

ROSEGROVE INFANT SCHOOL

Special Educational Needs and Disability Local Offer

Accessibility and Inclusion

What the school provides

- Building access: there is wheelchair access to all classrooms, browser/library and the hall but there are steps that lead to the Reception garden. Access to the Out of School Club is via stairs to the inside of the building but there is wheelchair access from the outside.
- 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 specific communication aids to support this.

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 the SENDCo quickly identify pupils with Special Needs. Pupils are continually assessed and when individual targets are met new ones are set or adapted accordingly.
- Staff attend training to enable them to meet the needs of individual pupils.
- The SENDCo attends a SENDCo forum each half term to keep up to date with new initiatives, legislation and training.
- 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.

Reviewing and Evaluating Outcomes

What the school provides

- Review Meetings for pupils who have an Education, Health and Care Plan (EHCP) take place in accordance to guidelines.
- Pupils with SEN are set individual targets and are supported in whole class, 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.
- We have employed a speech and language therapist to work in school on a weekly basis. The speech and language therapist works 1:1, with small groups and conducts assessments and supports the implementation of speech targets through intervention and within the classroom. She will also support parents with specific speech targets and how these can be implemented at home.
- The school works alongside a range of professionals such as specialist teachers, speech and language therapists and educational psychologists. These agencies observe and assess pupils and advise staff and parents on how best to meet their individual needs.

“The school works well with a range of external agencies.” (OFSTED 2018)

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 Pastoral Lead is available to escort pupils into school at the start of the day and is available to all our families at the start and end of the day, she is also available by appointment.
- 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 Behaviour policy and Anti – Bullying Policy can be found on the Schools website. Copies are available upon request from the school office.
- We are very proud of our positive behaviour management policy.

The pupils I spoke to told me how friendly everybody is, and that they always feel safe in school. (OFSTED 2018)

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 clearly marked up and kept in the staffroom fridge if necessary or school office where it is secure and can only be accessed by adults.
- The Pastoral lead 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, school office and within confidential files within the classroom where applicable. 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 first aid training across all departments which are reviewed regularly.
- Our Pastoral lead has lots of experience and attends regular training to support children, staff and parents within school.
- Staff have undertaken behaviour management training and have a range of experience in this field. Other training is completed, to meet specific needs. We currently have staff trained to use emotion coaching, 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 speak to the teachers or key persons at the end of school day.
- 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 their targeted learning plan reviews.
- Children with a targeted learning plan or SEND support plan have a termly review to discuss their child's progress, targets and how parents can support at home.

One parent wrote on Parent View, 'All staff are extremely approachable, friendly and caring. I think this is what makes Rosegrove Infants a great school.' (OFSTED 2018)

Working Together

- The School has a School Council that is made up of at least 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 workouts. Workshops and work together sessions enable parents to come into school to work alongside their children. 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 pastoral lead 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 office manager or office assistant assists families with paperwork. She will advise parents or refer them to the pastoral lead and SENDCo.

Transition to 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 meet with class teachers, Pastoral lead and the 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 staff from the school.
- An After School Club is offered to Key Stage 1 pupils where all children will have an opportunity to express their interest.
- 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. The Pastoral Lead works with groups or individual children who may need support to build friendships in school.

The school local offer should also be read with the school SEND policy and SEND information report.

Special Needs Co-ordinator: Mrs. D. Hudson

September 2023

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

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

