

ROSEGROVE INFANT SCHOOL

Special Educational Needs and Disability Local Offer

Accessibility and Inclusion

What the school provides

- Wheelchairs can access the building: all classrooms, ICT Suite/Library and hall. Access to Out of School Club is via stairs to the inside with wheelchair access from the outside and there are steps that lead to the Reception outdoor space.
- Blinds have been fitted to classrooms to improve acoustics and therefore assist children with auditory needs.
- Due to the nature of the building and its location there are no parking facilities at the school or disabled toilets/changing facilities.
- Information would be made available in different formats if needed. Support is available to parents and families who need support to access information.
- Visual Timetables are used in school to support pupils and staff are able to use Makaton to aid communication with some pupils.

Teaching and Learning

What the school provides

- We have good relationships with local nurseries and ensure that during transition to school, SEND and other needs are discussed with nursery staff and parents.
- Experienced staff and SENCo quickly identify pupils with Special Needs. Pupils are continually assessed and when individual targets are met new ones are set.
- Staff attend training to enable them to meet the needs of individual pupils.
- Teaching assistants are deployed very carefully and effectively to guide pupils learning. In-class, out-of-class, 1:1, nurture and flexible groupings are used.
- We get to know our pupils well and have a clear picture of their needs.

When a Reception child was asked how he felt about his groups, he replied “Great. Everybody is friends”.

Reviewing and Evaluating Outcomes

What the school provides

- Review Meetings for pupils who have a Statement or Education, Health and Care Plan take place in accordance to guidelines.
- Pupils with SEN are set individual targets and are supported in small groups or on a 1:1 basis.
- The school has a rigorous monitoring system in place that evaluates pupils' progress. Targets are reviewed regularly and are changed as children meet them securely. Particular reference is made to the impact of any interventions that have taken place and how these have enabled pupils to reach their targets.
- Additional provision depends on the needs of the child.
- The school works alongside a specialist teacher who assesses pupils and advises staff on how best to meet their individual needs.

Disabled pupils and those with special educational needs make good progress. There are clear learning plans in place for them as well as first-class information and help for parents to support their children at home. Individual teaching is well-planned and the school draws well on all the outside support to meet pupils' particular needs and help them to achieve well. OFSTED Oct 2014

Keeping Children Safe

What the school provides

- Risk assessments are carried out on an annual basis or when anything changes. These are carried out by the Head Teacher/Class Teachers.
- Our Family Support Worker is available to escort pupils into school at the start of the day.
- Children are supervised by members of the teaching staff at break time with some children receiving 1:1 support and when taking part in all out of school trips – support for pupils with special educational needs will be assessed prior to any visits taking place and adequate support put in place.
- The Anti – Bullying Policy can be found on the Schools website and Parents Notice Board. Copies are available upon request from the school office.
- We are very proud of our positive behaviour management policy.

“The school is particularly effective at meeting the needs of pupils who display challenging behaviour”. OFSTED 2012

Health (including Emotional Health and Wellbeing)

What the school provides

- The school will only administer medication with parental consent or to pupils with a health care plan in place in line with the school's policy. Such medication is kept in the staffroom or school office where it is secure and can only be accessed by adults.
- The Family Support Worker would liaise with health professionals to support such a plan and this information shared at a staff briefing. Copies of Care Plans are available for staff in the staffroom. These include a photo of the child so that all teaching and welfare staff are familiar with the children.
- Should a medical emergency occur a member of staff with First Aid qualifications would make an assessment and call for an ambulance if needed. Parents would then be informed of what actions had been taken.
- A number of staff have Paediatric or First Aid Training. All staff have undertaken Solihull Training to enable them to support pupils emotional and social development. A Family Support Worker has a great deal of training and experience in this area. Staff have undertaken behaviour management training. Other training is completed, to meet specific needs. We currently have staff trained to use various speech and language programmes, to use strengthen social interaction and develop fine and gross motor skills.

Communication with Parents

What the school provides

- Staff names and responsibilities are published in the school prospectus which is available as a hard copy or on the school website. Staff photographs are displayed in the school entrance.
- School operates an Open Door policy but ask that parents try to speak to staff at the end of the school day to ensure a swift start to lessons at the beginning of the day. Parents of Reception class pupils are able to take their children into class where they can speak to the teachers or key persons.
- Parents Evenings take place during the Autumn and Spring term and written reports sent home at the end of the school year.
- Parents are invited into school on a regular basis to support and celebrate their children's learning.
- Parents are asked to complete questionnaires and have the opportunity to comment on pupils' annual reports. Parent's views are sought as part of Individual Educational Plan reviews.

Working Together

- The School has a School Council that is made up of two representatives from each class who are elected at the beginning of each school year.
- There are many parent helpers in school and parents are encouraged to support their children's learning through completing weekly homework. Workshops, termly Trail Days and class Shared Learning Mornings, enable parents to come into school to work alongside their children and Year Group Assemblies celebrate children's learning with members of their family.

What help is available for the family?

What the school provides

- A full time Family Support Worker is available to offer families help with a wide range of issues which include: support with behaviour management, attendance, parenting advice, budgeting and structure in the home, multi-agency work and accompanying parents to medical referrals/assessments.
- Our school Bursar assists families with paperwork. She will advise parents or refer them to the Family Support Worker and SENco.

Transition to Junior School

What the school provides

- Transition visits are held with all feeder nursery schools.
- Transition days are arranged with the children's next school to enable pupils to become familiar with staff, routines etc.
- Teachers from the forwarding junior school come into school to see the children in their classes and meet with class teachers and Special Needs Co-ordinator.

Extra Curricular Activities

What the school provides

- Rosegrove Out of School Club operates on the premises in a purpose built room. Sessions are offered from 7.45 – 8.55 and 3.15 – 5.30. The club is run by Teaching Assistant staff from the school.
- Play Leader sessions and lunchtime clubs are run throughout the year. After School Club sessions for activities such as Judo, Dance, Science, Tag- Rugby and Multi-Skills are offered to Key Stage 1 pupils. School covers the cost for all of these activities and as such there is no charge to parents.
- It is not school policy to exclude any pupils from accessing any out of school clubs.

- As an Infant School pupils social and emotional development is at the heart of everything we do. Through our curriculum children learn about becoming part of a community that shows respect for others. Acts of kindness and examples of good behaviour are celebrated in a weekly assembly. Year 2 pupils act as Playground Buddies to watch out for and support children who may be having difficulty making friends in the yard. The Family Support Worker works with groups or individual children who may need support to build friendships in school.

Special Needs Co-ordinators: Mrs.C.Asworth

December 2017

Please use the following link to access Lancashire County Council's local offer:

<http://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities>