

# Rose Green Infant School SEND Information Report



Rose Green Infant School is a mainstream setting and our vision is that every child should have the opportunity to 'work together to learn, achieve and have fun'. This report should be read in conjunction with our SEND policy and our Disability Equality Scheme.

Head teacher - Mrs Sally Dreckmann

Special Educational Needs and Disability Coordinator (SENDCo) - Mrs Jennifer Gwynn

The Special Educational Needs and Disability (SEND) 0-25 Code of Practice, 2015, states that 'all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- Achieve their best,
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training' (p92)

## **1. How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs and/or disabilities?**

We share information about the additional needs of individual children at transition meetings before they enter Reception. We encourage parents to share information with us and to discuss and raise any concerns they may have as early as possible. In the first instance, parents should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher and the special needs co-ordinator (SENDCo) to discuss next steps. The identification of special educational needs and disabilities (SEND) may arise as part of our usual practice of teachers meeting with senior leaders, including the SENDCo, on a half- termly basis in order to monitor and discuss the development and progress of all pupils. These are called pupil progress meetings.

## **2. How will school staff support my child?**

The classroom teacher will take responsibility for the daily provision for your child and will be supported and advised by the school SENDCo where necessary. The teacher will discuss with you any support that they think is needed, that is additional and different to what we would offer to children as part of our usual practice. If you and the teacher identify a need for a specific in-school assessment or involvement from any outside specialist agencies then the SENDCo will talk to you about this and seek your permission to proceed. The SENDCo then becomes the lead person for working with outside agencies and keeping you, and everybody in the team around your child, informed of key events and information.

Half-termly progress meetings are held with the head teacher, deputy and each year group. The progress of all children is discussed and any areas that require further support can then be planned for accordingly.

## **3. How will the curriculum be matched to my child's needs?**

High quality classroom teaching and adjusted plans and resources for individual pupils is the first step in responding to children who may have special needs. For example, a child will be given the opportunity to record information in different ways such as using a computer or a camera. This type of teaching is known as differentiation and will enable your child to access a broad, balanced and relevant curriculum.

If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children. These groups, called intervention groups, may be run:

- in the classroom or outside;
- by a teacher or a teaching assistant who has been trained to run these groups;
- by a specialist from outside the school such as a speech and language therapist.

Further specific support may also be provided through a Health and Education Care Plan (EHCP). This means your child will have been identified by the class teacher and SENDCo as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. As a school we follow the Local Offer's guidelines to the 'graduated approach' for supporting young people with additional needs. This includes the process known as 'Assess, Plan, Do, Review' and we ensure that we monitor and evaluate the effectiveness of the systems that we put into place and make amendments accordingly.

#### **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

We have an open door policy for any daily information that needs to be shared between school and home. Parents and teachers arrange a more private meeting with the class teacher or with the SENDCo if there is anything of a more serious or private nature to be discussed. In some instances, a home-school communication book may be used.

Parent consultation evenings take place twice a year and there is also an opportunity to discuss your child's end of year report. Parents are given information about the progress and attainment of their child in reading, writing and maths and in Reception in the Prime (Personal, Social and Emotional Development, Physical Development, Communication and Language) and Specific (Literacy, Mathematics, Understanding the World, Expressive Arts & Design) areas of Development. Outside agencies involved with some children provide reports and information about attainment and expected progress for health based needs, such as speech and language or physical development.

If a child is identified as needing an Individual Learning Plan (ILP) to support their education then parents will be involved in helping the school create this, and then in reviewing targets at regular intervals, usually three times a year or more if needed.

For more general advice and support you can also contact our SENDCo Mrs Gwynn.

#### **5. What support will there be for my child's overall well-being?**

We are an inclusive school. We welcome and celebrate diversity. All staff believe that the children's enjoyment, resilience and high self-esteem is crucial to their emotional well-being and academic progress. We have a caring and understanding team who look after all our children.

Trained first aiders and paediatric first aiders are available in school (please see the school's Health and Safety Policy for more information about this). If your child needs medication to be administered in school then you are asked to complete a 'medicines in school form'. The school nurse is available for advice and will write a health care plan with the head teacher and nominated first aider, when a child has specific medical needs.

The school has a system of sanctions and rewards for behaviour management for all children (please refer to our Positive Behaviour Policy and 'Managing Children's Behaviour' booklet which is given when a child enters our school for more information about this). Additional behaviour management plans or risk assessments may be used where needed, to support individual children who are experiencing particular difficulties.

The school belongs to the West Sussex Working With Others Partnership (WWO) which develops social skills such as turn taking, listening to each other and having respect for

each other. We also run interventions that provide emotional support to children that require it, from developing their confidence to join in with activities to having a greater awareness of their emotions and how they can regulate them.

The school is currently working to establish an 'Education for Safeguarding' (E4S) scheme of work to meet the needs of the Department for Education (DfE) Relationship, Health and Sex Education (RSHE) framework 2020. E4S is based on four cornerstones which school will use to support the children's education. Age appropriate planning and teaching will be used for our infant school age children.

The four cornerstones are:

1. Relationships and Sex Education
2. Digital and Media Literacy
3. Physical Health and Wellbeing
4. Emotional Health and Wellbeing

## **6. What specialist services and expertise are available at or accessed by the school?**

There are a range of agencies that work in school. These include the Education Psychology Service (EPS), Play therapist, Speech and Language Therapy Service (SALT), Family Link Worker Service, Inclusion Support Team, School Nursing Team, Social and Communication team, Learning and Behaviour team, English as an Additional Language Service Team (EMATS: Ethnic Minority and Travellers) and Children's Services.

You can find out more about the full range of services who work with schools at: [www.westsussex.gov.uk](http://www.westsussex.gov.uk)

## **7. What training have the staff supporting children with SEND had, or are having?**

We have a rolling programme of training and support for staff, based on the needs of the pupils within the school. Staff are sent on more individualised training if they are supporting a pupil with a more specific need.

Medical training to support pupils with health/medical care plans is organised as needed. In addition some of our staff have undertaken extra training. Trained members of staff include:

- all staff trained in Attachment and Developmental Trauma
- one trained in the provision of the Jump Ahead programme
- two trained in the delivery of the Fisher Family Trust Reading programme
- two trained in the delivery of 1<sup>st</sup> Class @ Number 2 intervention programme
- one trained in the delivery of the 'Good to Be Me' programme
- one trained in the delivery of Lego therapy

- one trained in the delivery of Mindfulness
- two trained in supporting children who have been bereaved

## **8. How will my child be included in activities outside the classroom, including school trips?**

Risk assessments are carried out for school visits and reasonable adjustments will be made where required. Where needed the risk assessment would include a meeting with parents as well as taking account of any medical advice. The destination of these trips will be taken into account when assessing the needs of all children.

On some occasions an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary. Health and safety audits are conducted to ensure that the school provides a safe environment for all pupils.

## **9. How accessible is the school environment?**

- we have a disability and accessibility action plan and policy that is available on request
- we have an accessible toilet that is large enough to accommodate changing
- visual timetables are used in all classrooms
- we ensure that the learning environment is fully accessible and inclusive for all learners
- there is a ramp at the main entrance that can accommodate wheelchair access

## **10. How will you prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- we will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- we will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- information will be passed on to the new class teacher and a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the strategies that have been successful. School based plans, ILPs/EHCP will be shared with the new teacher

In Reception:

- there are induction events during the summer term for all children who are joining the Foundation Stage in September
- the reception class teacher will arrange individual home visits



- the reception teacher will arrange a visit to your child's pre-school
- the reception teacher will have a transition meeting with your child's key worker from pre-school
- the SENDCo may arrange additional visits for children identified as having SEND and additional meetings will be arranged with parents and any other agencies who have been involved with your child, such as the Children's Centre Teams, Family Link Worker or Health Teams

A range of strategies, suitable for your child, may be used to support them at the time of transition. For example, if your child would be helped by a book/social story to support them understand moving on, then it will be made for them.

## **11. How are the school's resources allocated and matched to children's special needs?**

The school budget received from the Local Authority includes money for supporting pupils with SEND. The Head Teacher and School Business Manager then decide on the budget for SEND in consultation with school governors and based on the needs of pupils in the school. The school may receive an additional amount of 'top-up' funding for pupils with higher level needs.

The school will use its SEND funding in the most appropriate way to support your child. This support may include some individual or small group teaching assistant support but this may not always be the best way to support your child. The funding may therefore be used to put in place a range of support strategies. SEND funding may also be used to purchase specialist equipment or support from other specialist support services.

There are regular meetings to monitor the impact of interventions and SEND provision and the Governing Body is kept informed of funding decisions. There is a designated governor for SEND at school and meetings are held with the SENDCO to discuss impact and outcomes of the additional support that we make provisions for. The SEND governor is also involved in the way that the SEND budget is spent and looks at data to analyse the progress that children have made following additional support.

## **12. How is the decision made about what type of and how much support my child will receive?**

Each child is assessed individually according to the SEND Code of Practice and Local Authority guidance and a personalised support programme will be developed.

All class teachers meet with the Head teacher half-termly during the school year to discuss pupils' progress. We also look closely at the provisions that have been in place and their effectiveness and impact on the child's learning. As soon as the class teacher has a concern about a child they discuss their concerns with the SENDCo.

Additional assessments from outside agencies, such as a speech therapist, educational psychologist, will help us decide what type of support and resources are needed.

Some children will also have an ILP and these will be reviewed with you three times a year. Pupils with an Education Health Care Plan (EHCP) will have an Annual Review.

### **13. How are parents and carers involved in the school? How can I be involved?**

It is our aim that the school works in close partnership with parents and maintains regular and purposeful communications between school and home. Communication tools include:

- the school website; [www.rosegreeninfant.school](http://www.rosegreeninfant.school)
- the home school reading diaries
- monthly newsletters
- parentmail - text and e-mail

Parents also receive an annual written report and next steps in learning are discussed at the two parent consultations. Individual learning plans (ILPs) are written and reviewed each term or more often if the individual needs of the child change, and these are also discussed at each parent consultation. Teachers write the pupil's next steps in child friendly language so that the pupil can take ownership of their own learning. The next steps are discussed with the child who is given the opportunity to write (or teachers will scribe) their own comments about their learning. Parents are also asked to do this regarding their child and to sign the ILP to show the next steps have been agreed. This reinforces the child's individual learning needs so that both home and school are working together to develop their child's progress.

At Rose Green Infant school we also have one designated pupil per term representing the class in 'Linking Voices'. Each member of 'Linking Voices' is part of a class meeting every two weeks and then the group meet every two weeks to discuss the ideas with the deputy head. We value each child at school and giving them this opportunity to contribute to school life celebrates their own views and suggestions.

Any child with an EHCP is given an annual review in accordance with the guidelines from the SEND Code of Practice (2015) and from the EHCP itself. This involves a pupil's views form and a parent/carer form that is completed prior to the annual review. At Rose Green Infant School, we believe that to achieve the optimum progress, learning and development for each individual there has to be a culture of inclusive involvement from parents/carers, pupils, teachers and staff.

The school's PTA (Parent Teacher Association) organise fundraising events throughout the year to raise money for additional resources.

#### 14. Who can I contact for further information?

The class teacher is the first point of contact but parents are also welcome to contact the SENDCo directly about any concerns. Any important information should be shared with the class teacher rather than the teaching assistants who may be within the team supporting your child.

If you have a complaint that you wish to make please see the School Complaints Guidance Notes on the school website under the heading of 'Policies'. Parents' first point of contact should be their child's class teacher, however the Head Teacher has an open door policy and always welcomes parents into school. We offer a mutually convenient appointment if the issue needs further discussion to ensure that concerns are resolved as quickly as possible.

Useful contact details:

Head Teacher: Mrs Sally Dreckmann  
[office@rosegreeninfant.school](mailto:office@rosegreeninfant.school)  
01243 262318

SENCo: Mrs J Gwynn  
[office@rosegreeninfant.school](mailto:office@rosegreeninfant.school)  
01243 262318

Local Authority: [www.westsussex.gov.uk](http://www.westsussex.gov.uk)  
(then click on Education, children and families section)

You can also find a link on our school website under 'Information' which takes you to the West Sussex Local Offer page, providing information regarding all aspects of SEND, for example SENDIAS (Special Education Needs and Disability Advice and Support).

SEND Governor: Mrs Emma Ide  
[office@rosegreeninfant.school](mailto:office@rosegreeninfant.school)  
01243 262318

If you are considering applying for a place at Rose Green Infant School and your child has special education needs and disabilities then the first action is to telephone the school and arrange an initial visit with the Headteacher/SENDCo. We will be happy to meet with you to discuss your child's particular needs. Other services that may help if you are applying for a school place are:

Admissions: [www.westsussex.gov.uk/admissions](http://www.westsussex.gov.uk/admissions)



Parent Partnership: [parent.partnership@westsussex.gov.uk](mailto:parent.partnership@westsussex.gov.uk)  
0845 075 1008

