

Banks Lane Infant and Nursery School

SEN Information Report

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Date for review : - January 2018

Introduction

Banks Lane Infant and Nursery School values the individuality of all our children. We are committed to giving all children every opportunity to achieve the highest standards regardless of age, gender, race, disability, faith or background.

The school aims to be inclusive which means that equality of opportunity must be a reality for all children.

We believe that 'Learning is Fun' and aim to develop a lifelong love of learning through a motivational curriculum where activities are matched to individual levels of ability.

We believe that positive partnerships with parents play a vital role in a child's education and well being.

Detailed knowledge of our children and early identification of their needs enable us to support our inclusive ethos.

The SEN Information Report describes how we support children with a range of special needs. It is reviewed annually.

It is set out as 'frequently asked questions' to enable accessibility.

How accessible is the school environment?

- Banks Lane Infant & Nursery School is a large single storey building with three corridors. It is fully accessible and includes a room that can be used for small group interventions.
- The Nursery is housed in a separate building.
- There are disabled toilets in the school and nursery buildings for those with physical needs.
- Appropriate resources are provided when required such as adapted chairs.
- The Governors have approved a three year access strategy.

How are decisions made about the type and level of support that my child will need?

- Initial discussions between the class teacher and the SENCo inform decisions regarding types of support. Teacher assessments, observations and tracking are taken into account.
- Assessments by outside agencies such as The Speech and Language Therapy Service inform decisions.
- Dialogue with parents/carers is vital, supported by a range of formal and informal opportunities for discussion and information sharing.
- Support is monitored and reviewed to ensure a positive impact.
- Support may change or be withdrawn if no longer required following a review.

How are parents involved in the school? How can I be involved?

All parents/carers are encouraged to work with school to support their child's education.

This may be through:

- Discussion with the class teacher, informally or during parent's evenings.
- Discussion with the SENCo.
- Attendance at formal SEN review meetings.
- Attendance at Year Group Reading and Curriculum meetings (September each year).
- Attendance at Parent's Coffee afternoons and other school events.
- Responding to a range of surveys sent out by the school.

Electronic information about the school is accessible through the website, a password protected VLE and a daily Twitter feed.

How are the school's resources allocated and matched to the needs of an SEN child?

- The SEN budget is allocated on a needs basis each financial year. The money is used to provide additional support or resources dependent upon the needs of individuals. The head teacher and School Business Manager set the budget for SEN in consultation with the school governors, on the basis of the needs of the children currently in the school.
- Resources are allocated, including the deployment of staff for individual pupils or groups of pupils, based upon an assessment of needs of each pupil. This will include a discussion on children already receiving extra support, children needing extra support and children who have been identified as not making as much progress as would be expected.
- A Teaching Assistant in each class supports a range of interventions such as Motor Skills United for OT difficulties, Early Reading Intervention based on SERI - Years 1 and 2, Stockport LSS Numeracy Support Programme – Reception and Year 1, specific speech and language programmes provided by the Speech and Language Therapy Service.
- The allocation of the budget is monitored by the governors and the Local Authority. All resources, training and support are regularly reviewed.

How does the school know if a child requires additional support

We identify Special Educational Needs in the following ways:

- Admissions information provided by parents, previous schools and settings.
- Concerns raised by parents/carers, teachers or the child.
- Initial baseline and ongoing assessments by the class teacher identifying a lack of progress or other concerns.
- Observations by experienced staff in school identifying barriers to learning which include social, behavioural or emotional concerns, physical difficulties, speech and language concerns or difficulties with motor skills.
- Information provided by external agencies such as health services, the Speech and Language Therapy Service, The Early Help and Prevention Team and The Behaviour Support Service.

How will my child be able to contribute his/her views?

- The school ethos fosters evaluation and contributions from all children.
- Children are encouraged to talk to staff if they have any concerns.
- Circle time is a regular feature of school life.
- The school council is regularly asked to feedback on any aspect of school life that children may be worried about or that can be improved.
- Teachers discuss work and targets with individual children and give opportunities for feedback.

How will my child be included in activities outside of the classroom including school trips?

- We believe that all children should be included in all aspects of the school curriculum.
- We aim for all children to be included on school trips and visits and will endeavour to provide the necessary support.
- Risk assessments are carried out prior to any off site visits to ensure that health and safety needs are covered. This may include additional one to one support to enable a child to take part.
- In the unlikely event that it is considered unsafe for a child to take part in an activity, consultation with parents/carers will take place and an alternative arrangement will be made.
- Parental support and additional support will be sought as appropriate in order to ensure the safety and wellbeing of all pupils during activities outside the classroom.

How will the school and I know how well my child is doing?

In addition to the formal events listed below you are able to make an appointment with the Headteacher, the class teacher or the SENCo at any time if you have a concern.

We report to parents/ carers in the following ways:

- Two confidential parental interviews each year with the class teacher.
- Termly reviews for children with Special Educational Needs with the SENCo.
- A written end of year report at the end of each academic year.

How will the school staff support my child?

- Each pupil's education programme is planned by the class teacher. It will be differentiated accordingly to suit the individual needs of the pupil. This may include additional general support by the teacher or the teaching assistant in class.
- If a pupil has needs related to more specific areas of their education such as phonics, mathematics, English, speech and language, social skills development or motor skills then the pupil may be placed in a small intervention group. This will be led by the class teacher, an experienced teaching assistant, or a specialist teacher. The length of time of the intervention will vary according to the programme but usually will last at least half a term. The interventions will be regularly reviewed to check the effectiveness of the provision and to inform future planning for the pupil.
- Pupils will have access to specific resources as required e.g. sloping boards or visual timetables in order to support learning.
- Pupil progress meetings are held each term between the Headteacher, SENCo and the class teacher to highlight potential issues and discuss support.
- There will be a termly SEN review.
- If a pupil requires support from an outside agency such as Learning Support Service, Speech and Language Therapy Service, Occupational Therapy Service, Educational Psychology Service, Behaviour Support Service or Primary Jigsaw a referral will be made with parental permission. Following a series of assessments, a programme of support may be provided for the school and the parents/carers. This could include additional advice for the class teacher or a specific programme of activities to be undertaken by a Teaching Assistant.
- The SENCo maintains an overview of pupils requiring additional support.
- The Governors are responsible for ensuring appropriate support for all learners. There is a named link governor, Mrs L. Chadbourne who monitors SEN.
- Mrs Newson is responsible for Safeguarding and Child protection procedures.
- The school has received the Stockport Inclusion Quality Mark.

How will the curriculum be matched to my child's needs?

- When a pupil has been identified with SEN his/her work is differentiated by the class teacher to facilitate access to the curriculum. For children with significant additional needs this could include a personalised timetable to accommodate required interventions.
- Children with SEN will have an individual support plan with appropriate targets. Parents/ carers will be involved in discussing and supporting the plan.
- Teaching Assistants may be allocated to work with individuals or small groups to target more specific needs.
- Assessment is ongoing and informs planning, target setting and next steps.
- Class groupings are flexible.
- Specialist equipment is available such as sloping boards, pencil grips, triangular pencils, easy to use scissors or visual timetables.
- The school has a detailed teaching and learning policy which is applied consistently by all teachers.

How will my child be supported when starting school or transferring to the next school?

Smooth induction and transition are carefully planned to ensure positive outcomes for all our children. As a three form entry Infant School we take children from a number of settings including our own Nursery class. Our children transfer to Banks Lane Junior School. We encourage parents/carers of children with Special Needs to make an appointment to visit the school before registering their child with the Local Authority admissions.

Our induction/ transition activities include:

- Nursery induction day for parents/carers and children.
- Nursery home visits
- Transition review meetings if appropriate including parents/carers, SENCOs, agencies and staff from previous settings. Special individual induction or transition events can be planned during this meeting if necessary.
- Reception induction morning for children to spend time with the teacher whilst the Headteacher talks to parents/carers in the hall then provides a tour of the school.
- Open Afternoon when parents can meet the next teacher and look at the new classroom.
- A full programme of events for Reception to transfer to Year 1 and Year 1 to transfer to Year 2 including leaflets for parents.
- A full programme of events and visits for Year 2 during the summer term to prepare for the transition to Banks Lane Junior School.
- An Inclusion transition meeting for children with Special Needs including the Infant and Junior SENCOs, the Year 2 and Year 3 teachers and the Learning Support Service teacher. During this meeting our detailed knowledge of the children is shared with the Junior school.
- All relevant paper work is transferred.
- Individual arrangements for transition are made if appropriate.

How will you help me to support my child's learning?

- At the start of each academic year you will be invited to attend a meeting in your child's classroom where the teacher will explain reading systems and ways to support your child's learning.
- You will be given a VLE (Virtual Learning Environment) log in for home use which supports learning. If you don't have access to a computer additional time will be given for your child to use the VLE in school.
- There are two confidential parental interviews where targets and strategies for support are discussed.
- Your child may have an individual support plan which will be discussed with you.
- We may involve agencies such as Behaviour Support or Speech and Language therapy who will offer you specialist advice or provide a home programme. Sometimes you will be invited into school to work with an agency such as Speech and Language Therapy.
- We have a home/ school activities policy and programme.

Pupils with medical needs

- We have a Medical Needs Policy based upon guidance from the Local Authority.
- We do not store or administer over the counter medicines or antibiotics. Parents are welcome to come into school to administer prescribed medication.
- We do maintain medication for life threatening conditions.
- We administer inhalers and rescue medication. We ask parents to complete asthma plans.
- Staff have regular training which includes updates of conditions and medication. This includes asthma training, epilepsy training, diabetes training and has included training on the use of epipens when needed.
- If a pupil has a life-threatening condition, then a detailed Care Plan is compiled with the school nurse and the parents/ carers.

What should I do if I think my child may have special educational needs?

- Speak to the class teacher who is available after school for informal conversations but can make a longer appointment at a mutually convenient time.
- If you have further concerns, contact the Headteacher or SENCo (Mrs Wilkinson/ Mrs Townsend).
- In some situations the Headteacher or SENCo will complete a CAF form (Common Assessment Framework) with parents/carers to gain a more detailed insight into the child's needs. The CAF assessment can then be used to make a referral to outside agencies such as The Speech and Language Therapy Service. This may result in a Team around the Child (TAC) meeting involving parents/carers, school and relevant agencies who work in partnership to plan a package of support.

What are the specialist services and expertise that can be accessed by school?

It may be necessary to consult with outside agencies to receive specialist advice in order to help school and parents/carers to best support the child.

These can include:

GPs

School Nurse Team

Educational and Clinical Psychology Service

Paediatricians

Speech and Language Therapy Service

Occupational Therapy Service

Sensory Support Service

Learning Support Service

Physiotherapy Service

Ethnic Diversity Service

Signpost Young Carers

Social Services

Behaviour Support Service

Primary Jigsaw

CAMHS (Child and Adolescent Mental Health Service)

An educational psychologist is allocated to the school to work with pupils who have additional needs. The psychologist will provide advice to parents/carers and the school following observations and assessments.

What support is in place for behaviour and attendance?

- We have a positive approach to behaviour management which is based on detailed knowledge of the child and the principles of raising self esteem.
- Children understand what is expected through classroom and school codes which are followed consistently throughout the school.
- If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents/carers and pupils and are outlined in the SEN Support Plan. This is reviewed on a regular basis with the class teacher, parents/carers and the pupil.
- Behaviour needs that are consistent or of a high level of concern are recorded and then referred directly to the Headteacher. Parents/carers are contacted so that school and home can work together to improve behaviour.
- We work closely with the Behaviour Support Service
- Our administrative and management team work closely with the Services for Young People worker to monitor lateness and attendance and ensure improvement.
- The school has a structured system for following up concerns around attendance and lateness and aims to work in a supportive way to overcome obstacles to full attendance. This could include TAC meetings to provide support for improving attendance.

What support is in place for my child's well-being?

We offer support for children encountering emotional difficulties in the following ways:

- We are committed to an inclusive ethos which celebrates and recognises the varied strengths and talents of all children enabling them to flourish.
- All children have a Class teacher and a Teaching Assistant for a full year.
- The class teacher and the Headteacher are available to discuss issues and concerns with children and parents/carers.
- The curriculum supports emotional health and well being through work on areas such as feelings and circle time activities.
- Nurture group interventions take place when necessary.
- Children have a variety of opportunities to express concerns such as transition talks with Junior children followed by individual surveys.
- Access to specialised support for some pupils is available through agencies such as Primary Behaviour Support Service, MOSAIC (Drug and Alcohol team), CAMHS (Mental health and well – being) and Primary Jigsaw (for behaviour and well-being). This can include one to one support for a number of sessions, normally taking place within the school day, along with support and advice for parents and carers.
- Breakfast Club promotes attendance and punctuality as well as a healthy start to the day, which is vital if learning is to take place.

What sort of training is available to staff supporting children with SEND?

- Staff are experienced in supporting children with a variety of needs.
- All teachers and Teaching Assistants complete asthma and anaphylaxis training annually and have first aid training.
- Staff are trained to manage other medical conditions such as diabetes when necessary.
- Several members of staff have received training to support children with additional needs within the classroom, including children with specific learning difficulties. Some support staff have received additional training on ways to support children with speech and language difficulties.
- Examples of some training include :
 - SERI – Stockport Early Reading Intervention
 - Reception Literacy Programme
 - Stockport Early Maths Intervention
 - SEAL – Emotional Health and wellbeing
 - Mindfulness
 - Growth Mindsets

Who can I contact for further information?

- The first point of contact is your child's class teacher.
- The next point of contact is the Headteacher, or the SENCO, (Mrs Wilkinson/Mrs Townsend). Appointments can be made by contacting the school office on **0161 480 9252**.
- The Headteacher and members of staff from the Early Years Team are happy to speak to prospective parents. Please contact the School Office to arrange an appointment.
- You can email the Headteacher at the following address:

headteacher@bankslane-inf.stockport.sch.uk

***For additional advice regarding pupils with SEN
you can also contact:-***

Parent Partnership on 0161 286 4230