

SEN Information Report -

1. What kinds of special educational needs does the school/setting make provision for?

At Hallcroft Infant and Nursery School we aim to include all children regardless of the nature of their special educational need. Our school is single level and access into school is flat. Additional equipment will be sourced from the local authority when needed, to enable us to meet a child's specific needs.

We can support pupils with the following needs:

- Cognition and Learning needs
- Communication and Interaction needs
- Sensory, physical and/or medical needs
- Anxiety related needs
- Behaviour, emotional and social needs

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

Pupils have special education needs if they have a learning need that calls for special education provision to be made. Pupils have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Education Authority
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them
- Pupils must not be regarded as having a learning difficulty solely because of language or the form of language of their home is different from the language in which they will be taught.

If you think, or know, that your child has special educational needs then please speak to your child's class teacher or the SENCO if your child is not already in school.

As a school we use a Graduated Response process which helps us to determine if a child has a Special Educational Need.

For further details on the Graduated Response process please see the SEN Policy available on the school website.

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3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. Pupil and parent's views will be sought through discussions as part of the review meeting process.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Provision for SEN will be mapped, monitored, reviewed and evaluated in line with school systems for pupil progress. These processes are designed to support pupil progress. Information from pupil progress reviews will be used to evaluate the effectiveness of provision.

Progress and attainment for SEN pupils forms part of the whole school termly data/assessment cycle. Leaders including the HT/SENCO and Governors use information shared in School Development Plan Committee Meetings or Governors Visits/Monitoring sessions and any feedback surveys to evaluate the effectiveness of provision.

b) How will both the school/setting and I know how my child is doing and how will the school/setting help me to support their learning?

Hallcroft Infant and Nursery School will regularly monitor the progress of all pupils and formally record this at least termly. Staff will then look at the progress being made and consider any further support that may be appropriate.

Reviews will take place at least twice a year and parents will be encouraged to actively take part in these. At these meetings progress will be discussed, future actions decided, new targets set and ideas for how you can support your child will be discussed.

c) What is the school's approach to teaching pupils with special educational needs?

At Hallcroft Infant and Nursery School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We aim to create an environment that meets the special educational needs of each child, which will enable them to have full access to all elements of the school curriculum, trips and clubs etc. Sometimes the activities will be adapted to meet an individual child's needs.

d) How will the curriculum and learning be matched to my child/young person's needs?

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The curriculum will be adapted to meet your child's needs in a variety of ways. This may include adaptation of a task, differentiation or use of appropriate adult support or resources.

e) How are decisions made about the type and amount of support my child/young person will receive?

Decisions made about support are taken by the class teachers and the SENCo, during pupil progress meetings or Review Meetings for SEN pupils. If further support is required, beyond that which the school is expected to fund, then the SENCo will apply for external funding.

f) How will my child/young person be included in activities outside the classroom, including school trips?

Your child will be included in all trips and extra activities. Sometimes these activities will be adapted to meet their needs and this will be agreed, in consultation with parents, on an individual basis. Further adult support may also be put in place to enable access to activities.

g) What support will there be for my child/young person's overall well-being?

The well-being of all pupils at Hallcroft Infant and Nursery School is of the upmost importance. As a school we provide all pupils with emotional support, and can offer additional, specific support on a small group/one to one basis as appropriate. School also works closely with parents/carers and other outside agencies, such as the School Nursing team, Educational Psychologists and Casy Counselling to ensure children's overall wellbeing.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

- The person co-ordinating the day to day provision of education for pupils with SEN is Mrs Cook
- Contact details phone 01777 702728

5. a) What training have staff supporting special educational needs had and what is planned?

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We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

Other training for teacher and TAs will be organised as and when required. If a particular pupils' needs require specific staff training then this will be organised, eg Sensory Circuit Training

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

Training undertaken in the last 3 academic years:-

Introduction to AET Progression framework

Sensory Needs Training with Julie Hayes.

Attention Bucket Training

Anima Phonics – blending training.

PINS Project Training Day

Epilepsy Rescue medication training.

Epi Pen Training

b) What specialist services and expertise are available or accessed by the setting/school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Healthy Family Team

Speech and Language

SIS- SEND Inclusion Service

Educational Psychology

PDSS – Physical Disability Support Service

Bassetlaw Primary Behaviour Partnership

Other relevant services

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

A referral to the Physical Disability Service can be made for any equipment that the child may need whilst in school, such as plinths, walking aids, personal care requirements etc. The service also provides training for staff and support in writing health care plans, risk assessments and intimate care plans amongst other types of paperwork as required.

A referral for inclusive technology can also be made if the school feel that they cannot meet the needs of the child with the technology already available in school.

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

Hallcroft Infant and Nursery School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Parents can start to develop a relationship with school by attending Parent and Toddler Sessions and taking part in a home visit prior to their child starting school.

Parents can contact their child's class teacher and/or the SENCO if they have a particular concern about their child and/ or the provision being made for them.

Parents are kept up to date with their child's progress through parent's evenings, and review meeting where appropriate. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

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

We consult with pupils on an individual basis as appropriate. This will sometimes take the form of general pupil interviews or more specific questions prior to individual review meetings. The views of the child are always sought when preparing for a review with parents and other agencies.

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

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If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

10. 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 school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

The following services will be involved as and when necessary:

Healthy Families Team
Occupational Health
Physiotherapy
CAMHS
Speech and Language
SIS – SEND Inclusion Service
Educational Psychology
PDSS – Physical Disability Support Service
Other relevant services

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

Regular meetings provide opportunities for parents and school to discuss the needs of a child. The class teacher/SENCO will have the knowledge to refer/signpost parents to services/groups that are relevant for their child's needs.

Alternatively, parents can access Nottinghamshire's local offer website which contains information about services available to families. This can be found at:

<http://nottinghamshire.sendlocaloffer.org.uk>

12. How will the school/setting prepare my child/young person to:

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i) Join the school/setting?

Transition from home or other settings into Hallcroft Infant and Nursery School

- Parents and pupils may come for an informal visit to our setting and discuss the needs of their child with the head teacher and/or SENCo
- Attend parent and toddler sessions.
- School will liaise with other setting/parents/other professionals to gather information on the child's needs prior to them starting school and will also complete a home visit.

ii) Transfer between phases of education (e.g. early years to primary)?

Transition from Hallcroft Infant and Nursery School to another setting

- School will liaise with parents to ensure a smooth transition into other settings and pass on relevant information
- Parents of pupils with SEN will be encouraged to visit local education providers with KS2 classes.
- Close links with SENCo at chosen setting will be established to assist with a smooth transition and information sharing
- SENCo of the new setting will be invited to attend review meetings
- Where appropriate visits to the new establishment will be arranged to fit around the needs of the child and the arrangements of the new setting in-line with their SEN policy

iii) Prepare for adulthood and independent living?

As our children are very young this tends to focus on developing independence skills – we will work with suggested programs, for example with Occupational Therapy programs to teach a child to brush their own teeth etc,

13. Where can I access further information?

Please contact the Headteacher/SENCO on head@hallcroft.notts.sch.uk and view the schools website.