MELBOURNE INFANT SCHOOL
SEN INFORMATION REPORT 2017 – 2018

The Special Educational Needs Co-Ordinator (SENCO) is…..

Miss Pabla
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 less 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 Gibbs. (Headteacher)

SEND at Melbourne Infant School

At Melbourne Infant School we are committed to equality of opportunity, and the provision of the highest standard of education for all our pupils, including those with Special Educational Needs and Disabilities. All Derbyshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities, and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

Currently 7% of pupils our pupils are identified as having a special educational need or disability, and are supported at SEN support level.

At present we do not have any children who are supported by an Education and Health Care Plan (EHCP). We have two children who are supported by GRIP funding (Graduated Response to Individual Pupil).

What is SEND?

The term 'SEND' can be applied to a child who has a special educational need or disability that presents a significant barrier to learning. Children identified as SEND would be expected to require an educational provision that is 'different from and in addition to' that provided for their peers. SEND now falls under four broad headings. These headings cover difficulties with:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

At Melbourne Infant School, we embrace the fact that every child is different. The level of support that a child may receive will depend on the need that they have. Every effort will be made to make sure that all children receive the support that they need to access the curriculum and make excellent progress in school whatever their specific need.

Identification and assessment of pupils with Special Educational Needs

Some children may join our school with a confirmed diagnosis of a special educational need or disability. For others, the presence of a special educational need may become clear as they grow and develop at school. For these children, the early identification of an area of need is important, so that children can be well supported to make the best progress possible with their learning.

Pupils who have additional needs may be identified in a number of ways:

- Use of pupil progress tracking information
- Concerns voiced by parents, teachers or external agencies
- Pupils may join the school with outside agencies already involved

Melbourne Infant School has excellent links with outside agencies including:

- Paediatricians
- Educational Psychologists
- Behaviour Support Team
- Speech and Language Services
- Autism Outreach services
- Derbyshire's SSSEN service (Support Service Special Educational Needs)
- Support services for physical, visual or sensory needs

Responsibility for SEND at Melbourne Infant School

The SENCO (Special Needs Co-ordinator), the school leadership team and class teachers are responsible for monitoring the progress of all pupils and following up concerns about pupils who are unable to make expected progress at school. The SENCO will make referrals to agencies, as needed, in consultation with parents.

The SENCO (Special Needs Co-ordinator) is **Annu Pabla**. The SENCO can be contacted through the school office on **01332 862325**, or via info@melbourne-inf.derbyshire.sch.uk

The SENCo is responsible for:

- developing and reviewing the school's SEN policy
- co-coordinating all the support for children with special educational needs or disabilities
- Supporting or completing applications for additional funding for children with SEND (this may be EHCP or GRIP).
- ensuring that you are:

i) involved in supporting your child's learning

ii) kept informed about the support your child is getting

iii) involved in reviewing how your child is doing

- liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology, Occupational Therapy, Physiotherapist as appropriate
- up-dating the school's SEN register (a system for ensuring that all the SEN needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- providing specialist support for teachers and support staff in the school, so that they can help children with SEN in the school to achieve the best progress possible.
- Applying for funding to support children in school who have a special education need or a disability.

Provision for Pupils with SEND

Melbourne Infant School has a robust system of reviewing provision for all children on a termly basis, using the Ofsted framework for self-evaluation. This includes scrutiny of-

1. Pupil achievement
2. Behaviour and safety
3. Leadership and management
4. Quality of teaching

Governors are involved in this process and receive regular reports.
All pupils who access specialist intervention at school to support their learning, are monitored closely throughout the academic year. The increase in attainment is analysed to ascertain whether the progress made on these interventions is below expected, expected or better than expected.

Arrangements for assessing and reviewing the progress of pupils with SEND

Teachers assess pupils continuously using a range of assessment criteria. Termly pupil progress review meetings look in detail at the progress made in all areas by pupils with SEND.
Parents are also invited to take part in meetings to review progress and pupil passports that may be made to support children with SEND. Parents also have the opportunity to discuss their child's progress at parents' evenings, held twice a year. At the end of each academic year, a written report is sent to all parents detailing progress.

How we teach pupils who have SEND

All pupils with SEND receive high 'quality first' teaching, and differentiated work within the classroom will compliment this. Carefully matched interventions may also enhance this teaching. Pupils may be taught as part of a class, in a small group, or individually, depending on the activity. Pupils on the SEND register may have a pupil passport which details the next steps in their learning and strategies to address these next steps. The class teacher is responsible for all aspects of teaching provision made for SEND children in their class. Teachers may be supported by teaching assistants, but teaching assistants will always be directed by a qualified teacher.

School staff may also be supported by outside agencies regarding strategies best matched to teach specific pupils.
Pupils with a statement of special educational needs or an Education and Health care plan, or supported by GRIP funding may also be supported by a SSSEN (Support Service Special Educational Needs) teacher on a 1:1 basis.

How we adapt our curriculum for pupils with SEND

Our curriculum is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.
The school planning policy stresses the importance of planning for assessment and differentiation at both the medium and short-term stages. We aim to provide work that is matched and therefore accessible to the broad range of pupils we teach.
Any additional classroom support provided by teaching assistants, SSSEN and other agencies is carefully considered by each class teacher when planning, in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.
Differentiation will be provided in a range of ways, depending upon which is most appropriate, and will include (but is not limited to); differentiation by task, by ability grouping, by the level of teacher support, by the level of expectation, by the allocation of appropriate resources, or by outcome.

Additional Support for Learning

The school receives funding for pupils with Special Educational Needs and Disabilities through the Local Authority. This funding is to support work with pupils with a statement or EHCP and pupils without. The allocation is made following needs analysis discussions and work between the senior management team and the governors. The funding is used to purchase classroom support and resources.

The school may request an Education, Health and Care Plan from the Local Authority when, despite an individualised programme of sustained intervention of SEN support, the pupil's progress remains a significant cause for concern. An Education, Health and Care Plan might also be requested by a parent or outside agency.

An Education, Health and Care Plan will normally be provided where, after an assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for Assessment does not inevitably lead to an EHCP.

The school may also request additional funding through the 'GRIP' (Graduated Response to Individual Pupil) application process. GRIP funding is small scale, and can support a child through the purchasing of additional support or resources.

Activities available to pupils with SEND

All extra-curricular activities are available to all children and will be suitably differentiated and supported to ensure access for all.
All educational visits are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. The class teacher and SENCo use discussions with parents before trips to discuss specific needs of each pupil with SEND.
For children with severe and complex needs, risk assessments will be completed to assess whether an activity is in the interests of the child concerned, in consultation with parents.

Support available for improving the emotional and social development of pupils with SEND

We have a robust safeguarding policy and protocol in place. Pupil's health and well-being is paramount. The 'Rainbow Room' is available for children requiring a nurturing environment during the day. Pupils may work on a one to one basis with an adult to address needs specific to that pupil. Activities to improve self- esteem are also carried out on a 1:1 basis.
Specific interventions can be used for children such as: social stories, programmes to develop emotional awareness or activities to develop independence and life skills.

The expertise and training of staff in relation to SEND

Miss Pabla is the SENCO and is supported by the Head Teacher, Mrs Gibbs. The SENCO is qualified and holds the National Accreditation for SENCOs (2017). The SENC0 supports class teachers in planning for pupils with SEND.

All of the teachers at Melbourne Infant School are qualified and a number of them have received specialist further professional development in a number of areas linked to Special Educational Needs. The school provides training and support to enable all staff to improve teaching and learning for all pupils, including those with Special Educational Needs and Disabilities. Our Teaching Assistants also have a range of expertise in a variety of specialised areas. The school accesses a variety of services to ensure that the skills of the staff are developed.

Accessibility for pupil with SEND

Melbourne Infant School is a single storey building which is completely accessible to all. There is one disabled toilet in the building that has been recently developed and adapted for children with SEND. The equipment used in school is accessible to all pupils regardless of need. For further details please see the Accessibility Plan.

The buildings, access and facilities are of a very high standard. The Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access. Plans for the new classrooms ensure that they are fully accessible.

Consulting and Involving Parents

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and supported during assessment and any related decision- making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education – meetings at least termly in the form of review meetings and parent consultations
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Direct contact with the SENCO via phone or email
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services and any other support services they could access.

Consulting with pupils about their special needs and disabilities

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice 2014). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavor to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEN are invited to contribute or participate

in:

- Reviews of their progress, and planning for their own needs to be met.
- Working with adults in small groups and one-to-one sessions.
- Annual reviews, where appropriate.

Concerns about provision for pupils with SEND

In the first instance we encourage parents to contact their child's class teacher. If concerns remain, we ask parents to contact the SENCO and Head Teacher.
In the unlikely event that a concern is not resolved, parents are asked to contact the Chair of Governors.

Arrangements for supporting pupils with SEND in transferring between phases in education

We recognise that transition can be difficult for a child with SEND.
If your child is moving 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 to their new school wherever possible.

When moving classes in school, information will be passed onto the new class teacher in advance. Staff from the new year group will visit your child in their current year group and they will have the opportunity to visit their new class and meet their new teacher. A transition programme is put in place for those pupils who require it.

Support for parents of pupils with SEND

Your child's class teacher and the SENCo are always available, by appointment, to discuss your child's needs and progress. All outside agencies will contact parents to keep them informed of their involvement.
Derbyshire Information, Advice and Support Service for SEND(formerly Parent Partnership) can be contacted on
Telephone - 01629 533668
Independent Parental Supporters -01332
785658 Children's Rights Team-01629
532029

Derbyshire's Local Offer
This outlines the services and support available to pupils with SEND in Derbyshire schools and can be viewed at:
http://localoffer.derbyshire.gov.uk/

If you need to speak to someone Call Derbyshire 01629 533190