



MANOR INFANT SCHOOL AND NURSERY

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CHAIR OF GOVERNORS & HEADTEACHER TO COMPLETE	<i>Chair of CoS</i> <i>To Gale</i>
Review Approved (signature):	
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SEN(D) INFORMATION REPORT

'Valued as Individuals, Inspired as Learners'

Our mission statement is: 'Valued as Individuals, Inspired as Learners'

At Manor Infant school and nursery, which are mainstream settings, we ensure that the children are at the heart of everything we do. We aim to;

- Provide an outstanding education for all our children
- Ensure all children have an excellent understanding of the key skills in English and maths
- Have a highly developed social, moral, spiritual and cultural awareness
- Encourage our children to have high aspirations for themselves and to develop a love for learning.

Information Report for parents who think their child may need extra or special help in school.

This report has been co-produced by a small group of parents who have children with SEND and who currently attend Manor Infant school and Nursery. Mrs Turner the Inclusion leader has worked closely with the parents to redraft the report to make it more parent friendly and also to produce a web site version which included sounds and videos so that the report can be accessed regardless of the literacy skills of the parents looking at it. An initial forum was held to share ideas and the governor responsible for SEND joined the group for this.

The Local Authority local offer is available here

<http://www.portsmouthlocaloffer.org/>

Questions parents might ask:

I am worried my child is struggling to adjust to school/nursery life...

My son has poor eyesight and needs additional visual aids in class.....

My daughter is falling behind other children in Maths and English....

My son finds it hard to sit still and concentrate...

My child finds it hard to get on with other children....

My child finds it difficult to remember and follow instructions...



Don't worry! We understand that all children are individuals and have different needs and requirements. We try our best at Manor Infant school and nursery to make sure all children are supported because it is important to us that all children reach their true potential. There are a number of issues parents and carers may be concerned about when their child goes to school. Sometimes a child may need on-going support and at other times they may just need a short term intervention. It is possible that a child who has the difficulties suggested above may have SEND (Special Educational Needs or Disability).

1. What is SEND ?

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2. How does the school/nursery know if my child needs extra

4. How will Manor Infant and Nursery School support

5. How do I know if the support is having an impact?

3. What should I do if I think my child has special or additional needs?



6. What training have the staff supporting children with SEND had?

8. How will the school/nursery prepare and support my child to join the school and transfer to a new one?

9. What support will there be available for my child's overall wellbeing?

11. How accessible is the school?

7. What specialist services and expertise are available or accessed by the school/nursery?

10. How are the parents involved in the school/nursery? How can I be involved?

12. Who can I contact for information?

15. How will my child contribute their view?

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

16. How will my child be included in activities outside the school classroom or nursery including school trips?

1. What is SEND?

SEND stands for Special Educational needs or Disabilities and it is a term used in schools to describe the support given to children who have

- a significant or greater difficulty in learning than the majority of others at the same age.
- or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Children who receive SEND support are placed on a register so that their progress can be closely monitored by Mrs Turner the Inclusion leader. Some children will receive SEN support throughout their education and others may only need it just for a period of time.

The SEND code of practice, which Mrs Turner uses to guide what she does in Manor Infant School and Nursery, talks about SEND in 4 categories and these are shown below.

Cognition and learning:



Does your child find it difficult to learn or remember new ideas?

Sensory and physical



Does your child have physical or sensory difficulties?

Social, mental and emotional health



Does your child need extra support to behave, follow rules and be happy?

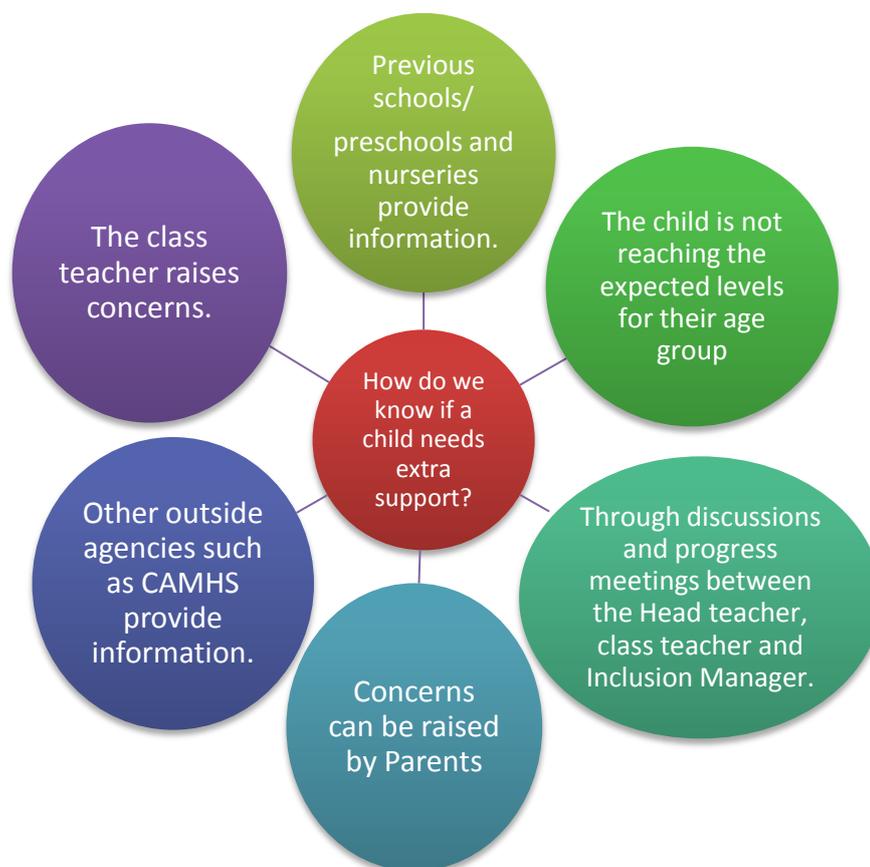
Communication and interaction.



Does your child need extra support with speaking and listening or understanding social rules?

2. How does the school know if my child needs extra help?

There are a number of different ways a child may be identified as needing extra help:



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

If you think your child needs extra help you should first discuss it with the class teacher/nursery key worker. You could also ask to meet with Mrs Turner the Inclusion leader.

4. How will Manor Infant and Nursery School Support my child?

The class teacher will assess, plan and work with each child with additional needs in their class to ensure that progress in every area is made. Our Inclusion leader Mrs Turner will oversee the provision and progress of each child. There may be a Teaching Assistant working with your child either individually or as part of a group to support their learning. Each child with an EHC Plan or those with complex needs they will have a learning passport. The learning passport will be co-produced with the child and their parents and it will outline the targets the child is working on and the support in place to help. Areas that parents can help with will be identified as part of this process.

5. How do I know if the support is having an impact?

Regular progress meetings will track that your child is making progress academically against national/age expected levels and check whether any gap is narrowing – they are catching up to their peers or expected age levels. Intervention programmes will be evaluated to ensure that they are being effective; if little or no progress has been made, alternative interventions may be provided after discussions with all involved. Parents will be informed of their child's progress at Parents Evenings or more frequent review meetings. Children may be removed from the SEND register when they have reached age expected levels. Case studies, for children with more complex needs, will be regularly updated. These case studies describe the progress a child has made in all areas of the curriculum as well as socially and emotionally.

6. What training have the staff working with children with SEND had?

We have:

- One Learning Mentor who is trained to meet the behavioural, social and emotional needs of our children and is fully trained as an ELSA.
- One teaching assistant who is fully trained as ELSA (Emotional Literacy Support Assistant)
- 2 nurture group workers who work to support children with their social and communication needs.
- Teaching assistants have training in delivering reading and spelling/phonics programmes, reading interventions and Precision teaching.
- Staff will be in close liaison with medical professionals regarding any pupil who requires specialist support.
- Staff have received epipen, asthma and first aid training.
- Early Years Assistants are trained in a speech and language narrative programme.
- Three Teaching Assistants have completed the Every Child a Talker Programme and they work with children as a talking partner to improve their speaking and listening skills.

7. What specialist services and expertise are available or accessed by the school?

Our Inclusion Manager is a qualified teacher who is SENCO accredited. As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: -

- Multi Agency Behaviour Support Service for additional behavioural support.
- Child and Adolescent Mental Health Services. For support with bereavement, access to assessment for Autism or ADHD and for specific therapy services.

- School Nurses for advice on physical wellbeing and training and support for children with specific health needs.
- Educational Psychology for advice about specific barriers to learning that children may have.
- Speech and Language Therapy for specific programmes and advice to help children improve their communication.
- Social services for advice and support for families experiencing difficulties.

8. How will the school prepare and support my child to join the school and transfer to a new one?

When a child joins the school in the nursery or Year R there is a rigorous transition process in place. The child is visited at their nursery setting and the class teacher speaks to the key worker about each child. Parents and children are invited into school for an open evening and then an open morning where children are with their own class teacher and the other children who will be in their class. Before the child starts school the class Teacher and Teaching Assistant do a home visit to find out as much information as possible about the child and their family.

When a child joins in Year 1 or 2 there is an assessment process in place and this includes a home visit so that parents have a chance to speak to school staff in their own environment.

When children are ready to move to junior school there is a transition process in place. If a child is on the SEND register Mrs Turner contacts the member of staff responsible for Inclusion in the new school and a personalised transition programme is written to meet the child's needs.

9. What support will there be available for my child's overall wellbeing?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our children. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the Inclusion Manager for advice and guidance. This may involve working alongside outside agencies such as Health and Social Services, and/or the Multi-Agency Behaviour Support Service.

The school has a nurture room (Rockpool) where if needed children are given support in a small group to work on targets to improve their social and emotional wellbeing.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is required to ensure a child's good health (i.e.) medicine for life threatening conditions such as

asthma and diabetes. All staff will provide up to date provision maps to be shared with any adult who will be teaching the class in the class teacher's absence. (**see attendance policy, behaviour policy and medicines policy**).

10. How are the parents involved in the school? How can I be involved?

There are lots of ways that parents can be involved including:

- Helping Hands (The parents and teachers association)
- Family learning workshops.
- Parent and child/ren workshops
- Parent evenings
- Parent Governor

In addition to these, if your child has complex needs, you will be asked to work with the class teacher to write a learning passport for your child which shows the support they will get and the small steps they need to work on to meet their next target.

11. How accessible is the school?

The majority of the school and nursery facilities are on the ground floor. There is wheelchair access into each of the classroom areas from outside. Where needed the children's toilets are adapted to meet the specific needs of a child and there is a disabled toilet that can be used by children and adults.

12. Who can I contact for information?



Mrs Pauline Turner – Inclusion
Manager/Assistant Head Teacher.

Our Inclusion leader works closely with all staff to ensure that children with SEND are provided with what they need. She is responsible for;

- The management of interventions and provision for pupils with additional needs.
- Supporting staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.
- Monitoring the impact and effectiveness of interventions to ensure quality provision that improves the learning of children.

- Engaging and working with outside agencies, such as Speech and language therapy (SALT), Multi Agency Behavioural Support service (MABSs) and Child and Adolescent Mental Health service (CAMHs).

To contact Mrs Turner please phone the school on 02392 820548.

Our Pastoral Team is made up of our Emotional Literacy Support Assistant s (ELSA), Family Support Worker and Nurture Group Leaders.



Mrs Austin. Nurture Group and ELSA.



Mrs Cartwright. Nurture Group and ELSA.



Mrs Janet Stewart. ELSA and Family Support Worker.



Mrs Andi Hazledon – English Leader and ECAR Teacher

Mrs Hazledon provides intensive interventions to children with a specific or significant need in either English or Maths. She supports our trained Teaching Assistants to run the high impact intervention 'Accelerated reading'.

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

The class teacher will meet with parents regularly to discuss your child's needs, support and progress. For further information the Inclusion Leader/ELSA/nurture staff are available to discuss support in more detail or may arrange for a review meeting to be held. You are welcome any time to make an appointment to meet with either the class teacher or Inclusion leader and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. If your child has complex SEND they may have an Education, Health & Social Care Plan (EHC Plan), which means that a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written annually. If your child attends the nurture group, 'The Rockpool', you will receive a termly report on their progress.

14. How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to learn at their level. Typically this will mean that every lesson will be individually differentiated or tailored to meet each child's needs including their learning styles. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

15. How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Young MP's, which has an open forum for any issues or viewpoints to be raised. Children discuss and set their targets with their class teacher in Pupil Conferencing sessions. If your child has an EHC Plan, their views will be sought before any review meetings. The 'This is me' form is completed with children and included in EHC applications, referrals to other agencies and annual reviews.

16. How will my child be included in activities outside the school classroom including school trips?

If a child needs additional support at playtimes or lunchtimes this will be included in their support plan and parents will be informed. When a school trip is organised a risk assessment is completed and the needs of children who require extra support is included in this.

If there are felt to be safety issue for either the child or others attending the trip, parents may be asked to support on the school visit and where possible, provide any equipment required.

17. How do I make a complaint?

You may want to speak to the Inclusion leader. Following this, there is a policy for making complaints at Manor Infant school and Nursery.

GLOSSARY

Inclusion Manager – Special Educational Needs Co-ordinator within the school

MABS – Multi-Agency Behaviour Support

CAMHS – Child Adolescent Mental Health Unit

ELSA – Emotional Literacy Support Assistant

ECAR – Every Child A Reader.