

Melbourne Infant School SEN Information Report



Our Special Educational Needs Co-Ordinator (SENCO) is Miss Scott. She also teaches Penguin Class.



Miss Scott
(01332)862325

- As SENCO I co-ordinate all the specific provision that is put in place to support children with Special Educational Needs and Disabilities. (SEND)
- I am responsible for writing and implementing the Special Educational Needs and Disabilities (SEND) policy.
- I liaise with the class teachers. Together we monitor pupil's progress and arrange further or different provision if progress is slower than expected.
- I also liaise with a range of external agencies such as Speech Therapists who can give us more specialised advice and support.

- If you have any concerns about a Special Educational Needs and Disability (SEND) matter, please contact your child's class teacher, myself or Mrs Sadler. (Headteacher)

What are Special Educational Needs?

The term Special Educational Needs has a legal definition. Children with SEND all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children the same age.

Children with SEN may need extra help because of a range of needs such as; thinking and understanding, physical or sensory difficulties, emotional; and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school. SEN could mean that a child has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in school
- Organising themselves: or
- Some kind of sensory or physical needs which may affect them in school.

These are just examples.

Support for SEND

We place great importance on identifying special educational needs early so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. So all teachers consider a number of options

and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

We do not assume, just because a child is making slower progress than expected or the teachers are providing different support, help or activities in class that the child has SEND.

The SEND Code of Practice describes how help for children with Special Educational Needs should be made by a step by step or 'graduated approach'.

Parents

If you think your child has a Special Educational Need or Disability that has not been identified, you should talk to your child's class teacher, to the SENCO, (Miss Scott) or the headteacher, (Mrs Sadler) straight away. You will be able to talk over your concerns and discuss what will happen next. Working together with your child's teachers will often help to sort out worries and concerns. The closer you work with your child's teachers, the more successful any help for your child can be.

Parents will be made fully aware of the planned support and interventions, and where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning next steps.

Where a child is receiving SEN support, we will regularly talk to parents to set clear outcomes and review progress towards them, discuss the activities and support that will help them achieve them and identify the responsibilities of the parent, the pupil and the school. We meet with parents at least three times a year, but this may be more frequent depending on individual children's needs.

Some programmes currently available in school:

- Positive Play
- Talk Boost
- Numicon
- Every child a mover
- Physical Literacy
- 1-1 Precision teaching

SEN Support in School

There are four broad areas of need and support which give an overview of the range of needs that are planned for. We regularly review how we support for these areas. They are:

- Communication and interaction
- Cognitive and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Individual Education Plan (IEP)

To support a child with SEND the teachers may work with the SENCO to produce an Individual Education Plan which will consist of very personalised targets for the child to work on in school and at home. The child will be working towards these targets on a one to one basis with a Teacher or Teaching Assistant as well as in group and whole class activities. These will be reviewed towards the end of each half term. Teachers will ask for parents' views on how they feel their child has got on with their targets. The child will also be asked to contribute on how they feel they have done. A meeting will then take place in school with the SENCO and class teacher to review the IEP and set new targets. These will then be shared with the parents. We welcome feedback and comments from parents.

How do we decide whether to make special educational needs?

In deciding whether to make special educational provision, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of the progress. For higher levels of need, we draw on more specialised assessments from external agencies. This information gathering includes an early discussion with the parents.

Requesting an Education, Health and Care needs assessment.

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local

authority will expect to see evidence of the action taken by the school as part of SEN support. If appropriate the pupil will have an Education Health Care Plan.

Use of support staff

We ensure Teaching Assistants are appropriately prepared and trained to support the curriculum and that pupils are not separated from the curriculum. Teaching Assistants provide excellent levels of support in and out of the classroom environment.

Transition

If and when your child moves to another school we will contact the school and ensure that they know about any special arrangements or support that needs to be in place for your child. We will make sure all records are passed on. We will support your child during visits where possible.

When moving classes in school, information will be passed on to the new class teacher in advance. The children have opportunities to visit their new class and meet their new teacher.

Further Information

For further information please see the following policies:

- SEND Code of Practice
- School SEN Policy
- School Inclusion Policy
- School Disability and equality Policy
- Anti-Bullying Policy
- Local Offer

As mentioned above if you have any more questions or queries about special educational needs at Melbourne Infant School please contact your child's teacher, the SENCO or headteacher.