

SEN INFORMATION REPORT FOR NATHANIEL NEWTON INFANT SCHOOL

Meet the team . . .

Head Teacher – Mrs Forshew
Deputy Headteacher and SENDO - Mrs Taroni
Learning Mentor - Miss Telford
SEND Governor – Mrs S Saje

A school's provision for SEND is defined as support which is additional to or different from that which is available to all children. This document is intended to give you information regarding the ways in which we ensure that children with SEND are educated, in an inclusive environment alongside their peers to enable each pupil to reach his or her full potential. It may not list every skill, resource and strategy we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

From September 2014 a new Special Educational Needs Code of Practice was introduced and saw changes to the law for children and young people with SEND. Statements of Special Educational Needs will be replaced with an Education and Health Care Plan (EHC) for those children and young people with complex needs. For children with less complex needs, but who still require support, this will be catered for in school and they will be placed on the SEND register. Any child on the SEND register is seen as having additional needs and can be for one, or more of the following reasons:

- **Communication and Interaction difficulties (such as Speech and Language difficulties and Autistic Spectrum Disorders)**
- **Cognition and Learning (such as specific literacy/numeracy difficulties)**
- **Social, Mental and Emotional Health (such as ADHD, ASD, Trauma or attachment needs)**
- **Sensory and/or Physical (such as visual or hearing impairment and children with medical needs)**

At Nathaniel Newton Infant School we strive for inclusion for all children and support pupils with a range of special educational, with varying degrees of complexity. These needs can impact the child's capacity to learn.

As a school we ensure we have the following:

- ***Honest and open communication***
- ***Appropriate and effective teaching and learning***
- ***A Partnership Approach***

Open and honest Communication

At Nathaniel Newton Infant School your child comes first and is at the centre of everything we do.

Everyone within a school has different roles to play from the Head teacher to the SenCo to the caretaker, but when it comes to ensuring that your children is receiving the best education they can, it is a shared vision and at Nathaniel Newton everyone's responsibility!

The Senco Mrs Taroni, will make sure that all necessary school staff are aware of your child's needs and worries and any support that needs to be in place.

At Nathaniel Newton we work with a lot of external agencies to help identify specific needs and support your children. These are:

- Early Intervention Support (EIS)
- Educational Psychology service (EP)
- Integrated Disability Services (I.D.S)
- Educational Social Worker (ESW)
- Social services
- School Nurse/ Compass
- Speech and Language Therapy service
- Clinical Psychology
- Physiotherapy
- Occupational Therapy
- Early help
- RISE/CAMHS (Child and Adolescent Mental Health Services)

These services regularly come into school to assess, offer support and advice. If your child requires support from these services, school will always consult you and get written permission.

We also have a Learning Mentor, Miss Telford based in school, who offers support for parents and children and has a lot of involvement with children with emotional and social needs.

Learning Passports

If your child has been identified with extra additional needs (related to work, emotional or social needs) then an INDIVIDUAL LEARNING PASSPORT – will be written. This will be shared and agreed upon with you and your child. The learning passport identifies how your child should be helped in order to succeed and make progress.

Staff keep copies of these in their classrooms. Learning passports are reviewed on a regular basis with you and your child.

If your child has a Learning Passport this does not mean they will forever. Sometimes once a child has received some targeted support for an identified need they catch up with the national expectations for their age and therefore no longer need a learning passport or additional support.

Being listened to

Your child's progress is reviewed regularly and you will be invited into school to discuss the outcomes of their interventions and support. Together we discuss what has gone well and what might still need to be worked on. You are asked to give your views and your child's views will also be listened to.



My son is getting lots of support and is making steady progress.

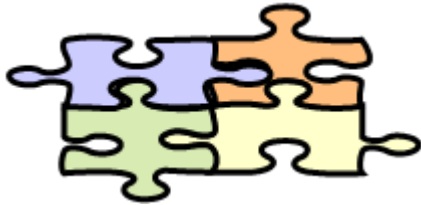
I love going to my group. I learn what I find hard in an easier but fun way!

If an outside agency has been involved with your child then they will also attend the review.

Open door policy

Your child's progress will be discussed with you at parents evenings throughout the year. However we operate an open door policy and you can make an appointment to speak to your child's teacher or the SenCo at any point during the year.

Getting the whole picture



We complete a Learning passport on every child with additional needs. This helps anyone working with your child to gain a clearer picture as it displays information about your child's strengths, interests, likes and dislikes as well as support and strategies to help them thrive.

If your child has a learning passport and you move your child to another school, or they transfer to junior school, the SenCo's at both schools will meet and make sure that information is shared.

Appropriate and effective teaching and learning.

At Nathaniel Newton we...

- Train staff to support the needs of your child.
- Ensure that good quality teaching is happening and that extra support is given if your child needs it.
- Ensure that work is pitched at the right level for your child.

- Ensure all children (and parents) with additional needs are fully included in all school activities.

All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs

At Nathaniel Newton we set aside 5 training days a year and hold a weekly staff meeting. These are used to ensure staff have up-to-date knowledge to teach children of all abilities in every area of the curriculum. Sometimes these staff training sessions are run by specialists around a specific need. If more specific training is required for key members of staff to help support individual children within their class then staff also attend training course held elsewhere, or are giving additional support by the SenCo or outside agencies used by the school, in order to enhance their own professional development.

Mrs Taroni and Miss Telford are in regular communication with the staff, giving advice about teaching approaches and resources and ensuring that children with additional needs are being supported correctly.

Training

Our team have received some specialist training

- | | |
|---------------------------------|--|
| • Autism awareness training | All Staff |
| • Autism training –Level 1 | Mrs Taroni |
| • Autism training – level 2 | Mrs Taroni |
| • Autism training – Level 3 | Mrs Taroni |
| • Asthma training | ALL Staff |
| • Team Teach | ALL Staff |
| • Dealing with Anxiety disorder | ALL Staff |
| • Attachment training | ALL staff |
| • Foetal Alcohol Syndrome | Mrs Taroni |
| • Cognitive behavioural Therapy | Mrs Taroni |
| • Deaf awareness training | All staff |
| • Welcomm training | Mrs Doherty, Mrs Reynolds, Mrs Martin,
Mrs Arnold, Mrs Stringer, Mrs Taroni |
| • Epi pen/ medical awareness | All staff |
| • ADHD awareness | Mrs Taroni |
| • Mental Health level 2 | Mrs Taroni, Mrs Forshew, Mrs Lach, Mrs Martin,
Miss Telford, Mrs Bagshaw, Miss Hawkins |
| • Colourful Semantics | Mrs Taroni, Miss Bilic, Mrs Anderson |
| • Understanding Autism Level 2 | Mrs Doherty, Miss Doherty, Mrs Miners
Mrs Barnes, Mrs Reynolds, Mrs
Arnold, Mrs Porter, Miss Bagshaw |


- Learning Language in the Early Years Mrs Doherty, Mrs Hancox
- Trauma and Attachment All staff
- Understanding Vocabulary All staff
- SECRETS Training Mrs Taroni, Mrs Hughes
- Thrive – Lead practitioner Miss Telford
- Thrive All staff

We offer support in many ways. Firstly through quality first teaching, differentiated tasks and resources, Small group interventions, 1-1 support and Nurture groups and support from the learning mentor. The type of support depends very much upon the child's needs.

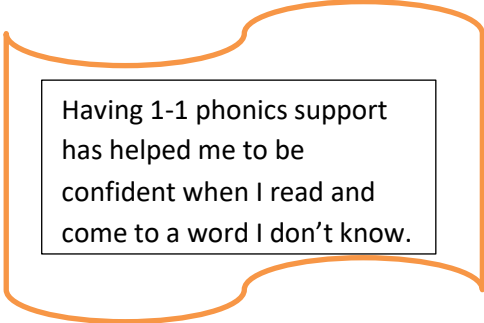
INTERVENTIONS CURRENTLY IN SCHOOL

Welcomm groups
 OT input
 Fine motor skills (Using the NHS foundation skills programme)
 1-1 phonics
 Small group phonics
 Speech and Language
 Sensory diets/ sensory support
 Breakthrough writing support
 Nurture
 Anger management
 Feelings and emotion support (zones of regulation)

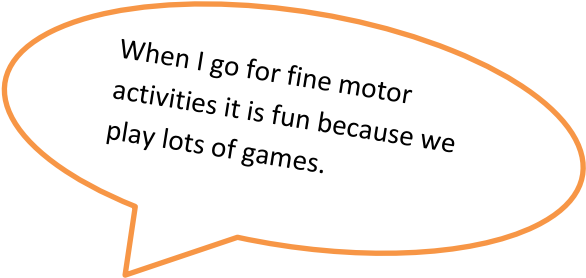
Here are some comments made by the children who take part in interventions ...



Mrs Miners helps me with my speech and we have fun.



Having 1-1 phonics support has helped me to be confident when I read and come to a word I don't know.



When I go for fine motor activities it is fun because we play lots of games.

A range of resources

A range of resources are available to support learning for children working at different levels with in classroom.

- Quality first teaching with appropriate differentiation and challenge
- Extra adults where appropriate
- Personalised provision through interventions and resources
- Our reading books are book banded so that they are at the right level for your child.
- Read Write Inc books are phonetically decoded and match exactly the level your child is reading at.
- We have a range of ICT equipment, including cameras, recording equipment and Apps to enable your child to record their work in a variety of ways.



- Reading materials are enlarged for children with sight impairments.
- Resources like, sloping boards to aid writing, weighted lap blankets, quiet working stations and sensory tents and sensory boxes are also available.
- Our working walls have examples of work to support children's independent learning.
- Visual timetables are in every classroom – so that children who have difficulty with change are prepared.



- Positions of tables and chairs are always considered for children to get the most from their learning.
- We encourage an environment which is rich in talk – through talking partners, paired work, small group work and class discussion and debates.

The school also has:

- An in-school nurture provision, run by the Learning Mentor and two trained teaching assistants. This follows the Nurture Principles and is run on a termly basis.
- Lunchtime and playtime support through planned positive play activities and groups (cooperative play) – run by Mrs Miners our play leader.
- Super Buddies who help to look after our Reception children at lunchtimes.
- Access to the Log Cabin is available for those who are seeking a quiet time e.g reading or board games.

Identifying and Tracking

At Nathaniel Newton we identify the children through a selection of things – class observations advice from external support, the child's view, their books and of course their progress. The SenCo, Teachers and Teaching Assistants work very closely.

We use a range of strategies to monitor the progress of children with additional needs to ensure that good teaching and progress is happening. We do this through:

- Tracking your child's progress and holding teachers to account
- Holding termly pupil progress meetings with the Head teacher, SenCo and teacher regarding the impact of interventions and progress of key groups of children.
- Classroom observations and learning walks, including monitoring the learning environment for the children.
- Detailed book scrutinies – to see if the children's work is pitched at the right level.
- All our additional provision such as 1-1 phonics, Welcomm intervention, fine motor skills etc are progress based and have clear entry and exit criteria so through this we can accurately measure the progress made.

The effectiveness of all the provision are reviewed termly and adaptations to provision is then made in light of the findings.

Full Inclusion at Nathaniel Newton

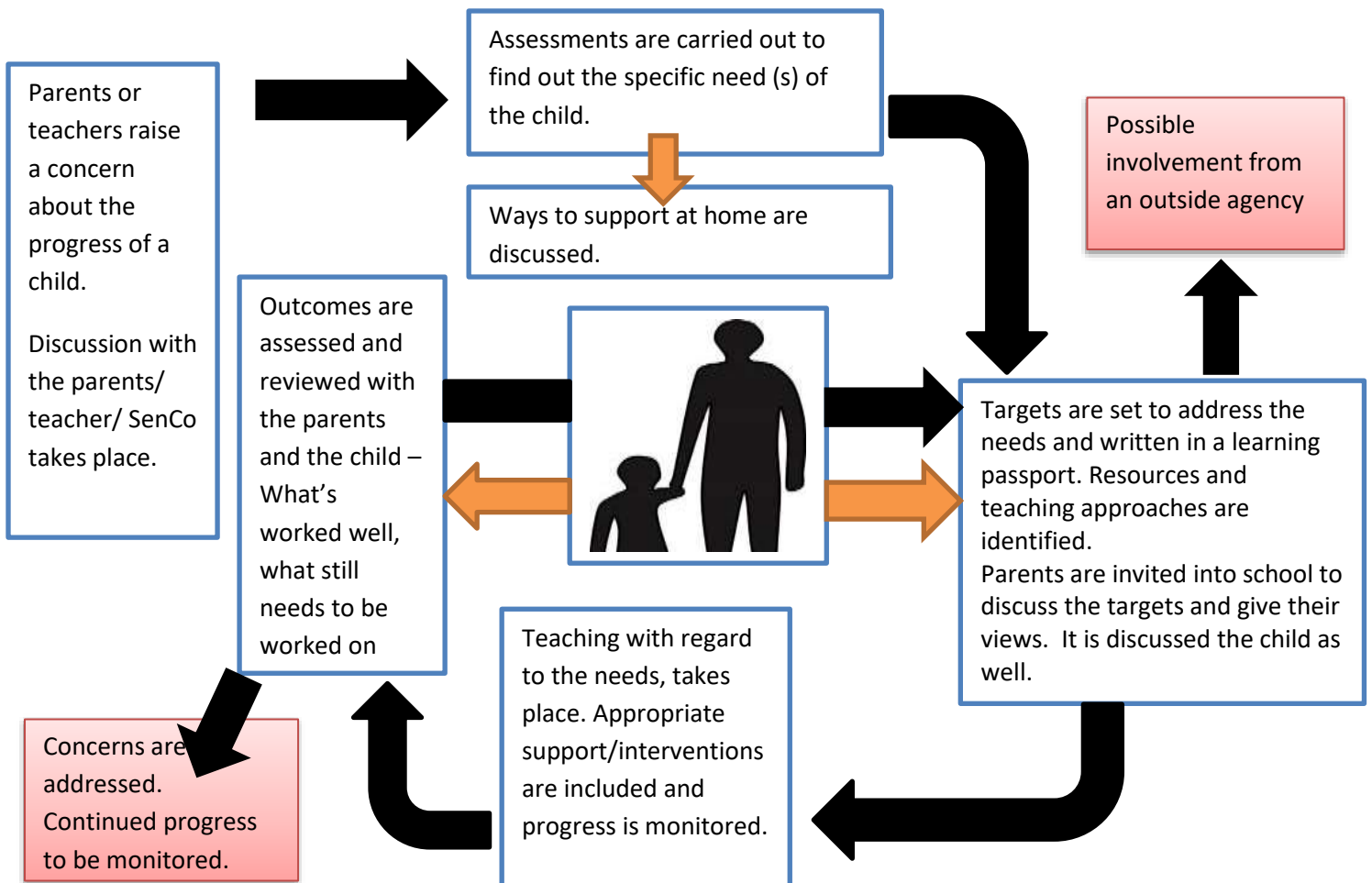
The school ensures that children with additional needs are able to take part fully in school trips, events and after school clubs. Our risk assessments that are carried out for any practical or off site visit are inclusive of SEND children. Parents are consulted regarding specific needs, including medical needs, so that all children have a safe and enjoyable experience.

All children participate in their class assemblies and other performances, Christmas concerts and end of year 2 concert. They also get the opportunity to participate in and develop their P.E skills, led by a trained coach.

A Partnership Approach

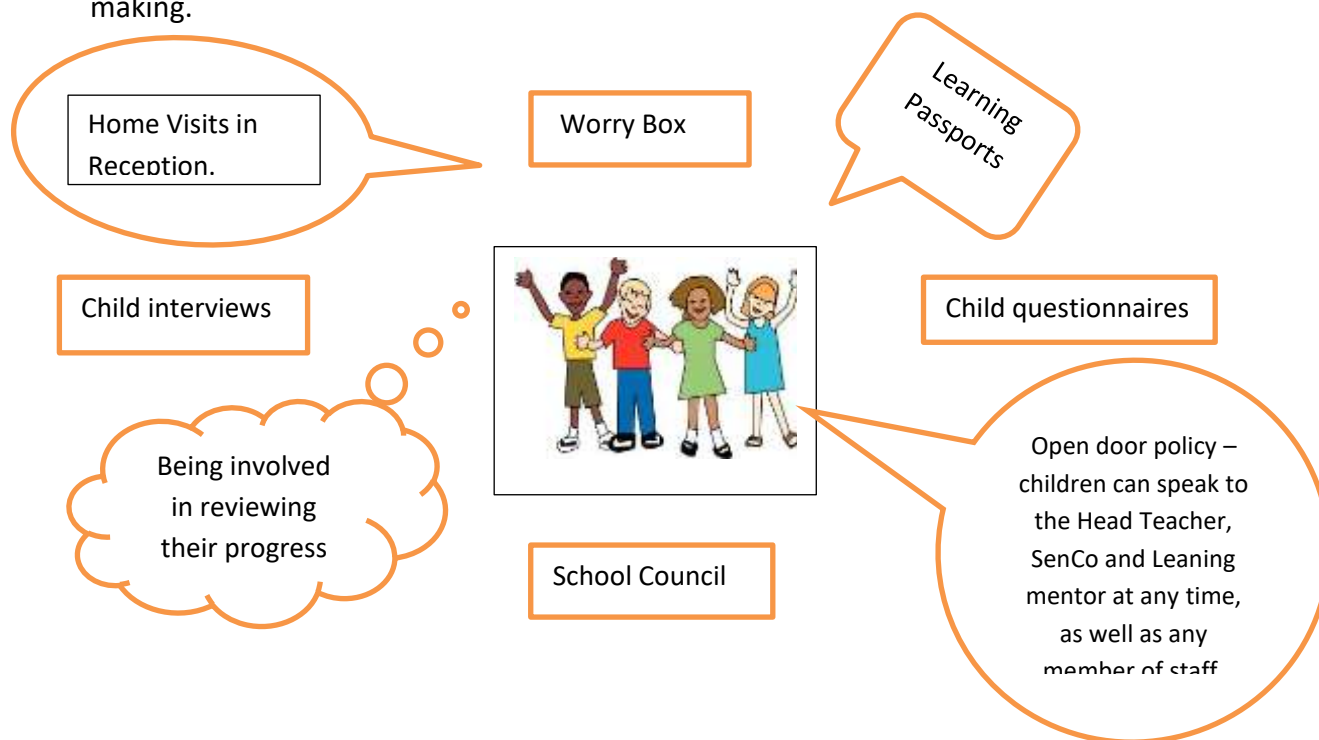
PARENTS

At every step of the way we will work with you in order to identify the needs of your child and put into place the correct support, including family support if you need this.



Children

At Nathaniel Newton we try to involve your child in all decisions about their learning. Here are the things we do to make sure your child is listened to and involved in the decision making.



Governing Body

The Governing Body has a duty to ensure that the school adheres to the new CODE OF PRACTICE under the CHILDREN AND FAMILIES ACT 2014. This means that the school governors hold the head teacher, Mrs Forshew to account who then holds the SenCo, Mrs Taroni to account.

The Governing body appoints a governor who is specifically responsible for special educational needs to ensure that the school and the SenCo carry out their duties. This Governor is Mrs Saje.

One of the key responsibilities of the governing body is to make sure that the School's policy for children with disability and special educational needs is available on the school web site. They ensure that the policy and the information in the policy is up-to-date and in line with government policy and the Code of Practice.

The governing body, along with all staff has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who are SEND

Permission

Mrs Taroni, the SenCo, ensures that other appropriate agencies are involved in meeting the needs of children with additional special needs and Disabilities. When another qualified professional from an outside agency works with your child, you will always be asked to give permission first, before the member of the outside agency is introduced to your child. When they work with your child the discussion and content of any meeting is confidential and only shared with the SenCo, parents and key staff if appropriate. Outside agencies will not give feedback to parents every time they work with a child, but they always attend reviews and give parents an overview of the work that has taken place. Please speak to Mrs Taroni if you require any further information on this.

We are happy to give you contact details for organisations who can give advice and support for you and your child. Please speak to Mrs Taroni, SenCo or Miss Telford , Learning mentor if you need any contact details.

USEFUL CONTACT INFORMATION

WARWICKSHIRE'S LOCAL OFFER

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information.

<https://www.warwickshire.gov.uk/send>

SENDIAS

Warwickshire SENDIAS (Special Education Needs Information Advice and Support Service) is a free confidential and impartial service for parents and carers

<https://www.kids.org.uk/warwickshire-sendias-front-page>

CAMHS (Child and Adult Mental Health Service)

useful information and resources for parents with concerns about their children's mental health

<https://www.covwarkpt.nhs.uk/service-detail/health-service/child-and-adolescent-mental-health-camhs-13/>

COVENTRY AND WARWICKSHIRE MIND

Local branch of Mind; a mental health charity for England and Wales

<https://www.cwmind.org.uk>

AUTISM WEST MIDLANDS

Local support for children and families affected by Autistic spectrum conditions

<http://www.autismwestmidlands.org.uk/>