

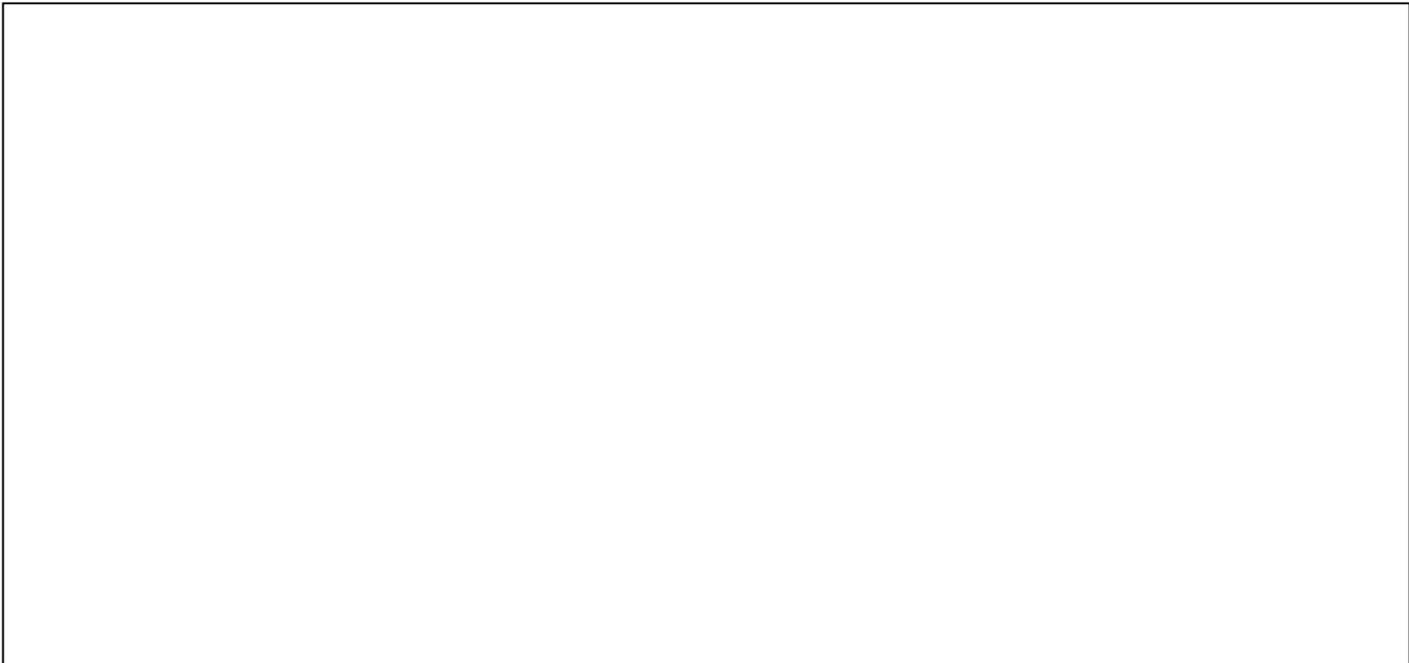


Carlyle Infant School

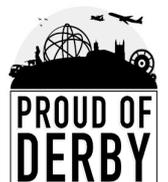
Carlisle Avenue, Littleover, Derby DE23 3ES

SEN&D School
Information Report

April 2018



Derby City Council



This document has been written within the context of the Governors' aims and objectives, which they summarise in the vision statement:

Mission Statement

We will all work to be Outstanding delivering opportunities for successful learning. Our school will be a safe, happy place that allows everyone to reach their best or beyond! We will work to coach each other in order to provide an excellent, enriched and enhanced curriculum that inspires progress. Our learning culture for all will be felt at all times. We are all in this together.

Carlyle Infant and Nursery School is an inclusive school where diversity is celebrated.

What is SEN&D and SEN&D support?

SEN&D stands for special needs and, or a disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school

Who are the best people to talk to at our school about my child's difficulties with learning / SEN&D?

The subject/ class teacher has responsibility for:

- checking on the progress of your child
- identifying, planning and delivering the differentiated curriculum for your child in class as required
- personalised teaching and learning for your child
- ensuring that the school's SEN&D Policy is followed in their classroom.

SENCo: Mrs Helen Roebuck

SEN&D Governor: Mrs Jo Clark

They are responsible for:

- developing and reviewing the school's SEN&D Information report/ policy
- co-ordinating all the support for students with special educational needs or disabilities
- updating the school's SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is receiving

- involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEN&D provided for in our school are:

When identifying the nature of a pupil's special educational needs, the four areas of need are taken into account are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs.

The school recognises that the CYP may need support in more than one of these areas.

How are children with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a child or young person has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the Class Teacher, SENCo and Parents or Carers to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call, letter or note in the home/school record book about the meeting, when the following will be discussed:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning.

Where a child is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:

Assess _ an analysis of the child's needs will be carried out by the class teacher and SENCo.
Outside agencies may also be involved.

Plan – if the school decides to provide the child with SEN support parents/carers will be notified. All staff involved with the child will be informed.

Do – interventions/support will be delivered.

Review – the effectiveness of the intervention/support will be reviewed regularly.
We aim to work with the child and parents through this process.

Our School:

Carlisle Infant and Nursery school offers Infant and Nursery places to children in the local community in Littleover. We have **216** children on roll aged between 3 and 7. **Our 52 place (Full Time Equivalent) nursery**

offers a combination of morning or afternoon provision and 30 hour provision. There are 2 classes in each year group, reception, year 1 and year 2. We have recently had a new school built on the existing site and we moved in during November 2015.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEN&D. This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of children with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEN&D to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

- This could be for reading, reading comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA, or intervention support staff.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Leaving lessons early
- Use of colour overlays
- Visual timetable provided
- Having someone scribe your work

There are many more that may be put in place depending on the individual pupils needs.

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

Children's progress is continually monitored by the Head Teacher, Class teachers and the SENCo. Progress is reviewed at regular intervals and formally once each term. If your child is at SEN&D Support or has an EHC Plan, you will receive a termly report on their progress as well as having the opportunity to speak to the class teacher at a parents'/carers' evening.

The progress of children with an EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher.

If you have concerns that your child has an unmet special educational need after speaking to one of the above staff, you should contact the SENCo.

What support is there for my child's overall wellbeing?

Children are cared for by Teachers, Teaching Assistants and Senior Staff. Should children require additional emotional or behavioural support, they are cared for by the above staff in small groups or on a 1-1 basis if appropriate.

Children know that they can also seek help from their peers.

This may also involve working alongside outside agencies such as the Health Service, and/or specialist educational services.

We work closely with the School Nurse, Speech and Language team and the Educational Psychology service to ensure that we support children's needs effectively.

How is SEN&D support allocated to children at our School?

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to a child or young person of the same age.'

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEN&D support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject we would investigate using the graduated approach of assess, plan, do, review, for an extended period.

- Children with more complex needs who may also require support from outside agencies would be classified as SEN&D support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support children with SEN&D. This is £6,000 per pupil on the SEN&D register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.

The Headteacher decides on the budget allocation for SEN&D in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- Children already receiving extra support
- Children needing extra support
- Children who have been identified as not making as much progress as expected

All resources/training and support are reviewed regularly and changes made as necessary. Children will be taken off the SEN&D register if and when targets/outcomes have been achieved.

Who else could support your child with SEN&D?

Directly funded by the school: Teachers

- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Educational Psychology Service / STePS
- Educational Welfare Officer

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector:

- Umbrella
 - Fun&bility
 - Disability Direct
 - Derby City Parent and Carer Forum
 - Voices in action
- And many more

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEN&D?

This section is also appropriate for children and young people who are looked after by the Local Authority (corporate parent)

- Class teachers, Head Teacher and SENCo, are available to discuss issues, as appropriate to their roles in school.
- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these through parents meetings.
- We will meet with you 3 times a year, or more regularly should it be required, to discuss how you think things are going.
- We will hold meetings with outside professionals where and when appropriate.
- We will share information with you about parent/carer support groups.

How does the school support children with medical conditions?

The school follows '**Supporting pupils at school with medical conditions**
Statutory guidance for governing bodies of maintained schools and proprietors of academies in England
April 2014

The school has a policy regarding the administration and management of medicines on the school site. Some children will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to children with SEN&D?

Our school is on one level. We have two disabled toilets and a changing room. Please see our accessibility audit, also available on our website.

Teaching resources and equipment used are equally accessible to all children.

After school and extra-curricular provision is accessible to all children including those with SEND. These clubs are led by teaching staff and some external agencies. The school inform responsible adults of the appropriate needs of the children taking part and offer additional support where necessary.

All children have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child
- all records about your child are passed on as soon as possible.

When moving classes in school:

- information will be passed on to new class teachers. All relevant information will be shared.

Starting school

- Visits to school are welcomed and encouraged so that the child is familiar with the environment and the staff who will be caring for them.
- Parents are invited to attend sessions with the child to aid transition from home to school.
- Records from previous settings are shared.

From Infant to Junior school

- We encourage our children to visit the school that they will be attending.
- Parents are encouraged to meet with the new school.
- The SENCo meets with the SENCo from the junior school to pass on records and detailed knowledge of the child.
- Additional visits to the new setting are arranged as necessary.

How will my child be able to share their views?

Children are encouraged to share their views through completing a 'One Page Profile' about their interests.

We value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

If your child has an EHC Plan, they will be involved in writing and reviewing their own Outcomes.

What training have the staff had about SEN&D?

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school.

- differentiation,
- Access Arrangements,
- ADHD, ASD, Dyslexia, Diabetes etc.
- applying the new Code of Practice,
- using specialist medical equipment such as epipen, defibrillator
- counselling
- emotion coaching
- use of the Boxall Profile

This year we will cover:

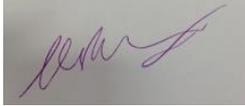
Training	Staff	date
Autism Level One Training	All Teachers and Teaching Assistants and Senior Lunch Time Supervisor	March 2017
Autism Champion Training	SENDCo	April 2017

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

Linked documents on the school's website include:

- Complaints Policy <insert a link>
- Anti-Bullying Policy <insert a link>
- Complaints Procedure <insert a link>
- Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014 <insert a link>
- Inclusion Policy
- Safeguarding Policy

SENCo	Mrs Helen Roebuck	
Head Teacher	Mrs Laura Besenzi	L.Besenzi
SEND Governor	Mrs Jo Clark	

