



St Ives Infant School

Our SEN Information Report

Date 18th July 2017

Our School Vision

Setting Sail for New Horizons

For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive about their ability and caring towards other people.

Aims

- To include all children in the school and its activities and meet their individual needs.
- To identify the children's needs through close monitoring of their progress, discussing their needs with parents and observing the children in school.
- To develop our knowledge and understanding of special educational needs and the most effective ways to support the children.

The school operates within the Special Educational Needs Code of Practice and Cornwall Council's policy and procedures.

Admission and Integration

St Ives Infant School has a 'whole school graduated approach' to special educational needs which involves all staff promoting a model of good practice. All staff are committed to identifying and providing for the needs of all children. We follow the assess, plan, do, review cycle.

The school operates an equal opportunities policy for children with special educational needs who are guaranteed the same rights as other children. This includes children with Statements of Special Educational needs and Education Health and Care Plans and children with less significant needs.

Access to the Curriculum

The provision of an exciting learning environment will be a priority: to arouse the children's interest and curiosity and encourage all children, overcome any barriers to learning, discover their own interests and celebrate their ability to learn.

A climate of warmth and support will be fostered in which self-confidence and self-esteem can grow and in which all children feel valued and able to risk making mistakes as they learn, without fear of criticism.

The curriculum and schemes of work will be differentiated to meet the needs of individual children and a variety of teaching styles and groupings will be used. Intervention groups, such as Time to Talk and Fun Fit will be led by teaching assistants, who will also take groups for phonic work, writing, maths and fine motor skills as appropriate.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for children who have marked learning difficulties and teaching will build on children's oral strengths.

Link to Special Educational
Needs Policy (if available)

.....

Link to Equality and Diversity
Policy

.....

Link to Accessibility Plan/Policy

.....




Rachael Smith is the School SENDCO and Crin Whelan is the SEND Governor.

Contact details:




St Ives Infant School 01736 796628 Rachael Smith – rsmith@st-ives-inf.cornwall.sch.uk

The levels of support and provision offered by our school

1. Listening to and responding to children and young people




<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils' views and opinions are valued. • Through the school council the pupil voice is represented in all aspects of the school. • Well being and involvement screening are carried out during Own Learning time and during Teacher directed activities. 	<ul style="list-style-type: none"> • SEND pupils are included in all consultation groups. • Additional provision is developed in light of pupil voice and observed needs. Many observations take place during Own Learning Time and review time when children reflect on their learning and discuss their personalised next step. 	<ul style="list-style-type: none"> • Individual support is responsive to the views and needs of pupils with SEND. • Pupils' views and assessed needs are an integral part of TAC meeting, SEN and Annual Reviews. • Pupils' views are incorporated into personalised learning experiences which are represented by their Individual Educational Plans (IEPs) and 'all about me' folders. • All documentation is presented in a format that is accessible to the pupil.

2. Partnership with parents and carers

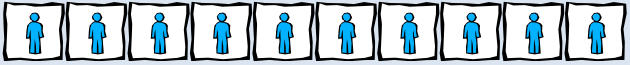
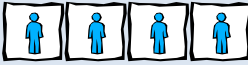

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • We work in partnership with all parents and carers. • A new entrants meeting is held to welcome new parents and carers to our school and share key information regarding the exciting journey the reception children are going to be undertaking. • Home visits take place for all Nursery and Reception pupils as they enter school. Nursery and Reception offer an open door policy. Parents and carers are welcomed into the classroom after school every day. • Nursery and reception parents and carers can share 'new learning and new experiences' by recording on green post it notes. • We have a home school liaison officer – trained councillor who works with parents and children. • Family learning is tailored carefully to parents and carers interests and skill development with our Reception pupils. • Breakfast club is open everyday to all children. • Newsletters come home once a term to celebrate our learning and experiences 	<ul style="list-style-type: none"> • We keep a record of all children who have SEN or are causing concerns. (on alert) Communications with parents and carers are recorded. • With the children's All about me files there is a page for parent communication. This is where parents and carers can ask questions, share information from home and share positive developments. • Parents are able to contact Miss. Smith SENDCo – at any time to arrange a meeting to discuss concerns. • Outside agencies often meet with staff and parents and carers. 	<ul style="list-style-type: none"> • We have a home school liaison officer – trained councillor who works with parents and children. • Parents and carers are actively involved in all TAC and SEN meeting. Parents and carers are invited to share their views by both written updates and attending annual reviews and TAC meetings.

<p>together.</p> <ul style="list-style-type: none"> • Topic leaflets are sent home half termly to update parents and carers about interests, learning and class information. • Reading leaflets are provided to give guidance and spark new ideas to extend the enjoyment and involvement of reading at home. • Friends of school run activities that parents and carers can actively be involved with • Parent interviews during the Spring term to provide teachers and parents time together to review development. • Key stage one parents are invited into class to join pupils during open classroom which takes place once a week. • Reading together is offered across Key stage 1 once a week. • Parents and carers can access the school website to explore. • Parents and carers run open library sessions where each class can choose books to take home and enjoy sharing books. • Parent and carers are invited to take part in workshops that provide insight into how we teach and how the pupils learn. 		
---	--	--




3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Our experience led school curriculum is designed to ensure the inclusion of all pupils. Floor books are an accessible way of recording our journey of our learning and used throughout the school. • All pupils regardless of ability, have full access to the curriculum which is designed to encourage independence and is skills based. Own learning time (plan, do, review) provides pupils with a vast range of opportunities both indoors and outdoors to develop. • On going tracking of progress and development happens closely thought the school. Spotlights reviews enable identification of pupils who need specific interventions. • Teaching Assistants have time to discuss pupils with teachers. • A range of opportunities are used to engage pupils with learning in the local environment. • Across the school parent/carers workshops are a key opportunity for learning together. 	<ul style="list-style-type: none"> • Teaching Assistants have time to discuss pupils with teachers and review progress and look at next steps. This enables the best and most consistent support to be provided. • Small group or individual Interventions include a variety of personalised programmes such as – <ul style="list-style-type: none"> ○ Nurture groups ○ Fine motor skills ○ 1:1 reading, ○ Speech and Language, ○ Maths ○ Phonics – blending practice ○ Fun fit ○ Creative club ○ Circle time ○ Socially speaking – time to talk ○ Sight words ○ Thrive ○ Additional Phonics sessions. • The progress of all pupils taking part in interventions is carefully monitored and recorded. 	<ul style="list-style-type: none"> • Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support when necessary. • The curriculum is appropriately differentiated to ensure achievement for pupils with SEND. • Thrive screening is used and from the information action plans are created for individuals. 1:1 time with thrive practitioner if appropriate.




4. Teaching and learning

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school ensures quality first teaching to support the progress of all children. • Partner work and small group work is integral to all aspects of teaching and learning. • Class teachers and teaching assistants share planning and assessments to ensure all children have appropriate support and provision. • Sessions are planned to incorporate different learning styles and encourage thinking skills. • Children's work is consistently marked to facilitate pupils' understanding of whether they have achieved the learning objective and the next step in their learning. • Children self assess their understanding and learning throughout the curriculum. 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that pupils with SEND have targeted support and provision. • Teaching assistants / class teachers work with small groups to ensure understanding, facilitate learning, foster independence, support pupils' focus and engagement. • Independent learning is supported where possible though the use of a range of technology such as interactive wipe boards, iPad's, laptops and digital cameras. 	<ul style="list-style-type: none"> • Personalised and differentiated work is provided to facilitate independent learning. • Children's progress and achievements are celebrated to support the development of self-esteem and confidence. • One to one support is in place for children who need more intensive support but independence is encouraged wherever possible. • Appropriate external agencies are consulted for advice on teaching and learning for children requiring highly specialised additional provision.

5. Self-help skills and independence




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> Independence and self-help skills are instilled in all pupils from Nursery through to Reception and KS1. Appropriate resources are available in all classrooms to promote independence, such as: Visual timetables, Learning walls and ICT. Within Own Learning Time peers support each other and provide ideas and strategies. Our experience based curriculum promotes independence as a learner. Thrive screenings are carried out, key aspects are highlighted which class teachers then plan to develop to meet their classes needs. 	<ul style="list-style-type: none"> Children can access personalised provision, appropriate to the individual lesson to support learning. This may include: Small group support by the teacher or teaching assistant. Additional visual support in the form of task boards and mind maps. 	<ul style="list-style-type: none"> Where appropriate, personalised visual timetables, traffic lights and now/next boards are utilised to support the development of independence. Where necessary, intimate care plans are devised with the parents and carers with the aim of promoting self help skills. The school nurse can also service can also be consulted to further encourage independence in toileting.

6. Health, wellbeing and emotional support




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Emotional resilience and well-being are considered fundamental to effective learning in our school. • The PSHE curriculum is embedded in all aspects of the school's curriculum and includes all children. We use circle times regularly with the children. • Risk assessments and safety policies are in place to ensure all children are safe within the school. • Teachers carefully monitor all children and regularly screen their levels of well-being and involvement. Action plans are created to provide support and reviews carried out to see progress. • Height and weight checks and carried out in Reception unless parents opt out. • Vision screening takes place for children in Reception. • Hearing screening takes place for children in Year One. • Thrive class screenings are carried out and 	<ul style="list-style-type: none"> • Where appropriate, children participate in small intervention groups to promote self-esteem and emotional well-being. The type of provision is planned according to needs. • The home school liaison officer provides additional support and advice to parents and carers who have concerns regarding their children's health and emotional well-being. • Fun fit sessions are run for specific children to support coordination and skill development. • Thrive screenings are carried out for specific groups and action plans are created to meet specific needs. 	<ul style="list-style-type: none"> • Children with specific medical conditions have an individual health care plan. • Additional support for pupils can be requested from specialist agencies such as; School Nurse Service, CAMHS, Social care and Penhaligan's friends. • TAC's, Early Support meetings and Annual reviews are supported by a range of agencies. • 1:1 counselling sessions take place for children and parents. • Thrive screenings are carried out for home and school. From this information individualised action plans are created to meet specific needs.

action plans are created. These actions are built into everyday classroom practice and also into circle times.		
--	--	--




7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> • All children take part in whole class circle times. • Own learning time provides children with many opportunities to socialise with their peers. • Sensory / messy play day where children take part in mixed aged groups. 	<ul style="list-style-type: none"> • Small groups of children are chosen to take part in time to talk and circle time. Adults tailor the sessions to meet the specific needs of the group of children. • Reception classes run small nurture groups. They focus on providing children with a range of life experiences and model how to behave in a range of situations. 	<ul style="list-style-type: none"> • Individuals have tailored programmes created to match their next step within their social development.




8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everybody. • Children feel safe and secure in their environment and empowered to ask for help when required. • There is a designated safeguarding officer (and deputy) and designated member of staff for Looked After Children. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is applied throughout the whole school. 	<ul style="list-style-type: none"> • Access to specialist equipment resources where appropriate. 	<ul style="list-style-type: none"> • Designated teaching areas are available, dependent on the specific needs of the children. • Dedicated resources are matched to children's needs.

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school provides excellent transitional arrangements with the feeder nurseries and onwards to the local junior school. • The transitions from local early year's settings are carefully planned and involve a number of staff visits by appropriate staff. New entrants parents are invited into a meeting. New entrants come into school for four stay and play sessions to ensure a smooth transition. • St. Ives Junior School visit their new classes in situ at the Infants school as well as the children visiting the school for transition sessions. • Each year group visits their new classroom and class teacher, where suitable the new teachers visit the children in their own classes. 	<ul style="list-style-type: none"> • The SENDCO liaises with all Early years settings and the Junior School to ensure all information is shared to support successful transitions. • Additional transition sessions are arranged according to the specific needs of individual and identified groups of children. 	<ul style="list-style-type: none"> • The SENDCO and class teacher liaise with relevant settings to arrange additional transition visits for pupils who require a personalised transition programme. Individual transition books are arranged for transitioning children to support their specific needs.

10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> SEN provision is discussed at staff meetings, teaching assistant meetings and governors' meetings and this informs the school improvement plan and the school's premises development plan. Areas for development are then addressed through whole staff training, for instance training was recently provided on the subject of children's mental health led by the school's Home School Liaison Officer. 	<ul style="list-style-type: none"> Teachers and teaching assistants have attended a range of specialist training including ASD, Sensory needs, speech and language, Makaton, social stories and dyslexia. In school training and support is also provided for staff who lead intervention work with the children. 	<p>Our SENDCO completed the National qualification for SENDCOs in October 2016.</p>

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	Early help hub support the processing of referrals to appropriate professionals.	+44 01872 322277 earlyhelphub@cornwall.gov.uk
Cornwall Council	Assessment of SEN needs, advice on provision, allocation of resources to meet the needs of children. Educational Psychology Behaviour Support Autism advice team	County Hall Truro TR1 3AY
Child Health Department Royal Cornwall Hospitals	Paediatrician School nurse	Pendragon House Truro

NHS Trust	Health visitor Occupational therapy	TR1 3XQ
Speech and Language Therapy Service	Speech and Language therapy assessments and advice	Bellair Health Office Alverton Terrace Penzance TR18 4TA

12. Pupil progress

Progress of each child is very closely monitored by class teachers and within Key stages. Targeted intervention is put in place to support the children to make progress and gain skills to help them develop.

13. How we know how good our SEN provision is

Our provision is constantly reviewed. We work closely with other specialist professionals to ensure we are providing the children with the best provision for their individual needs. We focus on the whole child and work closely with parents to provide the best possible outcomes.

14. If you wish to complain

Please contact the school with any concerns and we will be happy to discuss them with you.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>

Answers to Frequently asked Questions

1 How do people in school know if a pupil needs extra help?

We know when a child needs help if:

- Concerns are raised by parents/carers, teachers or the child
- Limited progress is being made,
- There is a change in the child's behaviour or progress,

2. What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns or if you still have concerns then contact Miss Smith who is the SENDCo or Miss. Dean who is the Head teacher.

2. Who is responsible for the progress and success of my child in school?

The overall responsibility for your child's success lies with the head teacher and governing body. This is supported by class teachers, the SENDCO, teaching assistants, yourselves and your child.

3. How is the curriculum matched to my child's needs?

When a child has been identified with special needs the class teacher will ensure that the child can access the curriculum appropriately. Class Teachers and/or Teaching Assistants (TAs) may work with the child in a 1:1 or small focus group to target more specific needs. The child's progress will be monitored by the SENDCo and discussed with the parents formally at a meeting, usually the parental consultation.

If appropriate, specialist equipment may be given to the child e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

4. How do school staff support me/my child?

The class teacher may suggest ways of how you can support your child.

Miss Smith may meet with you to discuss how to support your child with strategies.

If outside agencies or the Educational Psychologist have been involved, suggestions are normally provided that can be used at home to provide consistency.

5. How will I, and my child, know how well they are doing?

You will be able to discuss your child's progress at Parental Consultations. Your child's class teacher will be available at the end of each day if you wish to raise a concern. Arrangements can be made to speak in more detail to the class teacher or SENDCo at any time by requesting this directly to the class teacher and/or SENDCo.

6. How can you help me to support my child's learning?

Teachers are always happy to share strategies and ideas with parents and carers. A consistent approach provides the most positive impact. Topic leaflet's, family learning, learning together and workshops are all options for parents to have an insight into how and what your child is learning.

7. What support is there for my child's overall wellbeing?

Our school has a family centred approach which promotes the emotional wellbeing of all pupils. Teachers screen children's levels of well being and involvement throughout the year. They work closely with children who are identified within the screening. As a school we also have three Thrive practitioners who screen children, create action plans and work with children and parents.

8. How do I know that my child is safe in school?

Risk assessments and safety policies are in place to ensure all children are safe within the school.

9. How is my child included in activities outside the classroom including school trips?

Provision is made for all children to ensure they can participate in all learning activities.

10. How accessible is the school environment?

At present we have ramps into the school making the building accessible to all. Wide doors to allow easy access throughout the school. The school grounds and outdoor learning environments are accessible for all children.

11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond?

Many strategies are in place to ensure smooth transitions for all children. Sometimes home school books are created to create a communication system. A transition booklet might be created for the child to have over the holiday to share with parents and help them familiarise themselves with the new teachers and classroom. Children spend time in their new classes and when needed additional visits are arranged. Staffs visit the children in their current familiar learning environments.

12. How are the school's resources allocated and matched to pupils' special educational needs?

Appropriate resources whether equipment or additional staffing are carefully used to support the child so they can develop and progress.

13. How is the decision made about what type and how much support each pupil receives?

Additional and different provision for your child will be assessed and reviewed on a need basis. The school follows the graduated response outlined in the Sen Code of Practice (2014) where the 'assess, plan, do, review' cycle is employed to ascertain the type of provision required, it's duration and outcomes are carefully measured. Your child may have specific and high level needs, which means they will only achieve good outcomes academically, socially and emotionally with continuous support and specialised differentiated provisions. In this case the decision may be taken in with consultation with you and external professionals, to apply for an Education, Health, Care plan. (Previously known as a Statement of Special Educational Needs.)

15. Who can I contact for further information?

You can contact the school to speak to Rachael Smith SENDCo rsmith@st-ives-inf.cornwall.sch.uk or Joanne Dean Headteacher. SENDIASS is an independent organisation that can provide support on 01736 751921. The family information service online also has a wide range of information on supportive organisations and useful contacts.