas of improvement and areas where support is needed. Children who are not making expected progress are identified during our review meetings and we discuss what further support can be given to aid their progress and development. * Parent/Carer Interviews are held at the end of the first term and during the spring term. Parents/Carers are given information on what they can do at home to support their child’s learning. * We also host a number of curriculum evenings and events and curriculum updates are shared through our school newsletters and/or website. * For children who receive extra support, additional meetings are arranged with the SENCO and class teacher to discuss and review progress against targets set on the child’s SEN Support plan. * We have an open door policy where you are welcome to make an appointment to meet with either the class teacher or the SENCO. |
| What support will there be for my child’s overall  well-being? | * We are an inclusive school; we welcome and celebrate diversity. All staff believe that self-esteem is crucial to a child’s well-being. We have a caring and understanding team looking after our children. * Relevant staff are regularly trained to support medical needs and we have staff trained in paediatric first aid. * We have a Medical Policy in place and staff are trained to administer any specific medicines when the need arises and this training is regularly updated. * Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is understood and followed by all staff. We adopt a positive approach to all types of behaviour and our staff reinforce the behaviour policy consistently throughout the school. The School Council listens carefully to the pupil voice to help make improvements in and around the school. * We regularly monitor attendance and take the necessary steps to prevent prolonged unauthorised absence. Attendance rates at our school are high and we monitor any absence with the Young People’s Worker. She produces termly reports and theses are monitored by the Head Teacher. |
| What training is in place for those staff who support children with SEND? | * The school SENCO has achieved the National SENCO Award and also has qualified teacher status. * We regularly invest time and money in training our staff to improve the delivery of provision within Universal Provision. We also develop the skills and knowledge required to facilitate the delivery of targeted and personalised interventions * Staff are regularly updated on matters relating to special educational needs and disability during staff meetings. * Our teaching assistants also receive training to enable them to support children with special educational needs and disability. |
| What specialist services and expertise is available at or accessed by Nevill Road Infant School? | Our staff have training in delivering a number of intervention programmes:   * *SERI (Stockport Early Reading Intervention)* * *Motor Skills United* * *Reception Literacy Programme*   We have access to a range of specialist support services:   * *Educational Psychology* * *Speech and Language Therapy* * *Learning Support Service* * *Occupational Therapy* * *Behaviour Support Service* * *Inclusion Service* * *Ethnic Diversity Service* * *Primary Jigsaw* * *Parenting Team* * *HYMS (Healthy Young Minds)* * *ASD Team (Autistic Spectrum Disorder)*   All referrals to outside agencies are made with the permission of parents. Discussions will have taken place with the parents before a referral is submitted. |
| How will my child be included in activities outside the classroom including school trips? | * Our SEN and Inclusion Policy promotes the participation of all our learners in all aspects of the curriculum, including activities outside of the classroom. * Where there are concerns regarding safety and access, further thought and consideration is given to ensure needs are met. Parents/Carers are often consulted and involved in planning. * If a child has specific needs, parent’s involvement is encouraged to maximise inclusion. |
| How accessible is the school environment? | * Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We have ramped access to some doors, a disabled toilet and hearing sound systems in some classrooms. We adapt our environment to meet needs as they arise. * We value and respect diversity in our setting and do our very best to meet the needs of all our learners. * We liaise with the Ethnic Diversity Service who assist us in supporting our families with English as an additional language. |
| How will Nevill Road Infant School prepare and support my child to join the school, transfer to a new setting or the next stage of education and life? | * We encourage all new children to visit the school prior to starting so that they can familiarise themselves with the new environment. * As part of the transition process from nursery settings to our school, we carry out visits to nurseries and liaise with staff. The children have story times and a stay and play session to help them to settle into our school. We also hold induction meetings for the parents too. * Transition into the Junior School is carefully managed and commences after Easter. We hold transition meetings with the teaching staff and parents are invited to a transition meeting in the Junior School. At this meeting parents hear a little bit more about how the school is run. Children visit the Junior School at regular intervals and spend time with their new teacher in their new class before the end of the summer term. * The SENCOS from both schools meet to ensure that all relevant information regarding children with SEND is passed on. |
| How are Nevill Road Infant School’s resources allocated and matched to a child’s special educational needs? | * Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as the needs of the individual learner. * We ensure that all children who have Special Educational needs have their needs met to the best of the school’s ability with the funds available. * We have a team of Teaching Assistants (TAs) who are deployed to deliver programmes designed to meet the needs of specific children. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving a TA. |
| How is the decision made about what type and how much support my child will receive? | * Quality first practice (Universal Provision) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their family. All interventions are monitored for impact, and outcomes are defined at the start of any intervention. The SENCO oversees all additional support and regularly shares updates with the SEN governor. |
| How are parents involved at Nevill Road Infant School? How can I be involved? | * We whole-heartedly believe in partnering parents in a two way dialogue to support a child’s learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue and parents are invited to contribute through a number of means. We host regular parent focus groups to listen to any parental concerns. Our governing body contains parent governors and each full governing body meeting is open for parents to attend as observers. |
| Who can I contact for further information? | * In the first instance we would encourage parents/carers to talk to their child’s class teacher. * Further information can be obtained from the Head teacher or SENCO. * The SEN policy is on our website. * Stockport MBC at www.stockport.gov.uk * Contact Parent Partnership at www.parentpartnership.org.uk * Contact IPSEA (Independent Parental Special Education Advice) |
| How does the school manage the administration of medicines? | * Please contact the school for information on our school medical policy. |
| How will I know if the provision has had an impact on my child’s development? | * Teachers will discuss short-term one to one intervention programmes with parents and will inform them of progress made after completion of the programme. Next steps will also be discussed. Parents of children with Education and Health Care plans will have regular termly review meetings to discuss outcomes and longer term support and interventions. * All parents are invited to attend our Parent Evenings to discuss their child’s progress. |