



**THE MINSTER
NURSERY AND INFANT SCHOOL**
SCHOOL OF INSPIRATION
DETERMINATION HONOUR BELIEVE
PREPARING FOR A BRIGHT FUTURE WITH INNOVATIVE AND EXCITING LEARNING

The Minster Nursery and Infant School

SEND Information Report

Agreed: 03.04.2019

Signed Chair

To be reviewed on or before:

30.04.2020

The SEND Information Report

All Croydon maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority 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 a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

The SENDCo

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

- Ensuring that you are:
 - involved in supporting your child's learning.
 - kept informed about the support your child is receiving.
 - involved in reviewing how they are progressing.

- Liaising with all the other professionals who may be visit school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychologist etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Class/subject teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Writing Provision Maps (PM) for individual children, which indicate the intervention programmes that the child is receiving, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Writing Special Education Needs Support Plans (SEN SP) for those children who have an outside agency supporting them, sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Headteacher

Responsible for:

- The leadership and management of all aspects of school, which includes the support for children with SEND.
- Ensuring that your child's needs are met by the Inclusion Manager, SENDCo, class teachers and support staff.
- Strategic planning for the future to continually improve our provision for children with SEND.

The Assistant Headteacher with responsibility for Inclusion

Responsible for:

- Overseeing the co-ordination of support for children with SEND to make sure all children get a consistent, high quality response to meeting their needs in school by the Senco, class teachers and support staff.
- Ensuring that SEND provision is monitored.

The Governor responsible for SEND:

In co-junction with the Headteacher,

- Determine the aims, ethos and priorities of the school.
- Being a critical friend – asking supportive and challenging questions to ensure that the provision for SEND is made and that it promotes high standards.
- Knowing about the various aspects of SEND related to the school e.g. the implication of data analysis, categories of need and the progress of children who have SEND.
- Delegating the power to run the school to the Headteacher.
- Working with the Headteacher, Assistant Headteacher and Governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements.

What are the different types of support available for children with SEND at The Minster Nursery and Infants School?

Class teacher input through excellent targeted classroom teaching also known as 'Quality First Teaching'.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work.

This group, often called intervention groups by schools, may be:

- Based in the classroom or outside.
- Lead by a teacher or most often a teaching assistant who has had training to lead these groups.

Your child may have been identified by the class teacher as needing some extra support in school. For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher will run these small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Specialist groups run by outside agencies e.g. Speech and Language therapy

Your child may have been identified by the class teacher/Inclusion Manager or SENDCo as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services such as the Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/Inclusion Manager or SENDCo (or you will have raised your concerns) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better .
 - Support to set better targets which will include their specific expertise .
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group .
 - A group or individual work with outside professional

- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Specified Individual support.

This support is usually provided through an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/Inclusion Manager or SENCo as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Educational Psychologist.
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out an 'Education, Health and Care plan' assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support that is in place.
- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong, requiring additional support in school in order for your child to make good progress. If this is the case they will write an 'Education, Health and Care plan'. If this is not the case, they will ask the school to continue with the given support. A meeting will be scheduled to ensure that a plan is in place to ensure your child makes as much progress as possible.
- The Education, Health and Care Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Requiring additional hours of support in school

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 speak to your child's class teacher initially.
- If you require further information you should speak to the SENDCo or the Inclusion Manager

- If you then require further information you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as having difficulties the school will discuss their concerns with you in at a mid-term appointment or at the termly 'Parents Evening' meeting and will :

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Croydon LA, includes money for supporting children with SEND.
 - The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
 - The Head Teacher, the Inclusion Manager and SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with an SEND in this school?

Directly funded by the school:

- Family Liaison Officer – Lisa Parker
- Reading Support Teaching Assistant (Year 1) – Elayne Mahone
- Emotional Support Teaching Assistant – Lisa Parker
- Autism Attention Bucket sessions - Sandra Priddle
- Staff of Ducklings (additional provision class) – Zoe Clarkson and Corrine Corcoran

Paid for centrally by the Local Authority but delivered in school:

- Educational Psychology Service
- Visually impaired Support Service
- Hearing Impaired Support Service

Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School Nurse
- Speech Therapist
- Occupational Therapy
- Physiotherapy

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The role of the Inclusion Manager and SENDCo's is to support the class teachers in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by Croydon and outside agencies that are relevant to the needs of specific children in their class.

How will the teaching be adapted for my child with SEND?

- 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.
- Support staff can adapt the teachers 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.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- In the Nursery Setting his/her progress is reviewed formally every term In EYFS and KS1 progress is reviewed each half term and a National Curriculum standard will be given in all areas.
- At the end of each key stage (i.e. at the end of year 2) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- The SEN Support Plan of children will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The Inclusion Manager and SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Manager and SENCo are available to meet with you to discuss your child's progress or any concerns/worries you may have.

- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual Provision Maps and SEN support plan's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is The Minster Nursery and Infant School accessible to children with SEND?

- The new building will be accessible to children with physical disability via ramps and lifts. The ground floor of the building is accessible to those with physical disabilities.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

How will we support your child when they are leaving this school OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving child 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.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IPM's and SEN SP's will be shared with the new teacher.
 - If your child would be helped by a book to support them understand moving on then it will be made for him/her.
- In Year 2:
 - The SENDCo will discuss the specific needs of your child with the SENDCO of The Minster Junior School.
 - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - 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.