EMSCOTE INFANT SCHOOL

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Special Educational Needs and Disability (SEND) School Information Report

General Statement

Emscote is a fully inclusive infant school. At Emscote we are committed to ensuring equality of education and opportunity for all our pupils. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the school. We strive to ensure that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

In our school we have a wide range of skills to ensure all pupils have access to quality first teaching which enables us to endeavour to meet the needs of every child. We believe children thrive when all key people in their lives work as a team to secure the very best outcomes. We are committed to working with parents and young people with SEND, following the SEND Code of Practice relating to Part 3 of the Children and Families Act 2014, so we can work together to support your child's learning regardless of need.

Do you have children with SEND in your school? What kinds of SEND do those children have?

While we endeavour to provide quality first teaching which meets the needs of all our pupils, some children may find it more difficult to access the curriculum and may need a different approach or level of support.

A child or young person has a special educational need if they have **a significantly greater difficulty in learning than the majority of children of the same age, or if they have a disability which prevents or hinders them from accessing the educational facilities provided.**

Children are identified as having SEND when their progress has slowed or stopped and the interventions, resources etc. we normally put in place do not enable improvement. Typically, children with SEND in our school have difficulty with communication and interaction, cognition and learning, behaviour, emotional and social development and sensory and/or physical and medical conditions. The children require different strategies for learning and need a range of different teaching approaches and experiences.

How does the school know if pupils need extra help with learning?

At Emscote pupils are identified as having SEND in a variety of ways, including the following:

- Concerns raised by parents or carers
- Liaison with previous school/s

- The pupil performing significantly below age-related expectations
- Concerns raised by the teacher
- Liaison with external agencies, e.g. speech, language and communication concerns assessed by a trained therapist.

If a concern is raised about a barrier to a pupils learning or progress we use the following approaches to investigate the concern:

- Observations of the pupil
- Informal and formal assessments, the results of which will inform a teacher's planning for the pupil
- Scrutiny and moderation of work samples
- Discussion between staff, including the Special Educational Needs Co-ordinator (SENCO), to draw on expertise from within the school
- Discussion over time with parents
- Discussion between the pupil and a familiar adult to gain the child's perspective including their social, emotional and mental health needs
- Outside agencies will be consulted at the appropriate time
- The SENCO may also provide the family with sign posts to outside agencies who may offer further support to the family.

As soon as your child's SEND has been identified we will contact you to invite you to come into school to discuss plans to help him or her make better progress. If a pupil is identified as having SEND then their name will be added to the SEND register. However, we recognise that a pupil's needs may change over time and provision must reflect this. If the child continues to demonstrate considerable cause for concern, a request for an Educational Health and Care Plan (EHCP) will be made to the local authority, with support from outside agencies such as the Educational Psychology Service or speech and language professionals.

What should I do if I think my child has special educational needs?

Your main point of contact at school should be your child's class teacher. All teachers are available for informal discussions at the end of each day. If you would like to arrange an appointment to discuss concerns in more detail please feel free to arrange with the class teacher or through the main office. If you need to speak to other staff members such as the SENCO then the class teacher or school office staff will be able to help you to arrange this.

Where can I find information about the SEND Policy?

Our SEND Policy will give you the information you need to know about how we make provision for all pupils with SEND. This is available on the school website. If you would like to discuss our SEND provision or find out more please contact our SENCO/associate headteacher Mr Jon Queralt via the school office.

How are the individual needs of children met once they are identified?

At Emscote class teachers are responsible for the progress of pupils in their lessons. They are highly-skilled practitioners, trained to teach children with all types of additional learning requirements and are responsible for making the curriculum accessible to all pupils.

Sometimes, some children require additional support to make progress across the curriculum or with their social and emotional well-being. This enhanced level of support is called SEN Support. The SENCO is

responsible for coordinating and managing interventions for an individual or small group of pupils, which might include one of the following provisions. For example:

- **Additional adult support in the classroom –** classes within school having a teaching assistant depends on the needs of the pupils within the class. The TAs support the teacher in supporting the learning of the whole class; the SENCO is able to coordinate a limited amount of hours of additional adult support in the classroom, in cases where there is evidence that a pupil is significantly below age related expectations or have specific social and emotional difficulties which has become a barrier to their learning.
- **Intervention sessions –** when pupils come out of some lessons for pre-arranged sessions with teachers or TAs on, for example, Floppy Phonics tuition, numeracy, fine motor skills, organisational skills, social skills, speech and language therapy, occupational therapy, counselling.

How do you make sure that the SEND support is helping pupils make better progress?

The progress of all children across school is tracked. Children receiving any form of intervention are also tracked carefully as part of this process to ensure that the specific intervention is effective in helping children make progress. Teachers, as part of their professional standards, monitor and review all pupils' progress throughout the year. The whole school system at Emscote includes:

- Data collection from all teachers, showing the current level of attainment of all pupils they teach. The data is discussed by the senior leadership team and teachers formally at pupil progress meetings held for each cohort where staff can track the progress of children across the school year and intervene if pupils are not making expected progress or if pupils' experience difficulty. This data is used by teachers to inform planning and next steps for individual learning.
- In the case of intervention programmes, progress is reviewed every half term, which might include formal testing or screening. These programmes are reviewed by the SENCO, TAs and teachers, who use the information to plan and design the next half term's intervention programme.
- In-class support is reviewed at individual class level and across the year group. TAs and class teachers work together on a daily basis, planning and reviewing lessons and interventions.

Who will explain the provision to me?

- Information about the provision in class can be discussed with the child's class teacher. This can be done through parents' evening meetings, but teachers will meet parents and carers at any time to discuss pupil progress.
- In the case of highly-individualised interventions the SENCO will liaise with parents and carers where appropriate, explaining the aims of the interventions. Phone calls, meetings, text updates, letters or emails will be used to keep parents and carers updated on their child's progress and discuss support in more detail if required. If an outside agency is involved review meetings may be arranged and are attended by the outside professional, parents and carers, class staff and the SENCO. Occasionally these may be multi-agency meetings to ensure a holistic and joined up approach to a child's provision.

How are the school governors involved and what are their responsibilities?

The SENCO reports to governors regularly to inform them about the progress of children with SEND; these reports do not refer to individual children and confidentiality is maintained at all times. Two governors are responsible for SEND and meet with the SENCO to review provision. It is their responsibility to report to the full governing body, to keep all governors informed.

How will the curriculum and learning environment be matched to my child's needs?

All pupils are entitled to participate in all areas of the curriculum and it is the class teacher's responsibility to differentiate resources and activities to ensure pupils are engaged and can access the learning. The school makes reasonable adjustments to both the curriculum and learning environment to meet the range of special educational needs of children. This can mean teachers plan:

- Visual, auditory and kinaesthetic activities
- Small group or 1:1 learning with a teaching assistant
- Pre-teaching content or vocabulary
- Over-learning topics
- Specially-targeted texts and resources appropriate for pupils' reading level
- Additional and/or specialised apparatus or materials (e.g. wobble cushions, pencil grips)
- To adapt and adjust resources and materials to make them accessible for pupils with specific difficulties

For children on the SEND register an Individual Education Plan (IEP) will be written and reviewed for each parents' evening meeting. Adaptations, interventions and differentiation all inform targets written for an individual pupil. When a child undertakes school-based internal or public statutory examinations then access arrangements may be formally agreed upon.

The school site does have steps in different places but lifts are available, ensuring the site is accessible to all. There are two disabled toilets in the school. Extra-curricular clubs and activities are available to all pupils regardless of needs and we are committed to making reasonable adjustments to ensure participation for all.

What opportunities will there be for me to discuss my child's progress?

At Emscote we have an open door policy where parents and carers are welcome at any time to make an appointment to meet either the class teacher or the SENCO to discuss how their child is achieving. Parents and carers can arrange meetings with class teachers or the SENCO via the school office on admin2332@welearn365.com or 01926 491433.

Planned arrangements for communicating between school and home include:

- Parents' evening meetings held in Autumn and Spring terms
- End of year report in July which includes a progress check (current attainment) and class teacher and headteacher comments
- Termly newsletter for each year group outlining the learning for that term
- Home-school diaries for comments/communication between home and school
- Regular meetings between parents and school staff to discuss the child's progress and needs. The partnership will develop over time and mean that families feel enabled to support their child's learning outside of the school environment.

If your child has an EHCP or Statement of SEND then there is a legal requirement to hold a formal annual review meeting organised by the SENCO and attended by parents/carers, teachers and outside agencies involved in the pupil's education.

What is the social, pastoral support available in school?

At Emscote all adults within the school community are responsible for the welfare of our pupils. We foster a positive ethos where everyone understands the importance of a positive approach to all behaviour in a nurturing environment. This includes:

- Mutual trust and respect between all adults and children
- Personal, Social and Health Education (PSHE)
- Teacher-led circle times and discussions to explore emotions, feelings and worries

Pupils identified as having further needs will receive a bespoke approach which may include:

- Class teachers adapting approaches within class to support a child's needs which may include 1:1 discussions with the child
- Small group social interventions
- Access to a quieter environment when possible
- Extra communication with parents and carers through times of increased need for the child
- The school employs a counsellor from Snowford Grange who provides weekly counselling sessions for those children with specific emotional difficulties

For those children with specific social, emotional, mental health difficulties, we work closely with Warwickshire Educational Psychology Service, the Early Intervention Service and CAMHS (Child and Adolescent Mental Health Service), who provide further advice and support.

What training is available for staff who work with children with SEND?

As part of our Continuing Professional Development programme (CPD) training needs are identified for staff to improve the teaching and learning of children with SEND. This may include whole-school training on SEND issues or to support identified groups of learners in school, such as autism, attachment disorder, fine motor skills, etc. Teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from IDS and medical training to support staff implementing care plans. The SENCO works closely with specialists from external support services who may provide advice or direct support to enable the best provision for your child.

How are my child's views taken into consideration?

- Your child will be involved in review meetings about them at an appropriate level agreed with yourselves
- An IEP will be written and reviewed in discussion with your child, when age appropriate

Who should I contact if I am not happy with my child's learning and progress?

Whenever you have a concern about your child you must contact their class teacher in the first instance. If you wish to discuss the matter further then contact the SENCO/associate headteacher, executive headteacher or an SEND governor. Please see the school website for our complaints procedure.

What specialist services and expertise are available at, or accessed by, the school for children with SEND?

EIS (Early Intervention Service), NHS Speech and Language, Counselling, specialist teams within IDS (Integrated Disability Service), School Health, CAMHS, Occupational Therapy and Physiotherapy service and educational psychologists are used to support pupils with SEND. Pupil assessment and classroom observations provide recommendations for classroom teaching and setting targets. In addition the school

works closely with Children's Services to provide support for children and families. Further information about this service can be found at www.warwickshire.gov.uk/supportforchildrenandfamilies Parents are given the opportunity to have support and advice from a Parent Support Advisor employed by school.

We also signpost parents to the Warwickshire SEND Information, Advice and Support Service (SENDIAS) https://www.family-action.org.uk/what-we-do/children-families/sendias/warwickshire-parent-partnership-service/

How will the school help my child to make successful transitions between year groups and into junior education?

- Staff work closely to share information about pupils to ensure that specific needs of individuals are met
- Additional support, including additional visits, are available for pupils with SEND to help them make successful transitions
- Parents and children are fully involved in the process
- Additional time with new teachers in the new surroundings may be provided if required
- Pupils may be given Transition Passports which include photographs of their new teacher, TA and learning environment.
- We work very closely with junior schools and transition can be adapted to meet the needs of the individual child as deemed necessary, including extra visits and meetings with parents.
- If your child is moving to another school we would make contact with the new provider to ensure the transfer of information and the child's school files.

Where can I find out about other services available to support our family?

Warwickshire's Local Offer for Special Educational Needs and Disabilities can be found at: **http://www.warwickshire.gov.uk/send.** Here you will find additional information about services, policies and ways in which children and families within our area can be supported to ensure their needs are successfully met.

Who can be contacted and how?

School office - admin2332@welearn365.com Tel: 01926 491433
SENCO/associate headteacher – Mr Jon Queralt
SEND governors – Mrs Pat Daly and Mrs Margherita Finney