



Banks Road Infant & Nursery School

SEND Information Report

October 2016

The Children and Families Act 2014 aimed to transform Special Education Needs and Disability (SEND) services to support consistently the best outcomes for these children and young people from September 2014. The act extends availability of SEND support from birth to 24, giving young people and their families' greater control and choice in decision making to ensure their needs are properly met. Many of the changes focused on improving co-operation between all the services that support children and their families - education, health, social care and the voluntary sector - to provide information on a Local Offer that is accessible to families and the professionals who work with them.

SEND Information Report for Banks Road Infant & Nursery School.

Q. What kinds of special educational needs does the school make provision for?

Banks Road currently makes provision for children with a variety of needs, including:

- Social, emotional, behavioural
- Learning
- Communication and interaction
- Physical
- Sensory
- Anxiety related

Banks Road applies a graduated response to supporting children:

1. **Quality first teaching**
2. **SEN support** – where it is determined that a pupils has additional needs parents will be advised of this and a four-part process will be put into place to remove barriers to children's learning
 - a. **Assess** – Children's needs will be clearly analysed using teacher assessments and knowledge, parent views and those of external agencies where necessary
 - b. **Plan** – Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required
 - c. **Do** – The class teacher remains responsible for meeting the needs of the child on a day-to-day basis. They will retain responsibility even where interventions may involve group or one to one teaching away from the main class teacher. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of implementation of effective support will be provided by the SENCo.
 - d. **Review** – Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions, taking into account the views of the children and their

parents. Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps

At any time during this process it may be necessary to seek advice from external agencies such as Schools and Families Specialist Services or the Educational Psychologist to advise on strategies to assist children's learning needs

- 3. Education, Health and Care Plan** – If a child has a lifelong or significant difficulty they may undergo a statutory assessment process. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach is needed. All persons involved in this type of support would meet regularly (at least termly) to talk through provision, progress and identified targets.

How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

A child's needs may be highlighted to school prior to their entry by parents, health visitors or pre-school settings. Staff undertake a baseline assessment when your child begins school. By taking time to get to know your child, how they learn and what they already know, staff will be able to identify any difficulties your child may have. It may be that your child may begin to experience difficulties during their time at school, if school staff feel your child needs extra support this will be discussed with you and interventions will be planned and implemented following the graduated response.

If you think your child may have special educational needs it is important that you discuss these with your child's class teacher or the SENCO. This will enable us to work together to support your child and access any external support where needed.

Q. How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

At Banks Road Infant & Nursery School the teachers are incredibly effective at assessing and evaluating both themselves and the provision given to all children. All lessons are evaluated including assessing how particular groups or individual children do.

All our extra provision, such as literacy/maths intervention and speech and language programmes, are all progress based - whereby the children are base-lined before the provision starts and again afterwards to accurately measure progress made by all the children.

The effectiveness of these provisions is reviewed half-termly.

Q. How will both the school and I know how my child is doing and how will the school help me to support their learning?

School staff will continually monitor and track the learning of your child and where there are interventions or additional support in place the effectiveness of these will be reviewed as in the gradual response outlined previously.

This will be communicated to parents/carers in the following ways:

- Informal discussions/telephone calls
- Parents' evenings
- Progress reports
- Annual reports

In some cases parents/carers may meet with their child's class teacher and the SENCO on a more regular basis. The frequency and formality of meetings is dependent on the needs of the child and at the discretion of parents/carers and school staff.

Q. What is the school's approach to teaching pupils with special educational needs? How will the curriculum and learning be matched to my child's needs?

Banks Road Infant & Nursery School is an inclusive school where all children regardless of their abilities are engaged and able to partake in all activities we offer. Where appropriate we will make adjustments to the curriculum, environment and activities so all children can access them. We endeavour to consider each child as an individual and tailor their learning accordingly.

Q. How are decisions made about the type and amount of support my child will receive?

Each child is looked at as an individual at Banks Road. The support they will receive will depend on their needs and as such the nature and intensity of this may change during their time at our school. Small group academic, personal and social support is provided according to children's needs. At Banks Road developing children's independence skills is very important, therefore when planning support we aim to encourage independence at a level appropriate for each child.

Where further support is necessary for children to succeed in school additional funding can be sought and accessed through our Family of Schools and in cases of children with higher level needs from the Local Authority. In these cases other professionals, from local schools and the local authority, will work together to moderate support to ensure funding can be allocated fairly between schools.

Q. How will my child be included in activities outside the classroom, including school trips?

Banks Road Infant & Nursery School is an inclusive school where all children regardless of their abilities are engaged and able to partake in all activities we offer.

Where appropriate we will make adjustments to the curriculum, environment and activities so all children can access them.

Q. What support will there be for my child's overall well-being?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness and being uncommunicative. If a child has a specific need such as low self-esteem they may also access positive play or nurture support groups.

Lunchtime and playtimes are supported through planned activities and spaces, places with special interest boxes for those who struggle at these times.

If a parent or teacher has concerns that a child is being bullied because of an identified need, the anti-bullying policy would come into force and procedures would be followed.

Q. Who is the school's special educational needs co-ordinator (SENCo) and what are their contact details?

The SENCo, **Rachael Morris** is responsible for:

- ▶ Developing and reviewing the school's SEND policy.
- ▶ Co-ordinating all the support for children with special educational needs or disabilities (SEND).
- ▶ Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting involved in reviewing how they are doing
- ▶ Liaising with all the other people who may be coming in to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- ▶ Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- ▶ Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

If you wish to contact the SENCO please speak to the office by telephoning 0115 9179881 or emailing office@totonbanksroad.notts.sch.uk or rmorris@totonbanksroad.notts.sch.uk

Q. What training have staff supporting special educational needs had and what is planned?

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN; Nurture, autism spectrum disorder (ASD), attachment disorder, speech and language difficulties, cognitive behaviour therapy (CBT), physiotherapy, dyslexia, mental health (the role of CAMHs). In addition there is also further training specifically for personal care, booster groups, learning mentors, more able pupils and phonics and literacy intervention. Support from all outside agencies can also be sought to discuss needs and strategies to support individual pupils.

Each term the training needs of school staff are discussed based on the changing needs of pupils in our school, where needs arise training will be sought and provided.

Q. What specialist services and expertise are available or accessed by the school?

The Local Authority can support and provide provision to be delivered in school including:

- Educational Psychology Service
- Parent Partnership
- SALT (Speech and Language Therapy)
- SFSS (Schools and Families Specialist Services)

Health provision delivered in school includes:

- Additional SALT input to provide a higher level of service to the school.
- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- If your child still needs extra support, with your permission, the SENCo will access extra support.

Q. How will equipment/facilities to support pupils with special educational needs secured? How accessible is the school?

Additional equipment and adapted facilities can be accessed through the Physical Disability Support Service in co-ordination with a child's occupational or physiotherapist. Professionals work together to ensure children can be as independent as possible during their time in school while supporting their needs effectively.

Banks Road's physical environment to support pupils;

- Accessible toilet facilities in the main school and Nursery buildings
- Space for small group work and individual work for targeted learners in shared areas between classes

- A physical environment that is safe and welcoming
- Handrails on outdoor steps
- Coloured kerbs and edges of steps
- Clear visual signage

Please see the Accessibility Policy 2014-17 for further information.

Q. What are the arrangements for consulting parents of pupils with special educational needs? How will I be involved in the education of my child?

Parents are reported to a minimum of three times a year - however, if your child is experiencing difficulties you will be invited in for a discussion about any issues and how these can be resolved. If your child continues to experience difficulties and the teacher believes there to be an issue of Special Educational Needs then you will be contacted and next steps will be identified for supporting your child in school.

Once your child has been identified with SEN then the teacher will adapt the curriculum and may make extra provision for your child and set targets. Parents are always consulted where a child has been identified with SEN and feedback from yourself is important to us as we understand that you know your children best.

Any targets will be sent home and at any point you can meet with the teacher or SENCo to look at the targets set and help in the review process.

We may also provide all children with home-school diaries - any messages or concerns you have can be noted into the diary and the teacher will respond with any information they can provide either by telephone, in person or by writing a message back in the home-school diary.

Q. What are the arrangements for consulting young people with SEN and involving them in their education?

Where appropriate we also try and include the children in the target setting process and consult them on their progress and what help they would like to have next. We take into consideration the child's strengths and try and build on these to increase confidence and self-esteem.

Rachael Morris (SENCO) will be reviewing the way in which we consult and involve young people with SEN in their education and researching ways we can improve this during the academic year 2016-17.

Q. What do I do if I have a concern or complaint about the SEN provision made by the setting?

We endeavour to deliver an individualised programme of provision for children within the school. However, if you were to become unhappy with the provision your child is receiving the first person to speak to would be the school SENCo - who will try to resolve any concerns and work with parents to adapt to change

provision. If the matter was not resolved satisfactorily, the Headteacher and SEN Governor would listen to your concerns and together find an amicable solution. If again, it was not resolved to your satisfaction you may follow the school's Complaints Procedure.

Q. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body at Banks Road are heavily involved in ensuring the needs of children with SEN in our setting are met effectively. The governor with responsibility for SEN, Mrs Sarah Williams, meets regularly with Rachael Morris (SENCO) to discuss SEN provision, implementation of the policy and monitor the progress of children with SEN. The governors also receive a termly report to share the impact of SEN provision, updates in legislation as well as strengths and areas for development.

Q. How does the school signpost organisations, services etc who can provide additional support to parents/carers/young people?

The Local Authority can support and provide provision to be delivered in school including:

- Educational Psychology Service
- Parent Partnership
- SALT (Speech and Language Therapy)
- SFSS (Schools and Families Specialist Services)

Health provision delivered in school includes:

- Additional SALT input to provide a higher level of service to the school.
- School nurse
- Occupational Therapy
- Physiotherapy
- CAMHS
- If your child still needs extra support, with your permission, the SENCo will access extra support.

Q. How will the school prepare my child to join the setting?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school

- The SENCo will visit/speak to the school when appropriate.

- Your child will be able to visit our school and stay for a taster session or start school with a phased transition, if this is appropriate.

Q. How will the school prepare my child to transfer between phases of education?

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Additional visit to Junior Schools are arranged to support transition.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s and provision maps will be shared with the new teacher.
- Transition visits to the new classes are made.

Q. Where can I access further information?

For further information please see:

- Special Educational Needs and Disability Policy Summer 2016
- Accessibility Policy 2014-17
- SEND information leaflet for parents

Or contact Rachael Morris (SENCo) by telephone on 0115 9179881 or email at office@totonbanksroad.notts.sch.uk or rmorris@totonbanksroad.notts.sch.uk