



SEND information report for Stocksbridge Nursery Infant School 2020/21

Names and contacts	Headteacher – Jane Townsend SENCO – Robert Barker SEN Governor – Ann North
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Current OFSTED rating

Our current OFSTED rating is Good – December 2019

Ranges of SEND provided for

Specific Learning Difficulties, Moderate Learning Difficulties, Social, Emotional and Mental Health, Autistic Spectrum Disorders, Speech, Language and Communication Needs, Visual Impairment and Hearing Impairment, Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder, Medical needs.

Policy information

Stocksbridge Nursery Infant School has a full detailed SEND policy. Please see the school website for details. This includes current contact details.

How many children in the school have special educational needs?

The current number of children on our SEND register is 17 though this number can change regularly.
We also have additional children who are not currently on the SEND register but have their needs closely monitored in school.

How does the setting identify learners with SEND?

Following an intense period of evaluated class based support (assess, plan, do, review) lead by quality first teaching the class teacher will have concerns that a pupil is not making expected progress and has a need greater than that of the majority of their peers. This will require adjustments to be made to the curriculum and supporting resources. At this point a pupil is identified as having SEND at level 2 on the Sheffield Support Grid (SSG). The class teacher will provide support that is in addition to /different from that provided as part of the school's usual differentiated curriculum. They will consult with the SENCo and inform parents, collect and any relevant information and note concerns using the CPOMs system. A structured intervention (research based) may be offered at this time. The class teacher remains responsible for the delivery and termly review of suitable plans, working in conjunction with other class based support.

An informal termly review is carried out by the class teacher. Where progress is made and barriers to learning have been successfully identified and managed, the child may remain at the level 2 stage. If however progress has not been reached and targets not met, then the teacher, parent

/carer and SENCo may agree to seek wider advice and assessment to support future planning. This may be assessment by the SENCo or from an outside agency; for example speech therapy, occupational health, Educational Psychology; learning support or the communication team. At this stage the pupils may be assessed and registered as SEND level 3 using the Sheffield Support Grid. At this level we will seek parental permission to formally place the child on our SEND register.

If following another period of Assess Plan Do Review the child makes good progress and their level of need drops to level 2 on the Sheffield Support Grid, the child will be considered for removal from the SEND register and this will be discussed in full with parents/carers. Parent's views will be taken into account and a joint decision will be made.

Consulting and involving parents

Stocksbridge Nursery Infant School values the involvement of all parents and carers. Parents/carers of pupils with SEND access the same consultation processes as other parents but also have the opportunity to review their child's additional needs with the class teacher and SENCo at least termly. Parents are also invited to attend a lengthier, SEND reviews to talk in more depth about their child and their needs where outcomes and targets are set and reviewed. Parent's views are always recorded and acted upon.

Consulting and involving young people

Where possible pupils are involved in their learning, talking about outcomes and future needs. Each child with SEND is involved in completing a single page profile of themselves.

Arrangements for assessing and reviewing children

All children's progress is monitored continually and assessed using the appropriate assessment tool each term. Parents of children on the SEND register are invited to a meeting each term to discuss their child's progress. During these meetings parents and staff look at outcomes set and review progress against each of these outcomes. Professionals involved are also invited to meetings where appropriate.

Transition arrangements

Every child on the SEND register has a transition timetable to assist with the smooth transition to their new school or class. These transition visits begin early in the Summer term so that time allows any additional support needed.

Whole school approach to SEND

All teachers are responsible for the progress and attainment of children with SEND and the school works as a team to support these children.
All staff have relevant SEND training each year as necessary and deliver quality first teaching throughout the school day.
All classrooms and learning environments are labelled with communication in print to enable all learners to participate fully, including daily class and individual (when needed) timetables.
The SENCO meets with all class teachers on a regular basis to discuss children with SEND and advises on next steps and adaptations.
Every classroom has a visual timetable and where appropriate, specific learning stations are set up using first and next trays.

Adaptions for pupils with SEND

Our curriculum is adapted to meet the needs of all our pupils. Teachers carefully plan exciting and engaging topics and lessons based on pupil's interests. Class teachers use a variety of

differentiated methods to ensure that all pupils are given learning tasks that are appropriate for them. We ensure that children with SEND have opportunities to be taught in small groups where required while also ensuring the children are given opportunities to develop learn independently. If it is considered appropriate, pupils may be provided with specialist equipment or resources such as ICT, coloured overlays for reading, use of a tablet/PC, support cushions, sloped writing boards sensory boxes, ear defenders and/or quieter areas to learn.

Staff training

Staff are trained and kept up to date in aspects of SEND and staff meeting time is set aside to deliver whole school training. Training is developed according to current needs and shared amongst staff. All staff have received training to assess and set targets in Cognition and Learning. Staff are trained to deliver Speech and Language interventions as directed and shape coding. The SENCo has recently attended SCERTs training and this will be delivered to staff. As a locality, Foundation Stage staff have had training on fine and gross motor skills from the Occupational therapy team.

Evaluating provision

Provision is evaluated regularly and pupils' needs and progress are monitored to ensure the provision is tailored correctly to needs.
The SENCo and Headteacher have regular meetings with class teachers to ensure the provision meets the needs of all pupils.
The SENCO visits classrooms to monitor and evaluate provision for children with SEND.

Engaging pupils with SEND in school life

Pupils with SEND are entitled and expected to engage fully in school life. Flexible arrangements are made when necessary to ensure all pupils reach their full potential.
Children with SEND are included in all non-classroom based activities, redeploying staff as appropriate to provide additional support. Parents and carers are welcome on visits and feedback is taken from parents about the trips and adjustments are made as necessary. Children with SEND are represented in all aspects of school life.

Emotional and social development

The school places importance on the social and emotional development of all pupils, including children with SEND. This may involve quality first teaching approaches, small group or 1-1 support as necessary. We use Jigsaw to teach PSHE and Kagan structures are used throughout school to support children with speech and language. Imagination Gaming to used support children make and develop strong friendships as well as learning to develop social skills such as turn taking and sharing.

Many of our children prefer to learn outside and as a result we have a high focus on outdoor learning and the many benefits it can bring. Each week Reception children access Welly Wednesday and KS1 children access Forest School.

Involving outside agencies

Parents/carers will always be consulted first and permission gained, prior to assessment work being carried out. Support services will attend SEND review meetings wherever possible. Outside agencies will work on a 1 to 1 basis with the pupils for the assessment purposes, then feedback their finding to parents and the class teacher; advice around strategies and resources will be part of that report.

Links are made with a variety of agencies:- Health visitors, speech therapists, school nurse, educational psychology, child developmental clinic; teams for communication, behaviour and learning support plus exclusions; MAST (multi agency support) services are requested to support issues of parenting and family life, gender issues for pupils, attendance and mental health and well-being. Services requests are made using the Family CAF (common assessment framework) system.

Complaints procedures

Where a parent/carer voices their concerns with regards to progress and the well-being of their child, an appropriate member of staff will respond as soon as possible (we aim for the same day) to try and resolve the issue raised. We regard parents/carers as partners and have high regard for this and because of this issues of complaint should rarely arise. However should parents/carers wish to raise issues with us around policy, practice or procedure, they should contact the SENCo who will make every effort to resolve issues in the best interests of the pupil. The SENCO may seek advice from supporting agencies at this stage. Should further action be required the Headteacher will become involved at this stage and if required inform the SEND Governor. Should the matter remain a concern, the case would be discussed at a meeting with the full Governing body and the Chair of governors would make a final decision of action to be taken.

We accept that, at times the process for parents with children who have SEND can feel frustrating. We endeavour at every turn to be supportive and understanding. We never intend to cause upset or offense. We therefore ask that all staff, teaching and non-teaching are treated with equal respect. We ask that in times of upset or difficulty that we enter into discussion to resolve issues around support and practice in a non-threatening or abusive manner, at a time that is mutually agreed by both parents and staff.

NB: Parents/carers may wish to seek guidance, advice directly from the local authority.

Local offer

The Sheffield Local Offer is an important website to access information regarding SEND. It offers a wealth of information from childminders, to school provision, respite and out of school activities and other issues related to SEND. Parents are signposted to the Local Offer and it is also detailed in the SEN policy.

Our Local Offer is found here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/service.page?id=KxmuKRU8QU8&localofferchannelnew=0>

The Local Authority's Local Offer is found here:

<http://www.sheffielddirectory.org.uk/kb5/sheffield/directory/localoffer.page?localofferchannelnew=0>