

# **PARKLANDS INFANT AND NURSERY SCHOOL**



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT**

## **Parklands Infant and Nursery School**

### **1. Principles Underlying the Code of Practice (2014)**

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- ☐ Taking into account the view of children, young people and their families
- ☐ Enabling children, young people and their parents to participate in decision-making
- ☐ Collaborating with partners in education, health and social care to provide support
- ☐ Identifying the needs of children and young
- ☐ Making high quality provision to meet the needs of children and young people
- ☐ Focusing on inclusive practices and removing barriers to learning
- ☐ Helping children and young people to prepare for adulthood



## **2. What are Special Educational Needs (SEN)?**

The term 'Special Educational Needs' has a legal definition. Children with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with SEN may need extra help because of a range of needs, such as in thinking and understanding, physical or sensory difficulties, emotional and social difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have SEN of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children need extra help for some or all of their time in school.

SEN could mean that a child has difficulties with:

- ☐ All of the work in school
- ☐ Reading, writing, number work or understanding information
- ☐ Expressing themselves or understanding what others are saying
- ☐ Making friends or relating to adults
- ☐ Behaving properly in school
- ☐ Organising themselves; or
- ☐ Some kind of sensory or physical needs which may affect them in school.

### **3. The Special Educational Needs and Disabilities Co-ordinator (SENDCo)**

At Parklands Infant and Nursery School, the SENDCo is Miss G Whittingham.

You can contact Miss Whittingham at school, or by phoning 0115 9732667.



The SENDCo has day to day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have a Statement of SEN or an EHC plan, working closely with staff, parents and carers and other agencies.

The SENDCo provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents and other agencies. The SENDCo works with professionals providing a support role for families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The SENDCo plays an important role with the headteacher and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children with SEND.

#### **4. Support for SEND**

At Parklands Infant and Nursery School, we believe all children are valued equally, regardless of their abilities, aptitudes, interests and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum, with high aspirations for progression and achievement.

We have had children attend the school with a range of additional needs. These have included speech, language and communication problems; learning needs; hearing and visual impairment; social, emotional and behavioural needs; physical disabilities; ADHD and children on the Autistic Spectrum.

At Parklands we place great importance on identifying Special Educational Needs early so that we can help children as quickly as possible.

We recognise that children make progress at different rates and have different ways in which they learn best. Teachers take account of this by looking carefully at how they organise their lessons, the classroom, the books and materials they give to each child and the way they teach. All teachers consider a number of options and choose the most appropriate ways to help each child learn from a range of activities. This is often described as 'differentiating the curriculum'.

Children making slower progress or having particular difficulties in one area may be given extra help or different lessons to help them to succeed, including intervention groups and other kinds of support.

At Parklands, we do not assume that just because a child is making slower progress than expected, or that the teachers are providing different support, help or activities in class, that the child has SEN.

The Code of Practice describes how help for children with SEN should be made by a step-by-step or 'graduated approach'.

The graduated approach recognises that children learn in different ways and can have different kinds of levels of SEND. So, increasingly, step by step, we will help the child with any difficulties they may have. We will inform parents and carers as soon as we first start giving extra or different help to your child because they have Special Educational Needs. The extra or different help could be different way of teaching certain things, some help from an extra adult, perhaps in a small group or on a one to one basis. It may be the use of particular equipment like a computer.

Specialist expertise may be brought in to help the school with the difficulties that a child may have. At Parklands Infant and Nursery School, we work closely with outside agencies such as Educational Psychologists; Speech and Language Therapists; Health Services; Educational Support Services, etc.

Help for children with SEND will usually be in the class, sometimes with the help of other adults and sometimes with the help of outside specialists.



## **5. Parents and Carers: What to do if you are worried or have any concerns.**

If you think your child may have a Special Educational Need that has not been identified, you should talk to your child's class teacher, the SENDCo or Headteacher. It is always best to start with your child's class teacher as they are the people who know your child best.

You will be able to talk over your concerns and find out what the school thinks. The SENDCo will be able to explain what happens next.

Working with your child's teachers will often help to sort out worries and problems. The closer you work with our staff, the more successful any help for your child can be.

You might like to ask if:

- ☐ The school thinks your child has difficulties;
- ☐ The school thinks your child has Special Educational Needs;
- ☐ Your child is able to work at the same level as other children of a similar age;
- ☐ Your child is already getting some extra help; and
- ☐ How you can help your child.

We will always consult parents and carers about all the decisions that affect your children during their time in Parklands Infant and Nursery School. If you, as a parent or carer, have any concerns or worries at any time, you should share them with your child's teacher or any other professional working with your child.

Parents and carers will be made fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. Parents and carers will also be involved in reviews of support provided to their child and have clear information about the impact of the support and interventions, enabling them to be involved in planning the next steps for the child.

We will provide an annual report for parents on their child's progress throughout the school year.

Where a pupil is receiving SEN Support within school, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them and identify the responsibilities of the parent or carer, the pupil and the school. We meet parents at least three times each year.

The views of the pupil will be included wherever possible in these discussions. This may be through involving the pupil in all or part of the discussion itself, or more likely given the age of the children at Parklands, gathering their views as part of the preparation.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff and a copy given to the pupil's parents or carers.

If you would like to talk to someone who is independent and knows about Special Educational Needs, you can get advice from the local Derbyshire Information and Advice service, or from national or local voluntary organisations.

Derbyshire County Council offers information and support about a wide variety of Special Educational Needs and Disabilities on its website.

[http://www.derbyshire.gov.uk/education/schools/special\\_educational\\_needs/default.asp](http://www.derbyshire.gov.uk/education/schools/special_educational_needs/default.asp)

The Parent Partnership for Derbyshire is a free, impartial service which provides support, guidance and information about education issues to parents of children who have Special Educational Needs and children who are likely to be, or have been excluded.

There is a support worker available in every area of Derbyshire. On this website you can find leaflets, news and information along with links to other sites that you may find useful. You can also find information on, and contact details for the co-ordinator of Derbyshire Parent Forums.

<http://www.derbyshireparentpartnership.co.uk/>



Contact a Family is a national charity that exists to support the families of disabled children whatever their condition or disability.

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

### **Autism**

If you are worried about your child having Autism or being on the Autistic Spectrum, you may like to look at Derbyshire's provision:

[http://www.derbyshire.gov.uk/education/schools/special\\_educational\\_needs/my\\_child/autism/default.asp?VD=autism](http://www.derbyshire.gov.uk/education/schools/special_educational_needs/my_child/autism/default.asp?VD=autism)

Or you may wish to contact independent organisations such

as: The National Autistic Society <http://www.autism.org.uk/>

Here is a link to local support groups for families affected by Autism

<http://www.nhs.uk/Service-Search/Autism-support-groups/ng10-4bj/Results/74/-1.28803038597107/52.9010467529297/310/0?distance=25>

### **ADHD**

Living with ADHD <http://www.livingwithadhd.co.uk/>

Here is a link to local support groups for families affected by ADHD

<http://www.ukadhd.com/support-groups.htm>

## **Hearing Impairment**

If your child has a Hearing Impairment, you may like to look at Derbyshire's provision:

[http://www.derbyshire.gov.uk/education/schools/special\\_educational\\_needs/my\\_child/deaf\\_impaired/default.asp](http://www.derbyshire.gov.uk/education/schools/special_educational_needs/my_child/deaf_impaired/default.asp)

For general information on Hearing Impairment treatment: <http://www.nhs.uk/conditions/hearing-impairment/pages/introduction.aspx>

For information on Hearing Tests: <http://www.nhs.uk/conditions/hearing-tests/pages/how%20it%20is%20performed.aspx>

Or you may wish to contact independent organisations such as:

The National Deaf Children's Society: <http://www.nhs.uk/conditions/hearing-tests/pages/how%20it%20is%20performed.aspx>

Action Deafness: <http://www.actiondeafness.org.uk/>

## **Physical Impairment**

If your child has a Physical Impairment, you may like to look at Derbyshire's provision:

[http://www.derbyshire.gov.uk/education/schools/special\\_educational\\_needs/my\\_child/physical\\_impairment/default.asp](http://www.derbyshire.gov.uk/education/schools/special_educational_needs/my_child/physical_impairment/default.asp)

## **6. SEND Support in School**

There are four broad areas of need and support which give an overview of the range of needs that we plan for within school. We regularly review how we provide support across these areas. They are:

- ☐ Communication and interaction
- ☐ Cognition and learning
- ☐ Social, emotional and mental health difficulties
- ☐ Sensory and/or physical needs.

At Parklands we recognise that children will not necessarily 'fit' into one of these categories and may have needs encompassing more than one area.

### **Information on identifying and assessing children with Special Educational Needs or Disabilities (SEND)**

At Parklands we follow current legislative policies regarding special educational needs and disabilities, and our own school policy, which is agreed by our governing body.

We believe in early identification to inform us of any learning difficulties. To assist the teachers in early identification of children with special educational needs and disabilities we continuously assess and monitor children's progress against the Early Years Foundation Stage Curriculum and the National Curriculum.

Identification and assessment of pupils Special Educational Needs will include:

- ☐ End of Early Years Foundation Stage attainments
- ☐ Assessment for Learning materials
- ☐ Teacher observation
- ☐ Information and advice from other agencies
- ☐ Views of the pupil, if appropriate
- ☐ Views of parents and carers
- ☐ Diagnostic tests
- ☐ Dynamic forms of assessment which may involve:

- o Observing and recording responses in different environments and situations.
- o Identifying strengths and weaknesses
- o Identifying learning rates and learning styles

Assessment information highlights pupils making less than expected progress given their age and individual circumstances. This 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

We also assess progress in areas other than attainment, for instance, where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to another year group, then we would put in extra interventions and support to meet those needs.

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCo, assesses whether the child may have SEN. The pupil's response to such support helps to identify their particular needs.



### **How we decide whether to make special educational provision**

In deciding whether to make special educational provision, the teacher and SENDCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil, if appropriate, and their parents or carers. These early discussions aim to develop a good understanding of the pupil's areas of strength and difficulty, the parents' or carers concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions are added to the pupil's record on the school information system and given to parents.

Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents or carers. This then helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

The outcomes considered include those needed to make successful transitions between phases in education.

Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN Support takes the form of a four part cycle (assess, plan, do and review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, there will be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

Staff within Parklands, are alert to other events that can lead to learning difficulties such as bullying or bereavement. Such events will not always lead to children having SEN, but it can have an impact on well-being. We ensure appropriate provision is made in order to prevent problems escalating. Where there are long-lasting difficulties we would consider whether the child has SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. For example, some children may be high achieving academically, but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Our approach to record keeping is in line with the requirements of the General Data Protection Regulations (GDPR). The provision made for pupils with SEN is recorded accurately and kept up to date. As part of any inspection, Ofsted will expect to see evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided.



Intervention could be triggered by concern from the teachers, parents or others, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.

At Parklands we strongly believe in working in close partnership with parents/carers and their children. Parents/carers have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best way to support them. Parents are encouraged to share any concerns they have about their child's development and progress. This information will always be treated confidentially.



### **Information on provision**

a) How we evaluate the effectiveness of provision

The SENDCo, in partnership with the Headteacher and Governing Body, have the following key responsibilities:-

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs by liaising with, and advising, fellow teachers.
- Managing Teaching Assistants (TAs) in the teaching of pupils with special educational needs.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the support of the LA and Educational Psychology Services, Health and Social Services and voluntary bodies.
- Ensuring the smooth transition of pupils with additional educational needs to their new class/school or learning environment.
- Ensuring all relevant records are transferred to the next Teacher.
- Monitoring and reviewing progress of pupils with additional educational needs.
- Ensuring that barriers to learning are removed and all pupils can access a full curriculum.
- Monitoring and reviewing intervention programs for effectiveness.
- Keeping up to date with current SEND training and Government initiatives.

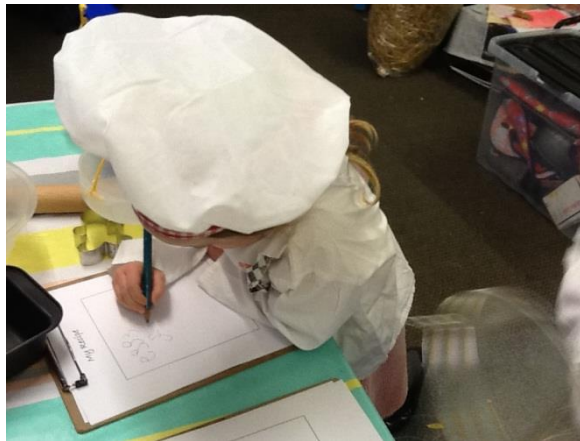


## b) Assessing and reviewing progress

Identified pupils will have a Pupil Support Plan (PSP), which targets the particular area where they require 'additional to or different from' support. The pupil and parent/carer will have full involvement in the setting and reviewing of the PSP targets. Where appropriate, pupils will be given group targets. The PSP targets will be worked towards, and reviewed regularly, with the pupil, Teacher/TA and parent/carer. Parents are regularly kept informed of the intervention strategies being implemented with their child and are invited to discuss any issues or concerns with the Teacher/Inclusion Leader informally, at any time. PSP review meetings are held once a term and parents are invited to come and have a more formal discussion on these occasions.

Those pupils identified with additional special needs will receive support in one or more of the following ways:-

- TA support
- Differentiated work, modified timetable and environment
- A specific intervention program (e.g. Lego Therapy, Read Write Inc 1:1)
- Ideas for home support activities



### c) Schools approach to teaching

To ensure that every child with special educational needs receives the correct amount and type of support, the following intervention systems are in place:

#### **EARLY INTERVENTION**

At this stage, the Teacher has identified a low-level need in a specific area (e.g. literacy). Sometimes we would describe a child at this stage as needing a “boost”, which may be as simple as being heard read more in school and at home.

The child will receive support and monitoring within normal classroom activities and will not need individual targets.

Children at the Early Intervention stage are supported in class groups by the Teacher or TA, and often by parent helpers.

#### **“How will I know?”**

Your child's Teacher may ask you to come in at an early stage to discuss your child's progress. However, it is more likely they will discuss this with you during the usual course of parent meetings. The Teacher will probably not even mention “Early Intervention”, as it is more useful for you to be aware of your child's needs, rather than be baffled by terminology! The Teacher will tell you what is being done in school, and is likely to offer suggestions as to how you can help at home.

#### **“What if my child makes progress?”**

GREAT! This boost has been enough to set your child back on track. The Teacher will continue to monitor the progress, and will put intervention in place again if needed.

#### **“What happens if they don't progress?”**

If your child is not making the expected progress, or the area of need becomes greater, the Teacher may discuss the next step with the SENDCo and move them onto the next level of support, which is...

## **SPECIAL NEEDS SUPPORT**

Children who are experiencing significant and ongoing difficulties with one or more areas of their education, (despite the “boosting” support given at the Early Intervention stage), will move onto further levels of support. Your child will have an Pupil Support Plan (PSP) drawn up for them by their Teacher and TA, which will consist of two or three small targets to work towards. Each Teacher arranges their own timetable for support, but you can be assured that your child will receive at least three weekly sessions in a small focused group, or one to one (when available), as well as many other opportunities to work on their area of need. PSP programmes are mostly delivered by our excellent TAs, in close collaboration with the Teacher.

### **“How will I know?”**

If your child requires an PSP, the Teacher will ask you to come and share it as soon as it has been written. You and your child will be involved in the writing of the PSP so the PSP is in a 'child friendly format'. You will be invited to come and discuss your child's IEP and progress each term. Your opinions are most welcome and will always be taken into account. You will be given a copy of the PSP to keep at home and refer to, and the Teacher will give suggestions of how you can support your child at home.

### **“What happens if my child makes progress?”**

FANTASTIC! After a period of time, the Teacher may decide that your child is now making the expected progress, and will move them to the previous level – Early Intervention, where they will continue to be monitored at a much lower level.

### **“What happens if they don't progress?”**

You will already be aware of your child's difficulties, and there may come a point where they will require specialist support and advice to meet their needs, either in the short or long term. This will take them onto the next level of support...

### **Involving specialists:**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's areas of need, we will consider involving specialists. This could include, for example, speech and language therapists, specialist teachers for the hearing or vision impaired, occupational therapists or physiotherapists. Parents and carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with parents and carers, teachers and staff supporting the child, in the same way as other SEN support.

The SENDCo and class teacher, together with the specialists, and involving the pupil's parents/carers, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes and support will be agreed, including a date by which progress will be reviewed.

### **Requesting an Education and Health Care Needs Assessment**

SEN Support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the Local Authority will expect to see evidence of the action taken by the school as part of SEN Support.



d) How the school adapts the curriculum and learning environment

### **WAVE 1 Quality First Teaching**

All pupils benefit from:-

- Teachers who understand and plan to overcome barriers for learning, e.g. visual timetables.
- Questions which are differentiated to challenge all children.
- Resources which are appropriate for the age and stage of child.
- Using a range of teaching and learning styles, including multisensory approaches.
- A range of flexible grouping for subject areas – according to task/child's preferred learning style.
- Ongoing monitoring and evaluation of the impact of teaching on children's learning.
- Formative assessment which informs the planning of each child's next steps in learning.
- Appropriate use of TAs (planning in advance, clear explanations of expectations, ensuring TAs work with mix of abilities).
- Pupil involvement in self-assessment, target setting and reviewing their own learning (colour coded cards, etc.)
- Promoting independent learning
- All adults involved in a child's learning liaising regularly to discuss and review targets.
- Emphasis on consolidating learning across the curriculum.

## **Wave 2 – Small focused group teaching**

In Literacy, children may access the following small group sessions:

- Small group or 1:1 Read Write Inc catch-up sessions
- Additional reading support (additional 1-1 reading sessions delivered by TA, Teacher and any adult helpers)
- Additional writing groups
- Speech, Language and Communication interventions e.g. WellComm

In Maths, children may access the following small group sessions:

- Additional small group or 1:1 maths e.g. Precision teaching and Maths On Track

### **Wave 3 – Specific targeted intervention for pupils identified as requiring SEN support**

Speech, Language and Communication

- 1-1 activities with specific speech targets following visits and advice from Speech and Language Therapist.
- Emotional/Behaviour support
- Nurture Group
- Lego Therapy
- Individual behaviour management plans with incidents recorded on observation charts. Clear rewards and sanctions (with parent support)
- Individual visual timetables (rewards, choice time, stickers)
- Liaison with external agencies (eg: Educational Psychologist; Hearing Impairment Service, etc)
- Outreach support (eg: Autism Outreach)
- Multi Agency Support for the Family
- Motor skills
- Occupational Therapist programmes set up for individuals

e) Additional support that is available

We offer a full range of support at Parklands Infant and Nursery School and decisions about appropriate support are made in partnership between the SENDCo, Class Teacher, appropriate external agencies and parents/carers.

At Parklands, we strongly believe in working in close partnership with parents and carers and their children. Parents and carers have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best way to support them.

If a pupil is identified as having special educational needs, the Teacher will notify the parent/carer of their concerns. The parent/carer and child will be fully involved in their education and will be supported with activities and strategies to carry out at home.

f) Activities that are available for pupils with SEND

All children will be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips.

We run a range of school clubs, for example Cheerleading, Recorder, Glee Club, and Gardening Club. All staff, including external providers, are briefed about the individual needs of each child so they can take part.

Parents who have children with additional needs are able to take part in the planning for trips by liaising with their Teacher.

The governing body is committed to having a high level of support from TAs to ensure children are well catered for at all times in the school day, including lunchtimes and breaks. The school is also open plan in design meaning that it is easily accessible for all pupils.

All extra-curricular activities are available to all children and will be suitably differentiated and supported to ensure access for all. All educational visits are open to all pupils. Adult support and resources are made available to ensure that all pupils can access



these activities. The SENDCo and class teacher work closely with parents before a trip to discuss the specific needs of each pupil with SEND.

At playtime and lunchtime a buddy system is available to support pupils who struggle at these times, alongside a designated Teaching Assistant.

No pupil is removed from activities at Parklands Infant and Nursery School unless due to the request of the parents or carers.



g) Support that is available for improving the emotional and social development of pupils with SEN

The school has high levels of TA support to ensure each child has a high level of pastoral, medical and social support. There are clear policies about administering medicines and providing personal care to children and all relevant staff are trained to do this.

The school has a robust Child Protection Policy and has four fully trained Designated Senior Persons.

We have clear guidelines for behaviour. Individual children have appropriate targets on their IEPs to help them, and their parents and carers, understand their part in keeping our school community a safe place to be. We have the support of outside agencies such as our Educational Psychologist and the Behaviour Support Team, where needed.

We believe all children have the right to contribute to the development of our school regardless of any additional needs.

At Parklands, we have robust behaviour and anti-bullying policies in place that are reviewed regularly. We recognise that pupils with SEND may well have emotional and social developmental needs that will require support in school. The emotional health and well-being of our pupils is very important to us. All staff continually monitor the emotional health and well-being of our pupils. We can run nurture groups for pupils we feel need additional social and emotional support.

Personal care is conducted discreetly, with dignity and fostering independence where possible.

For further information please see: Bullying involving children with SEND, Safe to learn; embedding anti-bullying work in schools. Published by the DfE.

### **Transition**

To support transition between year groups, Key Stages and schools, we share information within the school, or with the school the child is moving to. We agree with parents, carers and pupils the information to be shared as part of this planning process

## **Our approach to teaching children with SEND**



### **Equipment**

We provide for pupils with high incidence SEND requiring low cost, non-customised equipment, up to £300, funded from normally available resources. For more specialist customised equipment Derbyshire Local Authority provides funding for an Individual children's Equipment Budget to meet these needs.

Our curriculum is adapted or made accessible for pupils with SEND beyond differentiation in many ways and in response to individual children's needs. For example: If a child finds written work hard to access, their work can be recorded in different ways using ICT equipment. Some children need a quiet area and we can create zones within classrooms in which they can feel secure. For more information on this, please see the Accessibility Plan.

### **Use of support staff**

At Parklands we ensure Teaching Assistants are appropriately prepared and trained to support the curriculum, and that pupils are not separated from the curriculum as a result of being supported by a Teaching Assistants.

We are fortunate to have other agencies and professionals working with us at Parklands. Not only do they work alongside us, they also offer training and advice, which impacts positively on the staff and pupils within the school. Recently, staff have received training from Autism Outreach and about Trauma and Attachment .

### **Evaluating the effectiveness of provision for children with SEND**

All pupils who access an intervention are monitored closely and entrance and exit assessments are carried out using scores or specific assessment packages. The increase in attainment is analysed to ascertain whether the progress made on the intervention is below expected, expected or better than expected.

### **Outside agencies and other professionals**

Parklands Infant and Nursery School has excellent links with outside agencies including but not limited to:

Paediatricians, Educational Psychology, Behaviour Support Service, Physiotherapy, Occupational Therapy, Autism Outreach, Support Service for Special Educational Needs and Support Service for children with physical, visual and sensory impairments, Child and Adolescent Mental Health Services.

The SENDCo makes referrals to these outside agencies as needed.

We also make arrangements for children with SEND who are looked after by the local authority

The school utilises the Local Authority offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide.

The intention of Derbyshire's Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. It can be found at [www.derbyshiresendlocaloffer.org](http://www.derbyshiresendlocaloffer.org)