



NETHERTON INFANT SCHOOL

LOCAL OFFER FOR SEND AND INFORMATION REPORT

Approved by : Tina Beddoe

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How we identify individual special educational learning needs

When pupils have an identified special educational need or disability before they join our school we work very closely with the people who already know them including parents, previous settings and specialists and use the information already available to identify what possible barriers to learning may be within our school setting and to help us plan appropriate support strategies.

If parents believe that their child has a special educational need we will discuss this with them and assess their child accordingly. Often these assessments will be carried out by school but we sometimes request advice from more specialised services. We will always share the findings with parents and in consultation plan, the next steps to best support their child.

Sometimes teachers feel that a child has a special educational need; this may be because they are not making the same progress as other pupils. We believe that early identification and intervention is best to help children achieve success. We will observe the child's learning characteristics and how they cope within our learning environment, we will assess their understanding of what they are learning in school and if appropriate use on going assessments to help us to pinpoint the difficulty. This will help us to identify the child's needs and plan strategies to support their learning. If school has become concerned about a child, parents will be contacted by the child's class teacher or the school's Special Educational Needs Coordinator (SENDCO). We will then work together to create a plan to best suit the child and review this regularly.

How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them

We are a child and family centred school and believe that pupils and parents should be at the heart of all decision making about the child.

When we assess special educational needs, we discuss with parents if their child's understanding and behaviour are the same at school and home; we take this into account and work with our parents so that we are helping their child in the same way and helping them make progress.

Where appropriate, in line with our graduated response, we will write and review targets with pupils and parents/carers, a copy will always be available to all.

We hold regular meetings that allows the pupil, family, school staff and other appropriate outside agencies to be able to share information, celebrate success and plan next steps.

We have an open door policy, which means that staff can be contacted to address concerns and celebrate successes daily. Appointments can be booked with teachers or the SENDCo when a more in depth discussion is required.

Who are the best people to talk to in this school about a child's difficulties with learning/Special Educational Needs or disability (SEND)?

Class Teacher

Responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing Individual Educational Plans (IEP). Ensuring that all staff working with a particular child in school are helped to deliver the planned work/programme for the child, so they can achieve the

best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCO

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and action plans to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- Ensuring the changes under the SEND Code of Practice 2014 are implemented in line with the schools SEND Development Plan.
Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing how they are doing
 - Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
 - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of the child's progress and needs.
 - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
 - To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the schools SEND provision.
 - Applying for additional support and funding where necessary for our most vulnerable children

Headteacher

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND
- Giving responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Support the school SENCO in terms of budgeting the SEND provisions.

SEND Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Challenging the schools SEND department to ensure ALL children are reaching their full potential.

How we use other adults in school to support pupils with special educational needs or disabilities

Our team of Teaching Assistants are able to effectively support individuals or groups of children in the classroom and undertake small group or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities. The provision across school is planned for by our class teachers as part of our quality first teaching.

We have a specialist Speech and Language therapist who works closely with the school, providing strategies for staff.

Our English and Maths Specialists analyse pupil performance data regularly to ensure that each individual child is making the best possible progress and look at steps to support the child.

How we use specialist resources to support pupils with special educational needs or disabilities

Our staff make individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.

We seek advice from external agencies as and when the need arises. We have changing facilities for those children who require it.

How we modify teaching approaches for individual pupils

Our curriculum celebrates the different learning styles of all pupils and supports inclusion and differentiation to address the needs of all of our pupils.

“The curriculum promotes pupils’ spiritual, moral, social and cultural development well. It motivates pupils and helps them to enjoy learning”. (Ofsted Feb 2015)

We give children the opportunity to record their work in a range of different forms, which suits their needs and enables them to experience success.

Our curriculum aims to bring learning to life and wherever possible enables the child to experience and be a part of their learning. We encourage educational visits for all and arrange for visitors to come and enable all children to access and benefit from this learning.

We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups so that every child has a level of challenge appropriate for them and also experiences success. Teachers adapt their teaching and the learning environment constantly in order to cater for their pupil’s academic and physical needs.

When appropriate, staff are deployed to give children additional support for their academic and/or physical need in small groups outside the classroom, or to provide one to one support.

How we assess pupil progress towards the outcomes we have targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress.

Within school, teachers assess the children’s progress half-termly, this data is discussed so that strategies can be put in place to intervene early and support your child.

We set challenging targets for all children based on nationally agreed guidelines on progress.

Our marking of children’s work informs our planning and we identify next steps for all of our children.

“Leaders set ambitious targets for pupils’ achievement, and judge their progress in all core and foundation subjects using a commercial assessment scheme. They use the outcomes of assessments to identify those who are at risk of falling behind. Teachers check their judgements with one another, and increasingly with those made in other schools.’ (Ofsted 2017)

What other activities are available for pupils with SEND in addition to the curriculum?

Our children with SEND are given the same opportunities as their peers, with differentiation where required. We have a breakfast club and after school clubs (KS1) which cover a range of interests which include; sports and creative activities. We strive to ensure that all of our trips and extra curriculum activities are fully inclusive and work with parents and external professional to do this where needed.

How we support pupils in their transition into our school and when they leave us

Children who join in nursery are welcomed into our school community by nursery staff.

Transition into Reception and then into successive year groups is supported by meetings, meet the teacher time and taster session in the new class.

We will plan a child's transition to us with information from parents and all professionals already involved to supporting a child. This helps to enable a smooth and supportive start for a child.

How additional funding works

Schools receive funding for all pupils with special educational needs and we are able to provide what pupils need from this (including equipment). The local authority will top-up funding for pupils with a high level of need.

If a pupil's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there will be additional funding allocated.

Children who qualify for 'Pupil Premium' are tracked and monitored allowing specific, appropriate interventions to be put in place.

Safeguarding

At Netherton, we have two deputy safeguarding leads who work closely with the DSL to ensure *all children* are safeguarded including Looked after children and children with Special Educational needs.

Speech and Language

Well-developed speech, language and communication skills form the basis of all learning, and are fundamental to social and emotional wellbeing. They are essential to enable children to achieve their full potential.

All Teaching assistants have either Paediatric First aid or First Aid at work to ensure children's safety and medical needs are catered for. A record of this is kept at the school office.

Where parents/carers can get extra support

Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by parent's views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.

Our SENDCO can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.

Arrangements for handling complaints

Parents can raise concerns about SEN provision by contacting their child's class teacher, SENDCO or the Headteacher. If the concern is not resolved informally, parents may lodge a formal complaint. The procedure for lodging a formal complaint is contained within the complaints policy.

Governing Body

Our schools governing body actively seek the advice from other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEND and in supporting the families of these pupils when necessary.

The governing body meet regularly to discuss the needs of ALL pupils at Netherton.