



Special Educational Needs Information

*At St Nicholas Infant's School we strive to support **all** children to enable them to achieve at school.*

In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets.

All teachers at St Nicholas Infant's School are teachers of children with special needs; in addition we have the following staff with specific responsibilities for children with SEND.

Mrs Fitton - SENCo

Mrs Beaver - Specialist Support teacher

Mrs Walkinshaw – Speech & Language Support Assistant

Roles & Responsibilities of Mrs Fitton (SENCo)

As SENCo I am responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN.

I also liaise with staff to monitor the pupil's progress and plan further interventions where progress is slower than expected.

I regularly have contact with a wide range of external agencies that are able to give more specialised advice.

Other SENCo responsibilities can be seen in the Special Educational Needs Code of Practice [\(click here for the link to the Code of Practice\)](#)

If you have any concerns regarding SEN matters do not hesitate to contact me.

If a pupil is not progressing as expected we may carry out a range of assessments in order to identify any potential problems.

These may include:

The British Picture Vocabulary Scale (BPVS)

To look at the child's internal language – the words they know & understand. We use this test if we are concerned about a child's comprehension skills. Also used as part of a package of tests if there have been concerns about a child's lack of progress or a parent has raised a concern.

Speechlink

This is used to assess a child if there is a concern raised regarding their speech sounds in their spoken language.

Language Link

This is used to assess understanding of language (receptive).

Wide Range Ability Test (WRAT)

Used to check basic reading and spelling ability

Wide Range Intelligence Test (WRIT)

Used to measure verbal and non-verbal intelligence

If we identify an area of need additional to what is already in place in class, Mrs Fitton will then devise a programme of study to support the pupil. In addition Mrs Fitton teaches pupils in small groups or in a 1-1 situation if it is deemed appropriate.

There are many SEN terms that are abbreviated

Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education Health and Care Plan
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs & Disability
SENCO	Special Educational Needs Co-ordinator
SEMH	Social Emotional and Mental Health
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Current SEN Updates

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- *the performance tables which show the performance of disadvantaged pupils compared with their peers.*
- *the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.*

Children and Families Bill 2013

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;

- requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as *a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.*

What will it do?

- The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.
- There are 14 questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

Below are St Nicholas Infants School's responses to these questions.

1. How does St Nicholas Infants School know if children need extra help?

We know when pupils need help if:

- ❖ *concerns are raised by parents/carers, teachers or the pupil's previous school*
- ❖ *there is lack of progress or progress is slow despite quality first teaching*
- ❖ *poor test scores*
- ❖ *there is a change in the pupil's behaviour*
- ❖ *a pupil asks for help*

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

- ❖ *If you have concerns then contact your child's teacher or Mrs Fitton the SENCo.*

2. How will I know how St Nicholas Infants School supports my child?

- ❖ *Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.*
- ❖ *If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.*

These interventions will be recorded on the schools provision maps (this is a record of the interventions, timings, cost and impact of the intervention), and on your child's IEP (Individual Education Plans) which will be sent home in September, January and April. If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENCo.

- ❖ *Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Head teacher and SENCo to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.*
- ❖ *Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.*
- ❖ *The Governors of St Nicholas Infants School are responsible for entrusting a named person, Mrs Griffin to monitor Safeguarding and Child protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.*

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

- ❖ *When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.*
- ❖ *TA's (Teaching Assistants) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.*
- ❖ *If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.*

4. How will I know how my child is doing?

- ❖ *You will be able to discuss your child's progress at Parents Evenings.*
- ❖ *Your child's class teacher will be at the front of school at the beginning and the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office.*
- ❖ *Every pupil is given a contact book in which messages can be exchanged between adults working with your child in school and yourself.*
- ❖ *IEPs are sent home in September, January and April. Targets are set by the class teacher and SENCo. Parents/carers are encouraged to contribute their input to be included on the IEP and suggestions are included on the IEP for ways to support your child.*

How will you help me to support my child's learning?

- ❖ *The class teacher may suggest ways of supporting your child's learning through conversations and messages in their contact book or at parents' evenings.*
- ❖ *Mrs Fitton, the SENCo may meet with you to discuss how to support your child. This would normally follow on from discussions with the class teacher or assessments.*
- ❖ *If outside agencies or the Educational Psychologist have been involved suggestions and programmes of study are normally provided that can be used at home.*
- ❖ *Parent/carer workshops and coffee mornings are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchanged*

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

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties.

These include:

- ❖ *Members of staff such as the class teacher, teaching assistant and the SENCo are readily available for pupils who wish to discuss issues and concerns. Where appropriate play therapy sessions are available.*
- ❖ *1:1 mentoring is available for children that have been identified as needing this. Mentoring maybe through school staff or our dog mentor.*
- ❖ *Pupils who find lunchtimes a struggle may access a lunchtime nurture session. We may offer lunchtime clubs for children to join.*

Pupils with medical needs

- ❖ *If a pupil has a medical need then a detailed Care Plan is compiled by Mrs Fitton in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.*
- ❖ *Key staff receive annual EpiPen training.*
- ❖ *Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medi-Careplan is in place to ensure the safety of both child and staff member.*

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- *Autism Outreach Team*
- *Behaviour Support Service*
- *Child Protection Advisors*
- *Educational Psychologist*
- *CAST (Child & Adolescent Support Team)*
- *CAMHS (Child & Adolescent Mental Health Service)*
- *AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)*
- *PASS (Physical & Sensory Service) to support pupils with hearing/visual Impairment*
- *Inclusion Team*
- *Social Services*
- *Children's Therapy Team (Speech & Language/Occupational Therapy)*
- *MAGIC (Medway Autism Group & Information Centre)*
- *Medway Hospital (Paediatricians)*
- *School Nurse*

An Educational Psychologist is allocated to each school. He/she would normally only work directly with pupils who needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them.

This involvement is generally planned at the ISR (In School Review). These are meetings held three times a year between school staff and where appropriate, other professionals. The aim of an ISR is to gain an understanding of and try to resolve a pupil's difficulties

In order to help understand the pupil's educational needs better, the psychologist will generally meet with the parent and give feedback after the assessment has been completed. He/she will offer advice to the school and parent/carers on how to best support the pupil in order to take their learning forward.

7. What training are the staff supporting children and young people with SEND had or are having?

All staff have received some training related to SEND.

These have included sessions on:

- ❖ *How to support pupils with dyslexic tendencies.*
- ❖ *How to support pupils on the autistic spectrum.*
- ❖ *How to support pupils with emotional needs.*

- ❖ *All of the teachers and teaching assistants have had training in Language for Learning to ensure that all children have access to quality first teaching to support their access to the curriculum.*
Mrs Walkinshaw, Mrs Norman, Mrs Bruford and Mrs Fitton have achieved the Language for Learning Award. Additionally, Mrs Walkinshaw has had training on speech sound production and has had training alongside our visiting school speech therapist.

Mrs Stephenson and Miss Dean have had training from the Occupational Therapists and deliver Balance Education and Movement (BEAM) and 'Clever fingers' programmes to support pupils with fine or gross motor problems.

8. How will my child be included in activities outside the classroom including school trips?
Activities and school trips are available to all.

- ❖ *Risk assessments are carried out and procedures are put in place to enable all children to participate.*
- ❖ *If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.*

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ❖ *ramps into school to make the building accessible to all.*
- ❖ *wide doors in some parts of the building.*
- ❖ *We are actively planning further improvements to make the school more accessible and have an up to date Accessibility Plan. Improved accessibility is one of the priorities in our development plan.*

10. How will the school prepare and support my child when joining St Nicholas Infants School or transferring to a new school?

St Nicholas Infants School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- ❖ *Meeting your child and the staff at their pre-schools.*
- ❖ *Mrs Fitton where appropriate attends the pre-school visits.*
- ❖ *Year 2 pupils attend a Transition Days where they spend the time in their new school and with their new class teacher.*
- ❖ *Additional visits are also arranged for pupils who need extra time in their new school.*
- ❖ *Mrs Fitton is always willing to meet parents/carers prior to their child joining the school.*
- ❖ *Mrs Fitton meets the SENCos from the pre-schools, junior or primary schools to share information regarding SEN pupils.*

- ❖ *Where a pupil may have more specialised needs, a separate meeting is arranged with Mrs Fitton, the new school SENCo, the parents/carers and where appropriate the pupil.*

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

- ❖ *The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.*
- ❖ *The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.*
- ❖ *Individual Pupil Premium payments are used to support that pupil's learning.*

12. How is the decision made about how much support my child will receive?

- ❖ *When the children join the school support is allocated on the information provided by the feeder school. Additionally, we will observe and monitor their progress and access to learning and allocate teaching assistants and focus groups that are tailored to their needs.*
- ❖ *During their time at school, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.*
- ❖ *Parents/carers will be able to see the support their child is receiving on their IEPs which will be sent home three times a year. Our school provision maps record support that the pupil is receiving including the impact it is having on the pupil's learning.*

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education.

This may be through:

- ❖ discussions with the class teacher
- ❖ during parents evenings
- ❖ during discussions with Mrs Fitton or other professionals
- ❖ parents are encouraged to comment on their child's IEP with possible suggestions that could be incorporated.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact one of the following:

- ❖ *Mrs Johnson-Head teacher (office@st-nicholas.medway.sch.uk)*
- ❖ *Mrs Fitton-SENCo (office@st-nicholas.medway.sch.uk)*
- ❖ *Your child's class teacher*

Parental support is offered by:

- ❖ *Medway parent and carers forum on <https://www.sendirect.org.uk/providers/parent-carer-forums/my-services/medway-parents-and-carers-forum/>*

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.