

Rosegrove Infants



# Rosegrove Infant School

## SEND Information Report

SENDCo: Mrs Danielle Hudson

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# SENDCo

- Mrs Danielle Hudson is responsible for SEND provision across the school.
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- Mrs Hudson is available at the beginning or end of the day for a chat or you can ring the office to arrange a meeting.

# What kind of special educational needs do we provide for?

- At Rosegrove Infant School all children are valued as individuals and their varying needs are dealt with sensitively and effectively.
- Every child receives a broad, balanced and differentiated curriculum. Learning is personalised to meet all our pupil's needs. Some children will need additional support in order to achieve their true potential and may benefit from additional support.
- We provide for all pupils including children with cognitive and learning needs, social, emotional and behavioural needs, physical and sensory needs, language and communication needs and developmental needs.

# How do we identify a child with SEND and how do we assess their needs?

- Early identification of SEND is vital.
- We contact nurseries and visit any children who have been identified with SEND in the Summer term before they start Reception at Rosegrove Infants.
- Parents are encouraged to speak to their child's class teacher with any concerns about their child's progress or additional needs. We take parents views very seriously and will always investigate concerns about their child.
- Early assessment of children's development when entering school in Reception identifies any gaps in children's areas of learning and early intervention is put into place.

- The progress of every child is monitored at termly pupil progress meetings with the Head Teacher. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENDCo and a plan of action is agreed.
- School staff share any concerns about pupils with the school SENDCo who will assess each child with the class teacher and may request the involvement of a specialist teacher.
- Medical, physical, communication and sensory needs which are identified by parents, class teachers, specialist teachers and our SENDCo will be addressed immediately and everyone involved will work closely together to develop a plan of action (provision map).
- School assesses children's additional needs on an individual basis. We may use one, some or all of the following methods of assessing children's needs: teacher assessment including the use of the

engagement model, pre key stage 1 standards and Pivats where appropriate, statutory assessments, tests specific to the area of need, specialist teachers, health professionals and medical assessments, family support and CAF process.

Children's individual needs will be met using an 'assess, plan, do, review' approach in the following procedure:

- Quality first teaching for all pupils, access to a rich and diverse curriculum
- Early identification of needs discussed with parents and class teacher, individual or small group support put in place
- Pupil provided with an individual provision map to meet all areas of additional needs
- Class teacher, SENDCo and parents work together to create Individual Education Plan (IEP) to provide small step targets of learning, this will be reviewed regularly and new targets set

- Class teacher, SENDCo and parents work together to create Individual Learning Plan (ILP) or SEND Support Plan for pupils with more complex needs to provide support in in all areas to meet the needs of pupils with more complex needs, this will be reviewed every term
- Request for additional support from healthcare and educational specialists and experts will be made (if not already in place)
- Request for an Educational Psychologist to assess needs will be made
- Request will be made for a statutory assessment to be carried out which will involve gathering evidence from all specialists working with an individual
- The decision to provide an Educational Healthcare Plan (EHCP) will be made by the SEND team outlining an individual's needs and guidance for schools on how to meet these needs

## How do we involve parents and consult with them about their child's education?

- We work closely with parents to provide the best educational provision for every child.
- Each class holds a welcome meeting in the first few weeks of the new school year to welcome parents and children to their year group.
- Parent evenings are held in the Autumn and Spring Terms for parents to discuss their child's progress in depth.
- Parents are provided with an End of Year Report containing details of their child's progress and learning.
- Parents of children with SEND are invited to regular meetings to discuss progress and to evaluate and update Individual Education Plans (IEPs).
- Parents are invited to attend a termly SEND review with their child's class teacher to discuss progress made and to set targets for next term.



- We are proud to offer parents a wide range of opportunities to share in and celebrate their child's learning such as class assemblies, active learning workshops and enterprise projects.
- We welcome meetings with parents by appointment to discuss children's progress and any queries or concerns that parents or school may wish to discuss.

# How do we involve and consult the children about their education?

We involve our children in making decisions about their learning in many ways including:

- Self and peer assessment
- Child initiated learning
- Child led topics
- Shared targets
- Pupil interviews
- Whole school promotion of characteristics of effective learning

## How do we assess and review the progress children make and how do we involve them and their parents?

- Teachers assess children's learning on a daily basis.
- We use the Lancashire Key Learning Indicators of Performance (KLIPs) to assess whether a child is 'on track' to meet the expectations set for their year group. In Reception we use the Development Matters statements to track progress.
- Attainment and progress is tracked closely and children not meeting age related expectations are identified early and support is put in place.
- Children with additional needs related to SEND have their own Individual Education or Learning Plan (IEP/ILP) where learning is broken down into smaller steps. These targets are reviewed, new targets are set regularly by the class teacher and are shared with the child and parents.

- We use The Engagement Model and Pre Key Stage 1 standards to assess and review the progress of pupils with SEND in Key Stage 1.
- Pivats 5 (Performance Indicators for Valued Assessment and Targeted Learning) and Development Matters are used alongside the above assessment tools to break down learning into smaller steps, track the progress made by individual children and support the next steps for learning.

## How do we support our pupils with SEND as they move on to another school?

- Children in Year 2 with SEND have their transition needs assessed as early as the Autumn Term in Year 2 to provide enough time for our children to be ready for the move.
- We offer support to parents in choosing the right school for their child.
- We provide a transition plan for children with complex SEND to support each child on an individual basis and work closely with parents to provide the right support.

- Additional transition support may include, some or all of the following:
  - Parent visits to new school to meet staff and discuss possible support
  - Additional 1-1 visits to new school, small group visits to new school, whole year group visits to new school
  - Transition books containing photos and information about the new school
  - Visits from teachers and support staff from the new school
- Teachers and SENDCos from both schools meet to hand over relevant information and records and to share good practice.

## What is our approach to teaching children with SEND?

- All our children are taught with careful consideration to their individual needs.
- Children with SEND will receive additional teaching input to meet their specific needs in small groups or on a 1-1 basis.
- IEP and ILP targets are set and reviewed regularly to ensure learning moves on at a rapid pace.
- Termly provision mapping ensures children requiring additional support have all their needs provided for.

## How do we adapt the curriculum and the learning environment for children with SEND?

- Our curriculum is led by our pupils and is carefully planned to ensure children with SEND are fully included in all aspects of learning experiences.
- Lessons, resources and equipment are adapted to meet individual needs.
- SEND pupils are provided with additional opportunities to practise skills and learning.
- Our learning environment provides opportunities for all our pupils to develop a range of effective characteristics of learning.
- Audits are carried out whenever necessary to ensure our learning environment meets the individual needs of our pupils.
- Specialist equipment is provided wherever necessary for pupils with additional needs.



How are staff trained and kept up to date? If we need more expert help and advice, what do we do?

- Staff are kept up to date with SEND information through regular meetings, whole school training and individual training specific to our pupils.
- Training needs are met through support from school SENDCo, whole school training sessions and external providers.
- Our staff attend training to support groups of children, develop whole school approaches to supporting SEND pupils and to develop their understanding of individual pupils needs and strategies to support them.
- We have access to a wide range of trusted education and healthcare experts to provide specialist advice and support specific to each individual child's needs.
- Pupils requiring expert advice are assessed on an individual basis to ascertain the level and area of expertise needed.

## How do we know if what we provide for the children is effective?

- We constantly monitor and evaluate the effectiveness of provision for all our children.
- Effective provision can be seen when children are making good progress with individually set targets and are able to fully access all areas of learning at their own level.
- Children with an EHC Plan will have annual review meetings where pupil's, parents and school work closely together to evaluate progress and provision and plan further steps.
- We have regular SEND meetings and map out provision across the school termly to ensure all our pupil's needs are met.

How are children with SEND enabled to take part in all the activities available at school?

- All our pupils are enabled to take part in all the activities we provide.
- In line with The Equality for Human Rights Act 2010 we ensure we make reasonable adjustments so all our pupils, including those with SEND, can access all the opportunities available at school.

## How do we support Children with emotional and behavioural difficulties?

- As early years specialists, much of our curriculum is underpinned by emotional and social development and our behaviour policy and classroom practice promotes positive reinforcement and praise.
- Children requiring additional support with emotional and behavioural development are assessed on an individual basis and provision is put in place to meet their particular needs.
- Children may be given an Individual behaviour Plan (IBP) to provide small targets to support them in their emotional and behavioural development or their targets may be part of their existing IEP, ILP or EHCP.
- We work closely with parents and families to ensure all needs are met.

- Our Pastoral Lead is available to work closely with families to help manage children's emotional and behavioural development and to provide nurture sessions in school tailored specifically individual needs.
- We seek support from specialists to provide advice and strategies, to deliver training and to carry out assessments wherever necessary.

## How do we deal with bullying and make sure children with SEND can tell us if they have a problem?

- All our children are taught to understand what bullying is, how to recognise it and that it is never acceptable behaviour and will be dealt with and resolved immediately.
- All our children are taught to follow the school procedure of speaking to a trusted adult if they have any concerns or are worried about something that has happened to themselves or to a friend.
- We are an inclusive school and pupils are taught to respect each other and celebrate our differences.
- We recognise that pupils with SEND may be more vulnerable to bullying and our pupils are given additional support to identify unacceptable behaviour and what to do if they are worried.
- Further information on how the school deals with bullying can be found in our anti bullying policy on our website.

## How do we involve and work with other professionals such as local authority support services and other organisations to meet the needs of our children?

- We work closely with a wide range of experts and professionals to meet the needs of our pupils and are committed to finding the right help for our children.
- Parents are involved in any referrals we make to ensure all the child's needs are identified and supported.
- We make referrals to local authority support services who will assess the needs of the pupils and will work with individuals either in school, at home or at healthcare or other educational settings.
- We also use allocated funding to employ professionals to support the varying and sometimes very specific needs of our SEND pupils. These specialists will come into school and will assess pupils on an individual basis. They will provide advice, strategies, training and reports wherever necessary.

What arrangements do we make for supporting children who have SEND and are in the care of the local authority?

- Children with SEND who are in care of the local authority are supported in school in the same way as any of our children with SEND.
- In addition to this school meet termly with carers, social services and any other agencies involved in the care of our looked after children to review Personal Education Plan (PEP) targets and discuss allocation of additional funding to further support looked after pupils in school and at home.



## What should I do if I have a concern or complaint about the provision for my child?

We aim to resolve any concerns or complaints quickly.

If you do have a concern or complaint;

- Initially speak to your child's class teacher to discuss any concerns
- If you feel your concerns need further consideration please contact the SENDCo Mrs Hudson or Head Teacher Mrs Renshaw

# Where can I find information about the authority's Local Offer?

You will find the following documents and links on our website:

School's SEND Policy

School's Local Offer

School's Accessibility Plan

Lancashire Authority Local Offer

You may also find the following links useful:

<http://www.ican.org.uk/>

<http://www.actionasd.org.uk/>

<http://www.youngminds.org.uk/>

<http://www.youngpilepsy.org.uk/>

<http://www.ndcs.org.uk/> <http://www.rnib.org.uk/>

<http://www.aspergerfoundation.org.uk/>

<http://www.lancashirechildrenstrust.org.uk/>

<http://www.lancashire.gov.uk/SEND>

<http://www.nspcc.org.uk>

<http://www.healthyyoungmindslsc.co.uk>

<http://www.socialworkerstoolbox.com>