



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES SCHOOL INFORMATION REPORT

This report gives information **on our Special Educational Needs and Disabilities (SEND)** offer at Tredworth Infant and Nursery Academy. The information on these pages is designed to give parents and carers an overview of support for children at our school. Further detail is also given in our SEND Policy and on our webpage. The school's practice is in line with the new SEND Code of Practice (2014).

Our Special Educational Needs and Disability Coordinator is Miss N Desando.

At Tredworth Infant and Nursery Academy we strive to meet the needs of children with SEND to ensure that all pupils, regardless of their specific needs, make the best possible progress across their educational life in our school. We believe that:

- All children are valued and included regardless of abilities, needs and behaviours
- All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individuals needs
- All teachers are teachers of children with special educational needs
- All children can learn and make progress
- Effective assessment and provision for children with SEND will be secured in partnership with parent / carers, children, LA and other partners
- Maintaining children's safety and wellbeing is central to their development

We have set out our SEND provision as a series of Frequently Asked Questions by Parents and Carers:

1. How does our school know/identify that children have special educational needs (SEND)?

- Assess children using the 'Gloucestershire Intervention Guidance'
- Tracking progress in English and Maths in Key Stage 1 and in the prime areas in EYFS
- Class teachers' annotated plans and evaluations

2. What are the first steps our school will take if special educational needs are identified?

- Class teachers discuss child with SENDCo/head teacher/pastoral lead/parents or carers
- Write a My Plan and set outcomes according to that child's needs
- Meet with parents/carers to share outcomes
- Set up appropriate provision in or out of the classroom
- Refer child to an outside agency if appropriate

3. What should parents/carers do if they think their child has SEND? How can they raise concerns?

- Discuss concerns with the class teacher/Head teacher/ SENDCo/ pastoral lead
- The school can arrange a referral to an outside agency such as the school nursing service, speech therapy or educational psychologist

4. How does our school include parents in planning support?

- Parents are always welcome to arrange to see the child's class teacher reflecting the school's ethos of nurturing partnership with all parents and open relationships
- Parents are invited to attend My Plan Plus meetings and reviews
- My Plans are discussed with parents before signing
- Parents are given a copy of the My Plan/My Plan Plus
- Parents are invited to attend meetings with outside agencies e.g. Educational Psychologist and Speech Therapist when appropriate

5. How will our school teach and support children with SEND?

a) For children with an Education, Health and Care plan (EHCP)

- Class teachers differentiate planning according to children's needs and learning styles in the classroom
- Adult support is allocated where appropriate in the classroom
- Children are taught in small groups where appropriate e.g. in Read, Write Inc
- Intervention groups are set up according to children's needs
- A variety of resources and activities are used, in conjunction with outside agency advice and resources where appropriate

b) For children without an EHC

- As above, however, we try as much as possible to exhaust our 'in-house' expertise if the children are making progress before we engage lots of outside agencies.

c) How does our school plan the support? How are our resources allocated and matched to needs? How is the decision made about the support your child will receive?

- Assessments, observations, reports from outside agencies such as an educational psychologist are used to decide on the best support for each child
- After the SENDCo and Head Teacher have discussed proposed provision for a seasonal term staff are consulted for comments
- Provision for children with SEND is reviewed every seasonal term with the opportunity for adjustments to be made during that time as

a result of informal meetings with staff

d) How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents and children in this process?

- Ongoing and summative assessments of a child's progress against identified outcomes are made by the teacher, SENDCo or member of staff with responsibility for the intervention
- Children and parents are invited to comment during the My Plan review which takes place every seasonal term
- Parents are able to meet with the class teacher in the first instance to discuss their child's progress and provision in the period between My Plan reviews
- Summative assessments are used to evaluate different aspects of provision
- SEND provision is discussed on a regular basis at staff meetings

6. Who will be working with your child?

- Class teacher, Teaching Assistants, School volunteers, Educational Psychologist, Speech Therapist, Advisory Teaching Service and other outside agencies where appropriate with parental permission. We will keep parents informed of any professionals working with their children

7. How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by all relevant staff?

- Class teachers liaise with each other when setting My Plan targets
- It is a standing agenda every week in staff meeting to discuss any SEND concerns
- My Plans shared with relevant teachers and teaching assistants
- Copies of My Plans and reports are stored on CPOMS and in individual My Outcomes books
- Copies of outside agency reports are shared with class teachers and then stored on CPOMS
- SENDCo, pastoral lead, head teacher and class teachers discuss issues as they arise
- SEND intervention timetable shared with all class teachers

8. What role does the class teacher play?

- Writes the My Plans with support of the SENDCO and pastoral lead
- Send all My Plans to the SENDCo for her approval
- Liaises with all staff who work with the pupil and share the information on the plan
- Meet with parents/ carers to share and agree the plan and future reviews
- Ask the parent/carer to sign the plan and provide them with a signed copy
- Uploads a signed copy of the plan on to CPOMS and reviews the My Outcomes book
- Attend review meetings with outside agencies and parents
- Arrange teaching assistant time to work on all outcomes
- Liaise with the SENDCo regarding the pupil's progress or difficulties

9. What expertise does our school and our staff have in relation to SEND?

- N Desando has the National Award for SEND
- Class teachers and teaching assistants have experience of providing for a range of needs day to day in the classroom and have worked closely with outside agencies to extend their knowledge
- Regular professional development is arranged when required
- Teaching assistants deliver small group intervention for which they have been given training
- Individual training is provided such as training for a teacher and teaching assistant when working with deaf children

10. What interventions does the school run?

- Talk Boost, Read Write Inc 1:1 phonics intervention, Rapid Reading, Fizzy, Tray Play, Lego Therapy, Social Skills work, Jimbo Fun, Primary Talk, nurture group, keep up maths

11. Which other services does the school use to provide for and support our children? How do we meet the needs of SEND children and support their families?

- Educational Psychologist, Speech Therapist, Advisory Teaching Service, School Nurse, Physiotherapist, Occupational Therapist, Pupil Referral Service, Parent Partnership Service

12. How does our school

Provide support to improve the emotional and social development of SEND children?

- The school has adopted a programme of values based education
- One to one and small group work on feelings are put in place where necessary
- Circle times, daily reflection and check ins are an embedded feature of classroom practice
- Emotion coaching is used

Manage the administration of medication?

- Administration of medication in school is limited to inhalers for asthma or medication which a child with a diagnosed medical condition requires during the school day to enable him/her to attend school (this needs to be evidenced by a medical practitioner)
- Inhalers and all medication are only given when two members of staff are present and a form is completed for the parent to sign at the end of the school day or adult collecting the child
- Individual Health Care Plans are set up in conjunction with professionals/outside agencies and parents. Plans are put on the Safeguarding board in the staff room. Copies of plans are put in the child's classroom. Inhalers are kept in named individual bags in the child's classroom with administration form.

Help with personal care where this is needed?

- A plan is completed in conjunction with parents and signed by them to indicate consent

Manage day trips, school outings, extra-curricular activities and health and safety for children with SEND?

- Children with SEND are encouraged to participate in school trips and extra-curricular activities. Parents are invited to assist on school trips if required. Risk Assessments are completed.

Ensure children with SEND are listened to and given additional pastoral support where necessary

- Children work in small groups and where necessary the pastoral lead works on an individual or small group basis on specific pastoral needs
- Children are part of the My Plan review process
- Pupil conferencing includes children with SEND
- Pupil progress meetings take place every seasonal term

Prevent bullying

- Circle Time and check in's to address issues as and when they arrive

- Designated areas in playground for games, quiet time and friendship area
- Range of equipment in playground to encourage children to play together, safely and kindly

13. What access do our SEND children have to facilities and extra-curricular activities available to all children?

- SEND children have the same access to facilities and extra-curricular activities.

14. Who will be talking to and keeping in touch with the parent/carer?

- The class teacher is the main point of contact. Meetings, however, may also be attended by the head teacher, SENDCo, pastoral lead and the teaching assistant working with the child. Outside agencies may also request meetings with the parents.

15. How do we assess and evaluate the provision we have arranged for your child?

- My Plans are formally reviewed every seasonal term but outcomes are adjusted as and when appropriate
- If little progress has been made a My Assessment and My Plan Plus may be implemented where further assessment from other professionals is required
- Children are assessed against outcomes by the class teacher or teaching assistants
- Progress for each child is monitored to ensure provision is adjusted to meet individual needs and to highlight areas causing concern and requiring additional actions

16. How do we prepare our school to welcome and support children with SEND and how do we arrange and support a transfer to another school/ educational establishment?

- Initial discussions with the parent and communication with the other school including a request for all paperwork when a child with identified SEND transfers to this school
- When a child leaves there is liaison between this school and the receiving school and the paperwork is sent immediately using a tracked service or delivered by hand if the school is local
- Transition meetings are held between this school and any junior school to which Year 2 children are transferring

15. Where can you find our SEND Policy?

- On the school website www.tredworthinfantschool.org.uk

16. What role do the trustees have? What does our SEND trustee do?

- There is a link trustee for safeguarding and this role includes SEND and Children in Care
- Annual report to trustees
- Annual review of SEND Policy
- The link trustee visits the school, liaises with the SENDCo, meets with a selection of staff and sees a range of aspects of provision during visits

17. What special arrangements are made for examinations and assessments?

- Most pupils with SEND are able to access assessment activities with minimal support
- For some pupils these exercises are inappropriate and in these cases the pupil is dis-applied from the assessment meaning they do not undertake the activity

18. What resources and equipment are available for pupils with SEND?

- The school is well-equipped for all pupils and we are constantly reviewing new resources to purchase
- Specific resources for individual children are purchased when required

19. How accessible is the school to pupils with SEND?

- All classrooms are on the ground floor and have their own access
- There is a disabled toilet

20. How do we prepare our pupils for adult life and independent living?

- Although adult life is some way ahead for the pupils attending our school, we believe that we nurture and encourage pupils with SEND throughout their time here enabling them to gain confidence and self-esteem in their own abilities
- We aim to equip all identified SEND pupils with basic skills which will enable them to be more independent as they grow into adulthood

21. What can you do if you are not happy with the provision offered?

Follow the school Complaints Procedure as follows:

- Arrange to meet with the class teacher
- If you are not satisfied with the response arrange a meeting with the head teacher by telephone or through the school office
- If you are still unhappy with the outcome contact the Chair of Board of Trustees by letter marked private and confidential and handed in through the school office to the school administrator or by e-mail to admin@tredworth-inf.gloucs.sch.uk headed for the attention of the Chair of Trustees and marked Private and Confidential

22. How can parents/carers arrange a visit to our school? What is involved?

More information or a visit can be obtained by telephone, email or letter or through the contact page on the website.

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Gloucester GL1 4QF

Telephone: 01452 520411

Email: admin@tredworth-inf.gloucs.sch.uk

www.tredworthinfantschool.org.uk

23. Who can you contact for more information?

- Please contact the school office as above to arrange a meeting with the Headteacher or the SENDCo

24. When was the above information updated? October 2022