

Special Educational Needs and Disability SEND Information Report

Issue Date: October 2022

Inglewood Community Infant and Nursery School (including Little Fawns)

What is the purpose of the Information Report?	<p>The Information Report has two key purposes:</p> <ul style="list-style-type: none">• To provide clear, comprehensive and accessible information about the provision available• To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents/carers and service providers in its development and review
How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs (SEN)?	<p>At Inglewood Infant School children are identified as having SEND through a variety of ways including:</p> <ul style="list-style-type: none">• Liaison with previous school• Child performing below age-related expectations• Concerns raised by parent/carer• Concerns raised by teacher e.g. behaviour or self-esteem is affecting performance• Liaison with external agencies e.g. Family Centre, Social Care• Health diagnosis through a GP, Paediatrician, Health Visitor
	<p>You can raise concerns by talking to us – firstly contact your child’s class teacher/keyworker. You could also contact the SENCo or the Headteacher. If appropriate, contact your GP surgery. We pride ourselves on building positive relationships with parents/carers. We are open and honest with parents/carers and hope that they are able to be the same with us.</p>
How will school staff support my child?	<ul style="list-style-type: none">• The class teacher will oversee, plan and direct the work with each child with SEND in their class to ensure that progress in every area is made• Our SENCo oversees all support and progress of any child requiring additional support

	<p>across the school</p> <ul style="list-style-type: none"> • There may be a Senior Teaching Assistant (STA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher/SENCO. The regularity of these sessions will be explained to parents when the support starts • The class teacher will meet with parents at least three times a year (this could be as part of Parents' Evening) to discuss your child's needs, support and progress. Meetings may be face-to-face or via telephone call • For further information, the SENCo is available to discuss support in more detail. • The SENCo reports to the Governors to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. • One of the Governors is responsible for SEND and meets regularly with the SENCo, reporting back to the Governors to keep everyone informed about school processes • The Governors agree priorities for spending within the school budget with the overall aim that all children with SEND receive the support they need in order to make progress
<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be different levels or types of work set for the class. Sometimes this might be individual work. • The benefit of this is that all children can access a lesson and make progress
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • We offer an 'open door' policy, where you are welcome at any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home • We believe that your child's education should be a partnership between us all, therefore we aim to keep communication channels open and communicate regularly, especially if

your child has complex needs

- If necessary, we will operate a home to school book which your child will bring home regularly, so that comments from parents and teacher can be shared and responded to when needed
- If your child is on the SEND register, he or she will have a Learning Plan / Individual Education Plan (IEP) or a Group Intervention Plan which will have individual/group targets. This is discussed on a termly basis and you will be given a copy of the Learning Plan/ IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time-scaled) with the expectation that your child WILL achieve the target by the time it is reviewed
- If your child has complex SEND, he or she may have an Education Health and Care Plan (EHCP) which means that review meetings or family meetings will take place
- As a school, we measure children's attainment and progress in learning against national expectations and age-related expectations
- The class teacher continually assesses children and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Little Fawns/Little Owls, through to Y2, using a variety of different methods as appropriate
- Children who are not making expected progress, are discussed in regular meetings with the Head teacher, class teachers, SENCo and Senior Leaders. In these meetings, a discussion takes place about what further support can be given to aid their progress
- When the child's IEP/Learning Plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress
- There are many opportunities for regular contact about things that have happened in

	<p>school including Parents' Evenings, home to school books, daily chats, weekly parent / carer reading sessions and Book-Look sessions</p> <ul style="list-style-type: none"> • Every term newsletters go out informing you of our class topics. This will help you to understand what your child is learning and how you can support them outside of school • Parents/carers are involved in planning their child's SEND through Education Health and Care Plan (EHCP) meetings or Team Around the Family (TAF) meetings. If your child has complex SEND, you may get advice directly from a specialist teacher or service • Parent training/learning events are organised by the school and may cover areas such as: phonics, mathematics, family learning, healthy eating and parenting advice. The school also holds 'open' events during the year when you can visit school to see the children at work
<p>What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> • We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children. The team comprises: Pastoral Support Worker, Nurture Assistants, Inclusion Manager/SENCo, and Senior Teaching Assistants, who work children on a group or individual basis. Parents are welcome to drop in and talk with our team if they have any concerns about their children • The class teachers have overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be the parents'/carers' first point of contact. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as: Social Care, Health Services, Inclusion Support, Family Support organisations and local authority Specialist Teachers and Educational Psychologists • The school has a policy to support pupils with medical conditions (please see our website). <ul style="list-style-type: none"> ○ Parents need to contact the class teacher if medication is recommended by health professionals to be taken during the school day. A Healthcare plan will be written

with parents and signed off by a Health Professional (school nurse)

- As a staff we have regular training and updates of conditions and medication affecting individual children so that staff are able to manage medical situations
- As a school we have a very positive approach to all types of behaviour. School has a Behaviour Policy which is followed by all staff and pupils (please see out website)
 - If a child has behavioural difficulties, an individual Behaviour Management Plan may be written alongside the child and parents to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, the rate of exclusions is very low at this school. But if a child's behaviour is deemed unsafe or unacceptable, exclusion may be given
 - After any behaviour incident we expect the child to reflect on his or her behaviour with an adult, often completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve behaviour. Good behaviour is also recognised and celebrated throughout school using the traffic light system, class rewards, Top Table Tuesday and SUMO certificates
- Attendance of every child is monitored on a daily basis by the Administrative Team. Lateness and absence are recorded and reported upon to the Head teacher and Attendance Officer. The Attendance Officer monitors attendance closely each half term. If you are having trouble with attendance or punctuality, we work with you to improve this. We reward good and improved attendance
- We value and celebrate each child's voice in school. This includes their views on all aspects of school life. This is usually carried out through the class circle time, School Council and Eco Committee meetings. From time to time, we ask children to complete pupil questionnaires, conduct interviews with pupils on different aspects of the curriculum and school life.
- We actively seek the viewpoints of children, especially concerning being able to speak to

	<p>an adult if they have a worry</p> <ul style="list-style-type: none"> • If your child has an Education Health and Care Plan (EHCP), Personal Education Plan (PEP) or Team Around the Family (TAF), his or her views will be sought before any review meetings and recorded as part of the plan
<p>What specialist services and expertise are available at or accessed by the school?</p> <p>What training have staff completed to support children and young pupil with SEND?</p>	<ul style="list-style-type: none"> • Our SENCo is a fully qualified teacher with experience in managing Special Educational Needs. She is also supported by an Early Years SENCo. • As a school we work closely with any external agencies that we feel are relevant to individual children’s needs within our school including: <ul style="list-style-type: none"> ○ Behaviour/Inclusion Support ○ Health including GP, Practice Nurse, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Physiotherapist, Child and Adolescent Mental Health Services ○ Social Care including Locality Team, Social Workers, Educational Psychologist, Counselling services and therapists ○ Others e.g. Police Community Support Officers, Operation Encompass, Safety Net, Cumbria Family Support, Family Action, NSPCC • At any time in the school we may have staff working who are trained in the following areas including: <ul style="list-style-type: none"> ○ Speech and Language ○ Nurture ○ Cumbria Reading Intervention ○ Maths Recovery ○ Precision Teaching ○ Smart Moves ○ Hearing Impairment ○ Autism Spectrum Condition

	<ul style="list-style-type: none"> ○ Adverse Childhood Experiences (ACE's), Trauma and Attachment ○ Team Teach ○ Makaton ● All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful ● A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised
How accessible is the school environment?	<ul style="list-style-type: none"> ● The site is both safe and secure ● All classrooms have ICT facilities to support pupils' learning; these include interactive whiteboards, projectors and iPads
	<ul style="list-style-type: none"> ● Translation services and bilingual books/materials are available for families who are new to English, as required.
How will the school prepare and support my child when joining the school and transferring to a new school?	<ul style="list-style-type: none"> ● We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND, we would encourage further visits to assist them with acclimatisation of the new surroundings. We would also visit them in their current school or home, if appropriate. ● We write social stories with children if transition is potentially going to be difficult as well as making photo books of visits ● When children are preparing to transfer to the Junior School visits are planned in over the summer term to allow children and parents to become familiar with their new environment ● For further details of transition including from one year group to another, please see our Transition Policy on the school website ● We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant information is passed on through Cpoms or an equivalent method,

	<p>and all needs are discussed and understood</p> <ul style="list-style-type: none"> • If your child has complex needs, then an EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend
How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • We ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available • The SEND and nurture team deliver programmes designed to meet the needs of groups of children • The budget is allocated on a needs basis
How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • The class teacher, alongside the SENCo, will discuss the child's needs and what support would be appropriate. • Different children will require different types of support in order to bridge the gap to achieve age-expected outcomes. This could involve discussions with parents/carers, as appropriate. • We can judge if the support has had an impact by: reviewing targets from IEPs/learning plans and ensuring they are being met; by monitoring progress against national age expected outcomes and observing that the gap is narrowing; through verbal feedback from the parent/carer and pupil; and the fact that children may move off the SEND register when they have made sufficient progress in an identified area.
Who can I contact for further information?	<ul style="list-style-type: none"> • First point of contact would be your child's class teacher to share your concerns. • You could also arrange to meet Miss Holland (Inclusion Manager/SENCO) or Mrs Shepherd (EYs SENCO for Little Fawns and Little Owls). • Look at the SEND policy on our website as well as the other policies referred to above. • Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk • If you are considering whether your child should join the school, contact the School Office to make an appointment to meet the Headteacher.

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