



Special Educational Needs Information Report (SIR)

Date: Summer 2018

Review date: Summer 2019

Version: 3.0

What are the kinds of special educational needs that are provided for at your school?

Polesden Lacey Infant School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

We make reasonable adjustments to our practices so as to comply with the Equality Act (2010) and the Children and Families Act 2014 (PART 3 Children and young people in England with special educational needs or disabilities)

Should additional support be necessary, we have access to provide the following:

- Phonological Awareness Programme
- Writing Programme
- 1:1 reading support
- Precision teaching
- TOPPs - Gross motor skills programme
- Fine motor skills programme
- Handwriting programme
- Small group maths and literacy work
- Work with a Home School Link Worker
- More able group work in reading, writing and maths
- Speech and Language development
- English as an Additional Language programme
- Social skills - including classroom and playtime support
- Individualised behaviour strategies

All of the above will be delivered by either a teacher, teaching assistant (TA) or learning support assistant (LSA) who is experienced in delivering these interventions and is overseen by the Special Educational Needs Co-ordinator (SENCo).

What policies and procedures do you have for identifying children and young people with SEN and assessing their needs? Who is the SENCo at your school and how could I contact them?

We have rigorous monitoring systems in place that track the progress our learners make in all areas of the curriculum. Staff are vigilant with supporting and raising any concerns and share this information with the Senior Leadership Team (which includes the Special Educational Needs Co-ordinator) during regular pupil progress meetings. We use data and other forms of appropriate assessment to identify additional needs and celebrate achievement. Should a child need additional support to enable progress, a programme of intervention may be put into place. Interventions are time bound and pupil progress is assessed regularly to ensure their needs are met and their targets reviewed. Interventions can be for short, medium or long term periods and this is assessed on a child by child basis.

Parents/carers are encouraged to speak to the class teacher about any concerns they may have. If necessary, further consultation will be had with the SENCo who will be able to advise parents/carers on a suitable plan of action for their child.

The role of the SENCo is held by Mrs Emily Binding and she can be contacted by phone on 01372 456533 or via email on info@polesdenlaceyinfantschool.surrey.sch.uk. Our SEND Governor Mrs Viv Kyte meets with the SENCo on a termly basis to discuss, review and evaluate provision outside the Governing Body meetings.

Polesden Lacey Infant School also has a Special Educational Needs Policy which can be found on our website for parents to refer to for additional information.

What arrangements do you have for consulting parents of children with SEN and involving them in their child's education?

Do the children get involved in the decisions made with regards to their education?

We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy and take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means. We offer termly parent meetings, the teacher surgeries, our Governing Body includes Parent Governors/representatives and many parents offer their services as regular helpers in school and for off site visits. The head teacher also provides regular parent helper training sessions. Termly 'special' weeks offer parents the opportunity to share their expertise or hobbies with pupils and staff. We also value our team of gardening volunteers who support children with these activities.

Formal Reporting

Parent/Teacher interviews for all year groups are held in the Autumn and Spring terms. Each term, there is an Open Afternoon when parents are invited to come into school, with the children taking an active part in showing their parents around the class/school. Annually written reports are sent home in the Summer term. These reports show progress so far and also areas for development that teachers, pupils and parents can focus on for the rest of the school year. Progress against the Early Years Foundation Stage Profile is reported at the end of Reception. Progress against National Curriculum end of year expectations and the Year 1 Phonics Screening is reported at the end of Year One. At the end of Year 2, a record of the child's performance at the end of Key Stage assessments is sent to parents together with national comparative information.

Informal Reporting

Parents are welcome to make an appointment to see the child's class teacher and, if appropriate the head teacher, at any mutually agreeable time. Similarly, staff will contact parents to arrange an interview if this is felt necessary.

Children with Special Needs (see Special Needs Policy)

When assessments reveal that children are experiencing difficulty in one or more areas, class teachers will register their concerns with the Special Needs Co-ordinator. The school works within the framework of the Code of Practice for Special Educational Needs and individual records of children's targets and progress are kept. Children with Special Educational Needs are set appropriately differentiated work.

Supporting families

We also believe in supporting the development of parenting skills and have access to a Home School Link Worker who is able to offer support to families at home and, where appropriate, the child at school.

The Individual Child

Wherever possible, the child will be involved in planning for and assessing their progress. Children are encouraged to set themselves personal targets and look for evidence of their successes both socially and academically. When a child has an additional need, they may be involved in meetings with staff, parents and outside agencies. Due to their young age, involvement of the child may be approached in a more informal, child friendly environment, prior to any additional meetings that may occur. This would be decided on a case by case basis.

What arrangements do you have for assessing and reviewing children and young people's progress towards outcomes?

What opportunities are available to work with parents and young people as part of this assessment and review?

Quality First inclusive Practice is clearly defined in our setting and we expect all staff to deliver this. Foundation stage assessments, ongoing Key Stage 1 assessments of children and their work, samples of pupils work and parental consultations are all used to pinpoint areas of specific need. Class teachers will inform the SENCo about a child experiencing difficulty. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The duration and frequency of an intervention is assessed on a needs basis and modified linked to pupil outcomes.

The school will also respond to concerns raised by outside agencies or parents and if necessary, appropriate support will be put into place.

Having identified needs, we seek to match provision to need. We monitor the impact of interventions through regular meetings and tracking of pupil progress. Our SENCo leads on this aspect and the head teacher shares this information with governors. Our governors play an active role in monitoring the quality of our special educational needs provision and a dedicated SEN governor meets with the SENCo termly to monitor progress and ensure we are adhering to our Special Educational Needs Policy. Many of the interventions we put in place are research informed, evidence based and are measured to monitor impact against expected rate of progress.

What arrangements do you have for supporting children and young people in moving between phases of their education?

We are a one form entry infant school, and most of our children will progress onto a small number of local junior schools, with whom we have close working relationships.

Transition to Junior School

The school works closely with local junior schools to ensure smooth transition and awareness of needs. Year 2 staff meet with colleagues from junior schools in the summer term before transfer and visits are made by Year 2 children to their new schools. Where appropriate the SENCo from both the current and transition school will make contact and in some instances, set up observations of those with additional needs prior to transferring. Our Provision Management systems records what aspects of our environment help individual children learn and this information is passed on in transition. Where appropriate, a programme of specific, personalised transition support will be put into place in collaboration with school, external agencies, pupils and parents for those children who may find transferring school challenging.

Joining

We have very good relationships with many feeder settings to our school. Children starting in Reception Class are offered the opportunity to attend a Summer Club for one afternoon a week in the final half term before the summer holidays. Families are offered a home visit by the Reception Class teacher in the first week of their child starting school. In most cases, the SENCo receives documented information regarding individual children who have been identified with additional needs in their Early Years setting and will work with the Reception Class teacher to implement appropriate provisions for when the child starts school.

What is your approach to teaching children and young people with SEN?

How are adaptations made to the curriculum and the learning environment of children and young people with SEN?

All of our teachers are clear on the expectations of Quality First Inclusive Practice and this is monitored regularly by the leadership team. All staff receive regular and relevant training and also realise the importance of providing a stimulating, caring and safe school environment, in which children are encouraged to work to their full potential in the knowledge that their work is valued. Therefore differentiation is embedded in our curriculum and practice. We have a tailored, personalised curriculum and regular Pupil Progress Meetings, staff meetings and weekly year group meetings help us to monitor this and reflect on the next best steps for all pupils. This enables all of our staff, including teachers, teaching assistants and learning support assistants to be able to contribute effectively to providing a broad, balanced, relevant curriculum which caters for the needs of the individual child.

Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners. Polesden Lacey Infant School works in line with the Special Educational Needs Code of Practice (2014) and does not and will not treat disabled pupils less favourably in terms of admissions, provision of education or exclusions.

What expertise and training of staff do you offer to support children and young people with SEN?

How will specialist expertise be secured?

The school is committed to the training of teaching and support staff in meeting a range of needs. Staff are encouraged to share expertise and to apply for external courses. The SENCo provides training and feedback following any courses attended, arranges INSET sessions and gives advice and information where necessary. The Head teacher ensures that teachers have dedicated non-contact time to plan, which includes support for those on the Special Educational Needs register. Teaching assistants also have planning and preparation time as needed.

However, if an individual child's needs prove greater than which can be managed from within the school setting, advice and support will be accessed from external services and if appropriate, with the parents agreement, the school may make a referral to either the Educational Psychology Service, Speech and Language Service and Language and Literacy Support Service, Behaviour Support or the Home School Link Worker. On some occasions the school may suggest that a parent consults with their GP for medical support services, such as Occupational Therapy.

Our Special Needs Co-ordinator is an experienced and qualified teacher. We regularly invest time and money in training our staff to improve quality first teaching (Wave 1) and gain knowledge to deliver Wave 2 interventions (support that is 'different from' or 'additional to' that provided for all children to make expected progress). For a child who requires a specific and personal plan of support (Wave 3) appropriate training will be sought, if necessary, to best support the child and those working with them. Our staff are also updated on matters pertaining to special educational needs and disability through regular staff meetings, year group planning meetings and INSET days.

How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The head teacher, governors and bursar oversee matters of finance. Budgets are closely monitored and aligned to the School Development Plan. We seek to ensure value for money service and the SENCo and bursar work together to cost out and evaluate interventions to inform effectiveness of future provision for individual children or groups of children.

How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

We aim to include all our learners in all aspects of the curriculum. Our Special Educational Needs Policy and Equality Scheme promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Children with special educational needs are fully integrated into the life of the school and represent the school on all occasions e.g. concerts, assemblies, sports days, visits and are expected to make very good progress. All pupil related policies are reviewed with regard to equal opportunities, human rights and disability discrimination.

What support is there for improving emotional and social development?

Do you have opportunity to listen to the views of children and young people with SEN?

What measures do you have to prevent bullying?

At Polesden Lacey Infant School, we believe that all pupils have the right to feel safe and valued and that they should be able to learn and play without fear of or disruption by others. We believe that good behaviour, high pupil self-esteem and a calm, purposeful working environment contribute towards our pupils' academic success and the development of their social and emotional skills.

All pupils should be able to behave in a socially acceptable way, treat other people with respect and speak politely to other people. Our Behaviour Statement outlines that we use the conflict resolution approach to support pupils who find this difficult, helping them to learn skills such as empathy. We aim to adopt a positive and consistent approach to managing pupil behaviour, teaching and modelling the skills that will enable pupils to learn how to be respectful, responsible citizens. As a Healthy School, we encourage good behaviour as a means of developing the emotional and social wellbeing of our pupils.

Pupil voice is encompassed in our Whole School Council. All pupils take part in weekly council meetings and are instrumental in finding ways to solve problems and find solutions in a range of situations.

Our Anti-Bullying Policy states that all pupils are included at Polesden Lacey Infant School and discrimination on grounds of special needs or disability is not tolerated. Incidences of bullying are extremely rare at Polesden Lacey Infant School. Any incident that would be considered to be bullying will be taken seriously.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

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The SENCo also works with a confederation of schools, who meeting regularly to share good practice. Annual meetings are set by the confederation which invites professionals from health, social care and local authority support services to meet with each school individually to discuss the specific needs of our setting. This secures a face to face meeting with all agencies at the beginning of each academic year and helps all parties involved to review the individual need for our school as cohorts change.

What arrangements do you have for handling complaints from parents of children with SEN about the provision made at the school?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. If the matter cannot be resolved at this stage then the SENCo or head teacher may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.

A copy of the school's 'Responding to Parents Concerns' document can be found on the school website.