

ROSSINGTON TORNEDALE INFANT SCHOOL

Special Educational Needs and Disability (SEND) INFORMATION REPORT

**Date of Report: September 2016
Version 2**

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN**. The information published **must be updated annually and any changes to the information occurring during the year must be updated as soon as possible**. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
<p>At Tordedale Infant School, we strive to maintain our inclusive ethos at all times and aim to provide high quality learning opportunities for a wide range of vulnerable pupils.</p> <p>Under the New SEN Code of Practice 2014, a child has a special educational need if they have the same provision that is "<i>additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching</i>".</p> <p>The SEN Code of Practice 2014 also explains that "<i>Special educational needs and provision can be considered as falling under four broad areas;</i></p> <ol style="list-style-type: none">1. <i>Communication and interaction</i>2. <i>Cognition and Learning</i>3. <i>Social, mental and emotional health</i>4. <i>Sensory and/or physical.</i> <p><i>Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset</i>".</p> <p>At Tordedale Infant School, we aim to support all pupils with their learning journey and</p>

embrace an inclusive ethos.

The name and contact details of the SENCO (Special Educational Needs Co-ordinator) and further contacts where parents/ carers may have concerns

For issues or concerns relating to SEN and Inclusion, parents or carers can choose to contact the named people below in the order displayed at their own discretion.

- Class Teacher
- SENCo / Assistant Head Teacher – Mrs L Dagg
- Head Teacher – Mrs L Almunshi
- Named Governor with a responsibility for SEND – Mr J Candy-Torn

Other useful contacts:

- Deputy Head Teacher – Mrs E Cave
- Named person for Safeguarding/ Children in Care – Mrs L Almunshi

Other contacts within DMBC:

Educational Psychology Service: Contact number: 01302 737291 or email psychology@doncaster.gov.uk

The Special Educational Needs Team: Contact number: 01302 737209 or 737210 or 737211 or email sen@doncaster.gov.uk

SAIDSEND: Contact number 01302 736920 or email saidsend@doncaster.gov.uk

Attendance & Pupil Welfare Service: Contact number: 01302 737235 or email apws1@doncaster.gov.uk

Virtual School for Children in Care: Contact number: 01302 737242
ViCEducationService@doncaster.gov.uk

Children with Disabilities Team: Contact number: 01302 735885 or email dcr@doncaster.gov.uk

Aiming High for Disabled Children (inc. Together Information Exchange, Short Breaks/Direct Payments): Contact number: 01302 862332

Education Standards & Effectiveness Officer – SEN/D: Contact number: 01302 735978 or email jenni.machin@doncaster.gov.uk

Ethnic Minority And Traveller Achievement Service (EMTAS): Contact number: 01302 734225 or email emtas@doncaster.gov.uk

Policies for identifying children and young people with SEN and assessing their needs

At Tornedale Infant School, we have a number of policies in place which contribute and guide our provision for all pupils. Some of our school policies are available on our school website.

Parents or Carers and pupils are invited to comment on any school policy by emailing the school.

This is a list of relevant policies in school to support the learning and provision for all our vulnerable pupils and pupils with Special Educational Needs and Disabilities:

- Access ability
- Attendance
- Anti-Bullying
- Behaviour
- Child Protection
- Confidentiality
- Data Protection
- Disability, equality and accessibility
- E-Safety
- Health and Safety
- Managing medicines
- Personal and Social Education
- Personal care needs
- Positive Handling
- Race Equality
- Safeguarding
- Single Equality
- Special Educational Needs and Disabilities
- Vulnerable pupils procedure

Arrangements for consulting the child and parents or carers of those with SEN and involving them in the child's education

If your child is identified as not making progress, the school will set up a meeting to discuss this with you and your child in more detail and to;

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child.

The pupil and parent or carer voice is also a vital part of target setting and the reviewing of the progress of pupils who are supported with a SEN Support Plan (formerly School or Early Years Action or Action Plus) or an Education, Health and Care Plan (EHCP – formerly a Statement of Educational Needs).

Ongoing monitoring and reviewing of your child's progress will be made by both the

class teacher and the SENCo.

The school operates an 'open door' policy and welcomes parents or carers to come into school and speak to the class teacher about any concerns they have after the end of the school day.

Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Your child's progress will be continually monitored by his/her class teacher. His/her progress will be reviewed with the SENCo in reading, writing and numeracy.

Where necessary, children will have a SEN Support Plan (formerly School or Early Years Action or Action Plus) with targets set that are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly (minimum termly), evidence for judgements assessed and a future plan made. This will follow an 'Assess, Plan, Do, Review' model. This process will take place with the pupil and parent/ carer voice included.

The progress of children with an EHC Plan (formerly a Statement of Educational Needs) will be formally reviewed at an Annual Review with all adults involved with the child's education. This process will take place with the pupil and parent/ carer voice included.

The SENCo will also check that your child is making good progress within any individual work and in any group in which they take part.

Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Leadership Team. These take place to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

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 attend Annual Reviews when appropriate and invited.

- If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them.
- Your child and parents or carers will have the opportunity to view the school and meet some of the staff and the new class.
- Information about your child will be requested.

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, one will be made for them.

When moving classes in school:

- Information will be passed onto the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. SEN Support Plans will be shared with the new teacher.
- Pupils will have the opportunity to be taught by their new teacher in their new class before the end of the previous year.
- If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them. Additional transitional visits will also be arranged if needed.

In Year 2:

- The SENCo and Year 2 teacher will discuss the specific needs of your child with the liaison teachers from your child's Junior/Primary school.
- The SENCo will meet with the SENCo or SEND Teams of the Junior/Primary schools when passing on records and documents. An overview document is made for each child.
- If your child has an EHC Plan, the SENCo from your child's next school will be invited to the Year 2 Annual Review meeting.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases, staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, one will be made for them.

The Approach to teaching children with SEN and how adaptations are made to the curriculum and the learning environment of children and young people with SEN; including details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met through a variety of means:

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary
- Specific resources and strategies will be used to support your child individually and in groups. Adapted resources e.g. practical resources, displays, table top reminders, visual timetables
- Planning and teaching will be adapted, on a daily basis if needed, to meet your

child's learning needs

- Support from Outside Agencies (direct working and advice for staff)
- Support for parents through the CAF (Common Assessment Framework) as needed
- Home-school liaison and differentiated homework tasks
- Additional sessions such as Physiotherapy activities, handwriting and motor skills sessions
- A range of extra-curricular activities and clubs to enhance a variety of skills (e.g. sport).

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The SENCo's job is to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. Whole school training has been given on SEN issues, such as Autistic Spectrum Condition, with further training planned for the future.

The SENCo attends the Local Authority's termly SENCo Network Meetings and will attend any relevant training and courses in order to update the school with changes and developments in SEND.

The SENCo will liaise with Teaching Assistants to disseminate information and train individual members or groups of staff if necessary.

Individual teachers and support staff attend training courses or invite trainers into school to deliver training presented by outside agencies that are relevant to the needs of specific children in their classes, e.g. Autism, Behavioural Issues, English as an Additional Language, First Aid, Hearing Impairment, Phonics, Positive Handling, Specific Medical Needs, etc.

Evaluating the effectiveness of the provision made for children and young people with SEN

The school budget, received from Doncaster Local Authority, includes money for supporting children with SEN. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors, the SENCo and the Senior Leadership Team on the basis of needs in the

school.

The SENCo and the Senior Leadership Team discuss all the information they have about SEND in the school, including:

- The children receiving extra support already
- The children needing extra support
- The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources, training and support is needed. The school also identifies the needs of vulnerable pupils on a provision map. This identifies all support given within school and is reviewed regularly. Changes are made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

A bank of resources and equipment has been created so that a range of tools are available in school to staff to support children with identified needs.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Tornedale Infant School strives to achieve participation for all and achievement for all by creating an inclusive 'can do' attitude among our pupils. We value high quality teaching and learning and, as such, each pupil within the school is formally monitored as part of a review process.

The majority of learners with SEN are differentiated for by subject teachers adapting the curriculum as set out in the Teachers' Standards 2012. More information is available on these at <https://www.gov.uk/government/publications/teachers-standards>

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

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.

All classes follow a structured PHSCE curriculum to support this development. However, for those children who find aspects of this difficult, we offer:

- Social groups that can focus on a variety of different social and emotional needs, depending on the need.
- Diversity, a parent and child support group.

If your child still needs extra support, with your permission, the SENCo will access

further support through the CAF (Common Assessment Framework) process.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

At Tornedale Infant School, we embrace additional support from external agencies in order to assist the school in meeting the needs of children and their families. Examples of some of the external provision utilised in school is listed below:

Local Authority Provision delivered in school:

- Autism Outreach Service
- Education Psychology Service
- Sensory Service for children with visual or hearing needs
- SAID SEND (formerly known as Parent Partnership)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Outreach Support from the Special Schools or Pupil Learning Centres

Health Provision delivered in school:

- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health Service (CAMHs)

Other External Agencies:

- Children's Centres
- Open Minds

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

At Tornedale Infant School, we aim to provide an inclusive, supportive and positive learning environment. The provision made for all children, including those with SEND, is carefully planned and mapped out with a focus on enabling children to achieve their full potential and planned outcomes.

If you feel that you would like to discuss the provision in place for your child then please contact the SENCo, Mrs L. Dagg. If you still need to discuss concerns, then you can ask for a further appointment with the Head Teacher, Mrs L Almunshi.

In addition to this, further guidance can be found in the Complaints Policy available on the school website.

Details of the school's contribution to the Local Offer, including information on where the

Local Authority's Local Offer is published

What is the Local Offer?

- In accordance with the *Children and Families Act 2014*, Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- The Local Authority has gathered information from a variety of providers, including schools, about the services on offer in the local area.

This School SEN Information Report utilises the Local Authority's 'Local Offer' to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

To view Doncaster's 'Local Offer', please view:

<http://www.doncasterchildrenandfamilies.info/disabilities.html>

We have also produced our own 'Local Offer' which can be viewed under the Special Educational Needs and Disabilities section of the Tornedale website.

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEN.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEN support, and to enable the Local Authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN Information Report.