



## School SEN Information Report

SCHOOL NAME	Stanley Green Infant Academy
TYPE OF SCHOOL	Mainstream - Early Years Foundation Stage - Reception and Key Stage 1 - Years 1 and 2
ACCESSIBILITY	<p>We provide...</p> <ul style="list-style-type: none"> <li>• Wheelchair width doors into all internal buildings</li> <li>• Accessible ramps or flat ground into the school building</li> <li>• 5 accessible toilets with ample space for changing, grab rails and extra width available</li> <li>• The tarmac surface of the playground is spacious and flat</li> <li>• Our external school grounds are spacious</li> <li>• Medical room</li> <li>• The Sunshine, Stars and Rockets room are available to use</li> </ul>
CORE OFFER	<p>Stanley Green Infant Academy is a school where children, parents and staff work together to support all children under our care. It is our aim to provide learning experiences that are differentiated to take account of the needs and attainment of each individual child. In doing this, we minimise the difficulties that children will experience. Despite our efforts, some children will experience greater difficulty than others and these children will need extra consideration and provision. We recognise the need to identify and actively cater for these children at all levels and aim to achieve this by:</p> <ol style="list-style-type: none"> <li>a) Setting suitable learning challenges</li> <li>b) Responding to pupils' diverse needs</li> <li>c) Overcoming potential barriers to learning</li> </ol> <p>It is important that all children at Stanley Green Infant Academy are given the opportunity to fulfil their full potential in all areas, preparing them for their future.</p> <p>The local authority publishes a Local Offer, setting out in one place information about provision available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans.</p> <p>The Local Offer provides clear, comprehensive, accessible and up-to-date</p>

	<p>information about the available provision and how to access it, and can be found on the Borough of Poole website at <a href="http://www.poolefamilyinformationdirectory.com">www.poolefamilyinformationdirectory.com</a></p> <p>Our school is currently able to deliver the 'core offer' as described in Poole's Local Offer for supporting SEND.</p>
POLICIES	<p>Our school policy for SEND can be found on our website which details the school's aims for identification and assessment of pupils with SEN, and also explains how we assess, review and evaluate children's progress.</p> <p>Special educational needs and provision can be considered as falling under four broad areas:-</p> <ul style="list-style-type: none"> <li>- Communication and interaction</li> <li>- Cognition and learning</li> <li>- Social, emotional and mental health</li> <li>- Sensory and/or physical</li> </ul> <p>The school recognises the importance of <b>early identification</b>, as well as the assessment and provision for any child with SEN.</p> <p>We believe that early identification of special educational needs, whether it is social, emotional, physical, communication or a specific learning difficulty, is crucial to the wellbeing of all of our children. To support us in our early intervention we:</p> <ul style="list-style-type: none"> <li>• Carry out Pre-School visits for all Reception pupils</li> <li>• Attend all transfer reviews for all pupils with SEND transferring to us</li> <li>• Provide the appropriate intervention, e.g., small group support provided by a TA for all pupils as appropriate.</li> </ul> <p>These allow us to meet the parents and give us the opportunity to discuss the child's strengths and needs.</p> <p>This allows for any additional resources, interventions or referrals to be made quickly.</p>
DISABILITY LEGISLATION	<p>Stanley Green Infant Academy is compliant with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.</p>
RANGE OF PROVISION	<p>Our pastoral support is extensive and involves specially trained school staff as well as external specialists. It is important to us that our pupils feel safe in school and are emotionally ready to learn. We have a highly skilled Parent Support Worker and a trained ELSA (Emotional Literacy Support Assistant).</p> <p>Assessment of our pupils continues throughout their time with us. We</p>

do this by:

- Analysing assessment data no less than termly to identify children who are not meeting age related expectations
- Class teachers continually monitoring the children in their class through observations, discussions, marking and written feedback.
- Providing all adults with the opportunity to discuss concerns at any time
- Liaising with parents.

High quality teaching, differentiated for individual children, is the first step in responding to those who have SEN. If children fail to make expected progress, then planned, targeted provision will be put in place. Any additional provision and progress on targets will be reported to parents during parent consultation meetings held in October and March.

We provide a range of intervention groups that run throughout the year, and children are placed within these groups according to need. Intervention programmes are designed to remove barriers to learning enabling your child to fulfil their full potential. For example, a child who experiences social and interaction difficulties would be supported by our Specialist Speech and Language Learning support assistant, as well as participation in a Social skills group. There may be an additional adult available at break and lunchtimes to support play.

If additional support is required by the SENCO, due to continued slow progress, termly meetings will be held to review your child's targets and ensure that individual support is having an impact on your child's progress.

Any child identified on the SEND register receives additional support. This is outlined on the year group provision map which is written in conjunction with the class teacher and TA. This outlines any support in addition to quality first teaching which is needed for pupils within the class. Teachers then write an intervention plan, clearly outlining the pupil's current level with targets linked to their next steps in learning and suggested activities. Teachers use these plans to plan the daily intervention sessions. At the end of the intervention, the class teacher and TA review the pupil's learning and state the exit level. Parents/Carers are invited to meet half termly with the class teacher, teaching assistant and where appropriate SENCO to review their child's learning and celebrate their successes.

We have Teaching Assistants (TAs) throughout the school, supporting all children with a range of tasks throughout the school day. When a child needs additional support we will endeavour to ensure parents are kept informed so that they can also help their child with anything that they

find difficult.

**Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services**

We strive to maintain close links with specialist services within the Borough of Poole and the Health Authority. This ensures that we have the most relevant information, enabling us to meet pupils' individual needs.

We prioritise visits from the Educational Psychologist according to the emerging needs of pupils at a termly planning meeting.

Speech and Language/ Occupational Therapist and Physiotherapist visits are determined by the Health Authority. The School Nurse holds regular drop in sessions in school for parents to discuss any issues that arise.

We work closely with the Outreach and Attendance Team within the local Authority and are supported by a Family Outreach Worker and School Attendance Worker. We also employ a Parent Support Worker to support families and ensure school attendance is improved.

The school can also request support from the three Outreach Services in Poole – Montacute, Winchelsea and Longspee.

**Areas of Strength**

We consider ourselves to be a forward thinking school, committed to meeting the academic, physical and emotional needs of every child.

We have a great team of staff that work together to promote inclusion and ensure the most suitable provision for children with SEND in our school.

We have two senior leaders within our Inclusion Team to ensure the best provision for SEND children within our school:

Mrs Malanczuk – Inclusion Leader/Principal

Mrs Miles – Assistant Inclusion Leader

We have developed a range of strategies for supporting children with social and emotional difficulties. Our Assistant Inclusion Leader works closely with these children and their families to ensure that children have an opportunity to talk about any concerns they might have. We are committed to providing a safe and secure learning environment where children are actively encouraged to contribute their views.

In conjunction with our Managing Medicines guidelines we are able to administer on-going medication to your child and cater for their personal care. Staff are trained in Basic First Aid, with some trained to a higher level and we regularly update our training for Anaphylaxis, Epilepsy and Diabetics as necessary.

**Specialist Facilities/Equipment to support SEND**

	<p>There may be times when the school will seek assistance from a specialist outside agency in order to effectively cater for your child's special educational needs. These services include Educational Psychology, Speech and Language Therapy, Child and Family Outreach Worker, Occupational Therapy and Physiotherapy. If your child has a special educational need that we have not encountered before, we would ensure that staff are suitably trained in order to provide effective support.</p>
	<p><b>Breakfast and After School Club support</b></p> <p>At Stanley Green Infant Academy, there are many opportunities for extra- curricular activities and school trips. All children will be encouraged to take part in all trips and reasonable adjustments will be made to ensure that this can happen. If your child has special educational needs and an upcoming trip may require further planning, the class teacher or Assistant Inclusion Leader will liaise with you before the trip to ensure that your child has every opportunity to take part. Similarly, if your child needs support at the beginning/end of the day or during lunch and break times, this can be provided as necessary.</p>
INCLUSION	<p><b>How do you promote inclusion within the school? Including day and residential trips?</b></p> <p>At Stanley Green Infant Academy, there are many opportunities for extra- curricular activities and school trips. All children will be encouraged to take part in all trips and reasonable adjustments will be made to ensure that this can happen. If your child has special educational needs and an upcoming trip may require further planning, the class teacher or Assistant Inclusion Leader will liaise with you before the trip to ensure that your child has every opportunity to take part. Similarly, if your child needs support at the beginning/end of the day or during lunch and break times, this can be provided as necessary.</p>
PARENT SUPPORT INVOLVEMENT/LIAISON	<p><b>What proportion of children currently at the school have SEND?</b></p> <p>There are currently 39 children with SEND. There are no children with Statements or Educational, Health and Care Plans.</p> <p><b>How do you involve/support the parents of children with SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</b></p> <p>Our aim is to work together with parents to ensure that your child will achieve their potential, whatever their need. Parents are invited to meet the class teacher twice a year and there is an additional Open Evening in the summer term when you will be encouraged to see your</p>

	<p>child's work. If your child has special educational needs, you will also be invited to meetings with either your child's teacher or the SENCO to discuss progress. This progress will also be discussed with your child, who will have a chance to contribute to the discussion about their targets and what they would like to learn.</p> <p><b>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?</b></p> <p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. When joining our Early Years Foundation Stage the Early Years Leader and/or Inclusion Leader will contact the Nursery or Pre-school your child is attending to discuss the needs of your child and ensure we have all up to date information. Where possible they will visit the pre-school setting. If your child has a Statement of SEN or EHC Plan we will attend the Annual Review meeting to plan transition to our School. The Poole Local Authority Portage Team will also be in contact with the Inclusion Leader. We encourage all new parents and children to visit the school prior to starting, with some children requiring several visits to become familiar with their new surroundings. Social stories and photo passports will be created if necessary to further support this process.</p> <p>If your child is moving to another school we will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs 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, during the Summer Term details regarding the needs of your child will be passed on to the new class teacher during transition meetings. The Inclusion Leader will be available to attend these meetings and plan for the transition to the new class. If your child would be helped by a transition book to support their understanding of moving on then it will be made for them including photos of new staff, classrooms and friends.</p> <p>We identify any vulnerable pupils and arrange for additional visits where necessary. The Inclusion Leader and ELSA work together to lead a programme to support transition during the Summer term. The Inclusion Leader ensures that all relevant paperwork is passed on and all pupil needs are discussed and understood. If a pupil has complex needs or a Statement or Education and Health Care Plan a transition meeting with parents and staff from both schools will be arranged – this meeting may also be held during the pupil's Annual Review.</p>
<p>INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE</p>	<p><b>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention.</b></p> <p>The views of children with Education, Health and Care Plans are formally sought once a year as part of the Annual Review process. Other children with SEN will be asked their views as part of the 4 stage cycle when agreeing outcomes and planning provision. As part of on-going school monitoring the Inclusion team and other adults seek the views of pupils,</p>

	<p>including those with SEND.</p> <p>For many children, targets will be connected to their learning and will often be specifically related to literacy and numeracy. For other children, they may be to help with social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues. The targets depend on the needs of the child. The class teacher will regularly discuss how a child is achieving in class and set individual targets. Children with SEN will be involved in writing their own targets on their support plan.</p> <p>Class teachers have marking and feedback time to enable them to discuss learning with pupils on an individual basis.</p>
EVALUATING SEN PROVISION	<p>At Stanley Green Infant Academy, we implement a graduated approach to meeting SEND, following this four-part model:</p> <p style="text-align: center;">Assess –Plan- Do- Review.</p> <p>Monitoring progress is an integral part of teaching and learning in our school. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. Before any additional provision is selected to help a child, the SENCO, teacher, parent/carer and learner agree what they expect to be different following this intervention. An entry and exit assessment will also be recorded, which can be used to measure the impact of the provision.</p>
SENCO contact details	<p>Name of SENCO: Angela Malanczuk Contact details: 01202 778181</p>
CONCERNS AND COMPLAINTS	<p>The school will always be willing and happy to talk to you about your child but if you have any concerns or worries, please do not hesitate to speak to your class teacher in the first instance who will do their best to resolve any issues. If appropriate, you may also speak to the Assistant Inclusion Leader and Inclusion Leader, who have an open door policy. Information about our Complaints Procedure can be found in our Complaints Policy which is available from the school.</p>
OTHER INFORMATION	<p>Parents of children with SEND who require support and advice additional to that provided by the school may access this via 'SENDIASS' ...</p>
COMPLETED BY (Name and Position)	<p>Angela Malanczuk Principal/Inclusion Leader</p>
DATE COMPLETED	<p>June 2017</p>
UPDATE	<p>June 2018</p>