



Rosegrove Infant School SEN Information Report

September 2023

SENDCO

Mrs. Danielle Hudson is responsible for SEND provision across the school.

Our SENDCO support is Mrs. Caroline Ashworth.

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Email: d.hudson@rosegrove.lancs.sch.uk

Mrs Hudson is available at the beginning or end of the school day for a chat or you can telephone the school office to arrange a meeting.

What is a special educational need and disability (SEND)?

The SEN Code of Practice defines SEND as:

“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 them. A child of compulsory school age or a young person has a learning difficulties or disability if they:

Have a significantly greater difficulty in learning than the majority of others the same age:

or have a disability which prevents or hinders them 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.”

SEN Code of Practice (2014, p4)

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 the care of the local authority are supported in school in the same way as any of our other 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.
- Our CLA Lead is: Mrs Anderton
- The SENDCO and CLA lead will discuss the child's progress in collaboration with the child's class teacher.
- The child will be given an opportunity to have their voice heard and say what is important to them.
- The child will have targets on their PEP linked to their targeted learning plan and taking into account any external agency advice.

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 pupils needs. Some children may require additional support to achieve their full potential and may benefit from additional support.
- We provide for all pupils including children with cognitive and learning needs, social, emotional, mental health and behavioural needs, physical and sensory needs, language and communication needs and developmental needs.

Who is available in school to support my child with special educational needs?

Class teacher	The first person for you to chat to is your child's class teacher. They are responsible for making day to day provision and making sure the school's SEND policy is followed in their classroom.
SENDCO	Sometimes the class teacher may take their concerns to the SENDCO (Mrs Hudson or Mrs Ashworth). The SENDCO is responsible for making sure that your child's SEND needs are met, and that you are involved in supporting your child's learning and reviewing how they are doing. Contact can be made through the school office.

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 Infant School.
- 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 pupil progress meetings conducted at least termly with the Head Teacher. Where children are identified as not making progress in spite of universal provision, they are discussed with the SENCO and a plan of action is agreed.

- School staff share any concerns about pupils with the school SENCO who will assess each child with the class teacher and may request the involvement of a specialist teacher or educational psychologist.
- Medical, physical, communication and sensory needs which are identified by parents, class teachers, specialist teachers and our SENCO will be addressed immediately and everyone involved will work closely together to develop a plan of action.
- 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, early help process.
- Children's individual needs will be met using an 'assess, plan, do, review' approach in the following procedure:
 - High-Quality 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.
- Class teacher, SENCO and parents work together to create a Targeted Learning Plan (TLP) to provide small step targets of learning. This will be reviewed regularly and new targets set.
- 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 LA 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 year group holds a welcome meeting within first few days 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. At these parents evening targets will be discussed, evaluated and targeted learning plans (TLPs) updated.
- In the Summer Term parents are invited to a review meeting to discuss progress, evaluate and update targeted learning plans (TLPs). At this meeting transition support may also be discussed.

- Parents are provided with an End of Year Report containing details of their child's progress and learning.
- 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 class 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 the Learning to Learn principles and characteristics of effective learning (EYFS).

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 and Birth to 5 matters to track progress.
- Attainment and progress are 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 Targeted Learning Plan (TLP) 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 value the views of the child and

parents and ensure we take these into account when evaluating and updating targets.

- 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 class / school?

Starting School

- In the Autumn term we hold an open evening for prospective new families to come and look at our school. There is an opportunity to also speak with the staff including the Head Teacher and SENDCO.
- If your child is given a place for September we offer a settling in morning where you and your child are welcome to stay and play and talk to the staff too.
- If your child attends a nursery, we will contact and may visit the setting and your child.
- If other agencies are already involved, we may hold a meeting to discuss your child's needs, share strategies and ensure the provision is put into place before your

	<p>child starts. If possible we would also ask for any supporting documents to be sent to us from professionals to support the transition.</p> <ul style="list-style-type: none">● A settling in plan may be put in place.
Moving to Junior School	<p>We fully understand that ‘moving on’ can be difficult for a child with SEND. We take steps to ensure transition is as smooth as possible.</p> <ul style="list-style-type: none">● A child with an EHC plan will have a transitional review of their progress in the Autumn and there will be an opportunity to discuss the transition support available.● We offer support for parents when choosing the right school for their child.● The SENDCO from current school and new school will meet to discuss needs, strategies, provision and any external agency involvement.● Transition days will be held.

	<ul style="list-style-type: none">• We may arrange additional transition sessions if required.
Moving within school	<ul style="list-style-type: none">• All documentation and information is passed onto the new class teacher. A handover meeting will take place between with previous teacher and new teacher.• There will be opportunities for your child to visit their new classroom, meet the teacher and staff working with them.• A transition photograph book may be used to support.

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.
- TLP targets are set and reviewed regularly to ensure learning moves on at a rapid pace.
- Regular pupil progress meetings ensure children requiring additional support have all their needs provided for.

How do we adapt the curriculum and 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 and spaces are provided wherever necessary for pupils with additional needs.
- We have employed an in school speech and language therapist. The therapist is in school on a weekly basis.

How are staff trained and kept up to date? If we know 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 SENCO, whole school training sessions and external providers.
- If a staff member needs particular training in a certain area, then the SENCO will research this and find training available.
- Good links with other schools and nurseries in the area.
- 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.
- SENCO attendance at SENCO Network Meetings – termly.

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 through learning walks, peer observations, observations of children and looking at the work and learning activities provided.
- 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 at least termly to ensure all our pupil's needs are met.
- Our SENDCO, Pastoral Lead and Intervention lead teacher meet regularly with SLT to discuss progress, evaluate and action individual and family support.

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 will have small targets to support them in their emotional and behavioural development on their TLP or EHCP.
- We work closely with parents and families to ensure all needs are met. Families are offered specific programmes to assist them with managing

their child's needs and help provide them with strategies to manage their child's behaviour.

- We also run interventions delivered by external agencies in school to support children in managing their behaviours.
- 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.
- We use services such as child mental health services.

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 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

What services and expertise are available in this school?

At Rosegrove Infant School, senior leaders, teachers and teaching assistants are all highly skilled in meeting the individual learning, behavioural and social needs of our children.

The school accesses a range of specialist services including:

- Educational Psychologists
- Local Authority SEND team
- Paediatricians
- Speech and Language therapists
- Vision and Hearing support
- Physiotherapists
- Occupation Health Therapists
- School Nurse
- Outreach support from Specialist schools
- Specialist Teacher

- Children and Families Wellbeing service
- Pastoral support
- Child Action North West
- Mental Health Team
- Children's social care

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 find the following links useful:

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

<https://www.ipsea.org.uk/>

<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/>

<https://www.autism.org.uk/>

<https://www.kids.org.uk/sendias>

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

<https://www.childrensmentalhealthweek.org.uk/>