



SEND Information Report



Welcome to Princethorpe Infant and Nursery's Special Educational Needs information report.

Lindsay Maurer is the SENCO at Princethorpe Infant and Nursery School. Her role is to work alongside children, parents, school staff, school leaders and outside agencies to do everything possible to support children with Special Education Needs and Disabilities (SEND) within school.

Who can I contact about special needs at Princethorpe Infant and Nursery School?

Lindsay Maurer has day to day responsibility for reviewing our SEND policy and arranges specific provision made to support individual pupils with SEND, including those with EHC plans.

Jayne Allen is our Pastoral Manager. She manages all matters regarding children's health and wellbeing in school. There is often an overlap of special needs, requiring the SENCO and Pastoral manager to liaise with both academic and pastoral structures within school.

Sara Sparkes is our HLTA, specialised in Speech and Language Therapy support. She is able to advise both parents and staff on language and communication support and leads language interventions throughout school.

You can speak with any of the above staff regarding your child's specific needs by making an appointment through the school office or by sending an email to:

hmaurer@pin.drbigitemat.org

jallen@pin.drbigitemat.org

ssparkes@pin.drbigitemat.org

What types of SEN do we provide for? What type of provision do we have in place?

We aim to provide *every* child with access to a broad and balanced education. Every effort is made to enable them to learn and grow independently. Pupils with SEND are able to fully access the curriculum by being provided with extra support or additional resources where appropriate and by removing any barriers to learning.

Area of need and what that may look like	Examples of support in our school	How we check it is working
<u>Cognition and Learning</u> Some children may find learning more difficult than others. They may need:	We have support form specialist teachers and outside agencies to support children with learning needs. We are able to arrange for specialist staff to observe and work with children with parental consent. These specialist teachers can offer school advice and support for	We review ITPs regularly and update them as part of our assess, plan, do, review cycle. Teaching staff and the SENCO meet regularly to discuss children's progress and interventions in place.

<p>More time to learn new things and to think about their answers, for information to be repeated or presented in a different way or for learning to be broken down into smaller chunks to aid understanding.</p>	<p>children's next steps in learning.</p> <p>We have teaching assistants who are trained and experienced in implementing interventions such as precision teaching.</p> <p>We have smaller, differentiated focus groups for maths, writing and phonic work.</p> <p>We have in place a variety of interventions that focus on children's individual targets. These include;</p> <ul style="list-style-type: none"> • Precision teaching • Words First • Individualised phonics support • Active learn: Bug club reading program • Additional individual reading • Gap tasks (where misconceptions are addressed within a lesson) <p>We use individual Target plans (ITPs) to set work for children based on their needs.</p>	<p>We use Birmingham's Language and Literacy Continuum to aid staff in monitoring and recording children's progress.</p> <p>We talk to parents, children and agencies regularly to review the progress children are making. (Pupil Progress Meetings)</p>
<p><u>Communication and Interaction</u></p> <p>Some children need help to develop their communication skills and to learn how to interact with others. They may need support with: Speech and Language skills, understanding, coping with changes in routine and unfamiliar topics.</p>	<p>Early Years staff are trained in implementing Welcomm assessments and sessions to small groups of children.</p> <p>Speech and Language interventions implemented by our Speech and Language Therapy Assistant (Sara Sparkes)</p> <p>We use Speech and Language Therapy support services to help children with language needs.</p> <p>We use visuals throughout our setting. Every class has a visual time table and children can access additional visual support if needed.</p> <p>We often pre-teach children new words and information to prepare them for new topics of learning.</p> <p>We work alongside the</p>	<p>We use the Welcomm assessment tool to assess and review children's next steps.</p> <p>Teaching staff, SaLTA and SENCO meet regularly to review provision.</p> <p>The SENCO meets with a Speech and Language Therapist once every term for support, advice and information regarding children who are under Birmingham SaLT services.</p>

	Communication and Autism (CAT) Team to help us support children with communication needs	
<p><u>Sensory and Physical</u></p> <p>Some children may have a disability which means they are unable to access the school curriculum without additional support in place. They may need: Support with vision or hearing, support with mobility, specialist equipment in school and sometimes one to one support from a trained adult.</p>	<p>We are able to hold fine and gross motor groups for children with specific physical needs.</p> <p>Accessibility in school is paramount. We have endeavoured to ensure our school is as safe as possible and have specialised medical and PE equipment for those children who need it.</p> <p>We work closely with the Physical Difficulties and Support Service and sensory support for visual and hearing impairments.</p> <p>The SENCO meets with an Occupational Health Therapist every term to discuss children who may need extra support.</p>	<p>We carry out Risk Assessments and reviews of our children's needs.</p> <p>We ask outside agencies to review our setting with regards to their specialist area.</p> <p>We consider children's needs when moving to new classrooms and settings.</p>
<p><u>Social, Emotional and Mental Health</u></p> <p>Some children find it hard to manage their feelings and behaviour. They may need additional support in: Following rules, understanding feelings, making friends, keeping safe, listening and following instructions.</p>	<p>The SENCO works with Reception children in developing early play skills, including turn taking, sharing, listening and responding appropriately and following simple instructions.</p> <p>We get advice from outside agencies such as Educational Psychology who are trained in working with children who have social, emotional and mental health needs.</p> <p>All staff set high expectations regarding behaviour. We have a behaviour policy in place, which is reviewed regularly by the school leadership team.</p> <p>The CAT team have worked alongside the SENCO to model Nurture sessions for children in our setting.</p> <p>Our Pastoral Manager and SENCO will work with children on a one to one basis if support is needed</p>	<p>All staff in school are responsible for supporting children with their social, emotional and mental health needs. All staff are aware of the safeguarding policy and follow procedures in place closely.</p> <p>Pupil progress meetings include time given to discuss how children are developing in this area.</p> <p>Our behaviour policy is reviewed regularly and staff ensure that procedures for dealing with behaviour issues are followed throughout school.</p> <p>Interventions are reviewed and adapted accordingly in line with children's needs.</p>

	regarding social, emotional and mental health	
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Extra curricular activities

We believe that additional access to fun and stimulating activities play a part in ensuring children receive a broad and balanced curriculum. Throughout the school year we aim to provide all children with opportunity to access extra-curricular activities including, Yoga club, Dance club and sports club. Please note that these activities do change throughout the school year.

What training do staff have in relation to pupils with Special Educational Needs?

All Staff	Specific Training
Team Teach Level 1 AET Autism Training Asthma Awareness Speech and Language awareness Attachment Theory Epilepsy Training Epi-Pen training	Paediatric First Aid Safe moving and handling Speech and Language Therapy Support Precision teaching

How do the school get more specialist help if they need it?

Agency or Service	Who they work with	How school can get in touch with them
EPS – Educational Psychology Service	Children with complex needs	We have an allocated Educational Psychologist whom the SENCO is in regular contact with.
PSS – Pupil and School Support Service	Children who are working below the age related expectation	We have a spaccialst PSS teacher whom the SENCO is in regular contact with. Parental consent will always be required if a PSS teacher is to work with a child.
CAT – Communication and	Children who have social	We have an allocated worker

Autism Team	communication difficulties and children with an Autism diagnosis	who we can make referrals to with parental consent
PDSS – Physical Disability Support Service SSS – Sensory support service	Children with physical difficulties	Pupils are usually referred following a medical diagnosis. Parental consent is needed and school can contact them for advice.
Speech and Language Therapy Support Service	Children who needs additional support with speech, language or communication. Assessment and intervention can be arranged	As well as having a Speech and Language Therapy Assistant in school we have an allocated worker who is available to meet with the SENCO to discuss specific children and their needs, with parental consent.
School Nurse	Children with medical needs and their families	The school arranges visits from the school nurse to provide training for staff and meetings with parents whose children have been referred to this service.
SSS – Sensory Support Service	Children who have a visual or hearing impairment	

How are parents and the pupils themselves with Special Educational Needs involved?

We believe that parents are a child's first teachers and therefore know their child best. Therefore, we work alongside parents of children with SEND to best to support their child's needs.

Our school website offers a great deal of information about our curriculum and the support that is available to our children. In addition to the website we offer our parents;

- Regular consultation days or evenings
- Termly review meetings with the SENCO
- Support including signposting to relevant professionals
- Opportunity to discuss your child's needs or progress at an agreed time with the SENCO

How do we identify and assess pupils with SEN?

We use many methods in school to identify and assess whether a pupil has special educational needs. Some of the ways include;

- Observations
- School based test results
- Information from parents and carers
- Specialised assessments carried out by the SENCO and the school's support services or professionals
- Information from previous schools or settings
- Results from end of key stage assessments

How do we assess and review pupils' progress towards their outcomes?

When children are making less than expected progress we use Birmingham's Language and Literacy Continuums, which can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap
- Progress in all areas of development are considered – for example social skills, lack of confidence or resilience, anger or behaviour issues or mental health issues.

These continuums break progress down into smaller chunks, to enable staff to plan for targeted support.

How do we adapt the curriculum and learning environment?

The child's class teacher is responsible for the progress and development of all the pupils in their class. The teacher will take steps to provide specific learning opportunities to aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. A continuous cycle of planning, teaching and assessing is firmly embedded which takes account of the wide range of abilities, aptitudes and interests of all our children.

If a pupil has been identified as having SEND, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties, through the use of our graduated approach. (See end of document). This will involve liaison with parents, SENCO and outside agencies where necessary.

Pupils with SEND will receive support that is additional to or different from the provision made for other children. Planning and provision takes into account their specific needs to provide appropriate support across the whole of the curriculum, academic, social, emotional and physical. Our aim is that all pupils, whatever their needs, become resilient, capable, motivated and engaged independent learners.

What additional support is available to pupils with SEN?

Additional and/or different support may be in the form of:

- Special equipment and adapted resources
- Smaller groups for literacy and numeracy
- Additional support within the classroom for individual or small groups more frequently than the majority of children
- Targeted individual work for children with support plans
- Outside agency support
- Intervention groups

What steps have we taken to prevent pupils with disabilities from being treated less favourably than other pupils?

Princethorpe Infants and Nursery School seeks to foster a warm, welcoming and respectful culture, which allows us all to question and challenge discrimination and inequality, resolve conflicts peacefully, promote equality and work and learn in a safe environment. We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences do not become barriers to participation, access and learning and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. We therefore cannot achieve equality for all by treating everyone the same. We believe we all have equal rights, but may have different needs. This is achieved by ensuring the well-being of all pupils. These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT; assessment for learning which engages pupils in having a say about their progress and provision; and partnership with parent/carers, other schools and the local community. We recognise and welcome our equality duties as set out in the Equality Act 2010.

What facilities do we provide to help disabled pupils to access the school?

We have a school accessibility plan, which shows how we plan to improve accessibility for special educational needs pupils, and by when these improvements will be made. This plan can be found on our website. It outlines how the school will:

- improve the physical environment
- make improvements in the provision of information
- increase access to the curriculum

We increase access for individual pupils by making 'reasonable adjustments'. These can be simple changes such as making sure that a child with a visual impairment sits nearer the Interactive White Board.

Please talk to us to discuss what we can reasonably do to ensure your child is included in all aspects of school life.

How do we consult parents of pupils with SEN and involve them in their child's education?

The relationship between school and parents is vital. This is especially true of pupils with special educational needs and disabilities. If your child has a special educational need/disability and you are considering our school please make early contact with us to enable a conversation to take place as to whether we are a suitable setting for your child.

Who can young people and parents contact if they have concerns?

If you are a parent or carer of a child at our school who has a child with special educational needs, and you feel there is something not quite right, please contact the SENCO in the first instance at Imaurer@pin.drbignitemat.org

Alternatively, please contact our school office and our staff can get in contact with our SEND Governor; Jill Appleton.

Who are the support services that can help parents and pupils with Special educational needs?

Name of support service	How they can support parents and children	How you can contact them
Autism West Midlands	Support and advice	0121 450 7582 www.autismwestmidlands.org.uk
SENDIASS	impartial advice from the Local Authority regarding your child's special educational needs	0121 303 5004 sendiass@birmingham.gov.uk
Forward Thinking Birmingham	A range of services focused on children and young adults 0-25	0300 300 0099
SEND Parent Link Contact Line	Advice and support for families to help with your child's needs	0121 303 8461
Speech and	Advice and support regarding your	0121 466 6231

Language support	child's speech and language needs	
Occupational Health	Advice and support regarding motor, cognitive, sensory processing, communication, and play skills.	0121 683 2325

How do we support pupils with special educational needs through transition?

When a child with special Educational Needs begins at Princethorpe Infants and Nursery School we meet with parent/carers to talk about the child's needs and arrange a visit to school for the child prior to their start date.

In the Summer Term when children in Year 2 are preparing to transition to the Junior School we make every effort to ensure this transition is as smooth as possible. It can be a daunting time so we ensure The Year 2, Year 3 staff and SENCOs meet to discuss individual children's needs and information. The children will have opportunity to visit their new class and spend time with their new teacher. Staff will talk to families about how they can support at home too.

How can parents find the Birmingham Local offer?

The website below has up to date information about a range of services provided for children with Special Educational Needs and Disabilities.

Birmingham Local Authority's Local Offer: <https://www.birmingham.gov.uk/localoffer>

