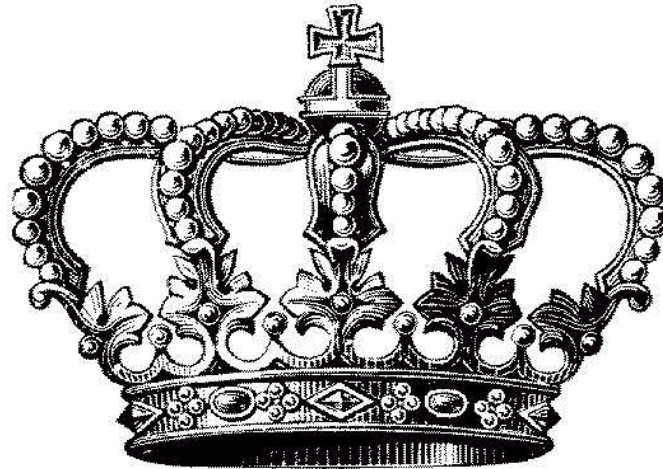


QUEEN'S DRIVE INFANT SCHOOL



School Information Report

SEN

July 2018

(DRAFT)

To be reviewed July 2019

School Information Report-Queens Drive Infant School

3.Introduction from the SENCo (Special Educational Needs Co-ordinator)

4.What types of SEN do we provide for?

5.How do we identify children with Special Educational Needs?

6.How do we consult with parents and children?

7.How do we teach children with SEN?

8.How do we adapt the curriculum and environment?

9.How do we assess and review children's progress?

10.How do we support children with SEN to access the curriculum?

11.How do we prepare for transition?

12.How we do evaluate provision?

13.What expertise and training of staff do we have?

14.What specialist agencies do we work with?

15.What do specialist agencies do?

16.What pastoral support do we have?

17.What if I have a complaint?

18.Policies



School Information Report-Queens Drive Infant School

Hello, my name is Mrs Smith

I am the Special Needs Co-ordinator (SENCO) at Queen's Drive Infant School.

My job is to co-ordinate provision made to support children with Special Educational Needs.



I am available in school Wednesday, Thursday and Friday.

Contact:-01733 343914

If you are concerned about your child's learning, first make an appointment to speak to their class teacher. She will then arrange for you to meet me if/when required.

Appointments can be made by calling Queens Drive Infant School—01733 343914

Our SEN Governor is Mrs Jackson who's role it is to ensure all Governors are aware of the schools SEN provision.

School Information Report-Queens Drive Infant School

We provide support in;

Communication and Interaction

Autism Spectrum Conditions (Inc. Asperger's Syndrome)

Speech and Language Difficulties

Social, Emotional and Mental Difficulties

ADHD

Attachment disorder

Cognition and Learning

Dyslexia

Dyscalculia

Dyspraxia

Moderate Learning Difficulties

Global Delay

Downs Syndrome

Sensory and/or physical needs

Vision/ hearing impairment

Motor skill difficulties

Sensory processing disorder



How we identify children with SEN



Quality First Teaching (Wave 1)

(What you do for everyone in the class—All staff responsible)



If a child is not making progress despite some modifications of Wave 1, they may need specific intervention to overcome their barriers to learning—**Class teacher** decides whether additional intervention is necessary.

Class teacher fills in initial concerns sheet and has a conversation with parents/carers and plans in an intervention—please inform the Senco and team leader, (WAVE 2) keep a record of this intervention especially how often.



On going specific support may be needed to address a child's needs. Child may then receive specialist support from outside agencies they will have an individual provision map written.

(WAVE 3) Early Help Assessment may also be required.

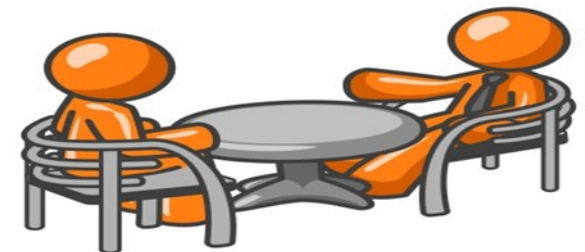
How we consult with parents and children

Parents

- Structured conversations
- Parent consultation meetings
- End of year report
- Annual reviews

Children

- Assessment and learning opportunities in and out of the classroom
- Informal meetings about targets and needs
- School council opportunities



Teaching children with Special Educational Needs and Disabilities

Teachers differentiate the curriculum to meet the needs of every child in the class using high quality teaching. At times we may need to teach by using strategies recommended by the SENCO and outside agencies.

We are in line with Equality and Disability Act.



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How we adapt the curriculum and learning environment to be inclusive for all

We strive to enable every child to access all activities in and out of school by:-

Implementing support programs including recommendations from outside agencies

Allocating staff to support groups and identified children

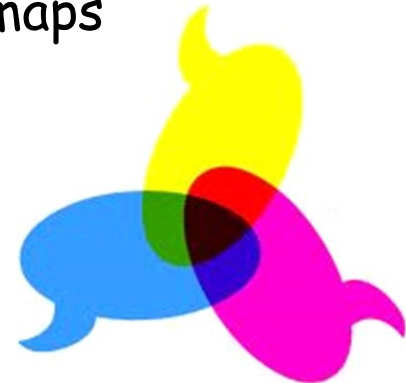
Making reasonable adjustments depending on needs .



How we assess and review children's progress

Assess, plan, do, review. Assess, plan, do review. Assess, plan, do, review

- * Structured conversations are organised termly between parents, class teacher and SENCO (if required). Individual provision maps are discussed together. The child is also given an opportunity to feed into these meetings.
- * Annual reviews for children with Education Health and Care Plans are organised by the SENCO or on occasion the local authority.
- * Outside agencies regularly review the child's progress and feedback through reports or meetings to the SENCO and parents.
- * Additional intervention impact is monitored through class provision maps



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How we support children with SEN to access the curriculum

- ◆ *Provide skilled additional adults to support the children where appropriate.*
- ◆ *Flexible arrangements to meet the child's individual needs*
- ◆ *Accessing an enriched curriculum will be discussed with parents/carers and any other outside agencies so that accessible needs are met*
- ◆ *Additional risk assessments are carried out*
- ◆ *Staff are trained to work with children with specific needs*
- ◆ *Adult and child ratios are carefully monitored*
- ◆ *Additional resources are supplied to support individuals*
- ◆ *(in addition-Accessibility policy)*





How we prepare for transition



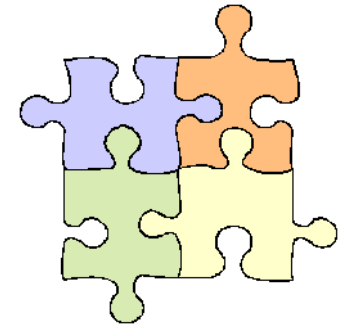
- ◇ Visits to the next school/class for the child, parents and SENCO are arranged.
- ◇ Transition booklets are made for and shared with individual children, parents and education settings.
- ◇ SENCO passes on all information about the child in plenty of time for the new school/class teacher to familiarise themselves with the child
- ◇ Meetings are organised by the present and receiving SENCO/class teacher to discuss the child's transition.

How we evaluate provision

The SENCO monitors the provision which is in place for the SEN pupils by

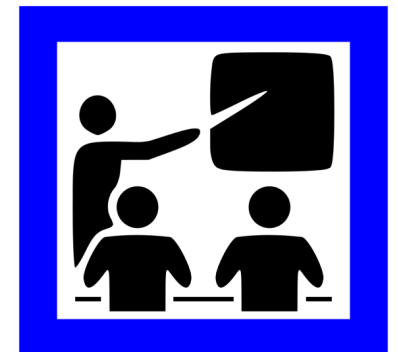
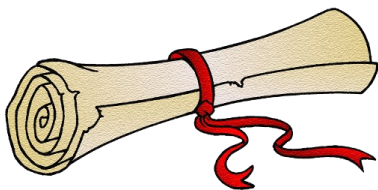
- Observing and monitoring the effectiveness of interventions
- Discussions with class teacher and teaching assistants

Provision will be changed based on the need of the children-organising training for staff if and when required.



Expertise and training of our staff

- The school's SENCO has passed the National Award for SENCO's. This is a required expectation for anyone taking the role of SENCO within their first 3 years.
- The SEN HLTA (Higher Level Teaching Assistant) has passed her foundation degree in Special Educational Needs.
- In-house training is organised to meet the needs of SEN pupils
- Queens Drive provides all staff with opportunities to attend training for specific needs when available.





We have access to the following services and specialist support

Parent partnership office - Marion Deeley—01733 863979 or email marion.deeley@peterborough.gov.uk

SEND Information Advice Support Service—01733 863979 or email pps@peterborough.gov.uk

Family Voice—Sara Rourke -01733 685510—sara@familyvoice.org -www.familyvoice.org

Educational Psychologists—01733 86368—eps@peterborough.gov.uk

Occupational Therapists—01733 776367

Speech and Language Therapists—01733 758298

School Nurse—01733 746822 or email cpm-tr.peterboroughschoolnurses@nhs.net

Autism Outreach Services—Clare Nunn—07961240384

Pupil Referral Service—01733 863802

Peterborough ADHD Support group—01733 266702

Hearing Impairment Service—01733 454460

Physiotherapist Service—Gill Parton—01733 776367

Early Help Assessment—01733 863649

Statutory Monitoring Assessment—01733 863733

Little Miracles—01733 262226 or email admin@littlemiraclecharity.org.uk

CHUMS—Mental health and emotional wellbeing services for children and young people—<http://chums.uk.com/camb>s

Family Autism Support—Jackie Luland—01733 577366

Specialist teacher for disabilities—Caroline Fallon—01733 454460

Sensory and Physical Support Service—01733 454460—sensorysupportservice@peterborough.gov.uk

More information of what our Local Authority can offer can be found on the Peterborough City Council website

Website—<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/>

School Information Report-Queens Drive Infant School

What do they do?



Educational Psychologists-Assess, observes, and facilitates interventions and strategies within the school settings. They provide advice on educational needs.

Occupational Therapists-The SENCO can refer directly or they can be referred by a GP or Paediatrician. They work on the sensory and physical support a child may need.

Speech and Language Therapists (SALT)-Pupils can be referred and seen by appointment or assessed in the school setting. Programmes are provide and if necessary monitored by the therapist.

School Nursing Team-Can provide support in the school setting or in the family home

Community Paediatrician- (NHS) The family GP or SENCO can refer pupils. The GP can provide medical advice and can diagnose specific difficulties such as Autism and ADHD

Autism Outreach-regularly come into school to support a child diagnosed with Autism

Child and Mental Health-(CAMHS) support provided by a Paediatrician

Pupil Referral Service-The Head teacher can request support if the child is on the brink of exclusion.

Physiotherapists—Observes and reviews strategies to promote independence and encourage physical fitness and well-being for pupils with physical disabilities.

Hearing Impairment Teacher—Ensure that schools apply appropriate access arrangements for children with hearing impairments.

Family Voice—Are a local registered charity who actively seek to improve services in all areas of the lives of young children and young people with disabilities or additional needs.

Pastoral Support

The school has a caring ethos and is committed to the child's overall well-being.

We arrange:-

- ♦ Topical assemblies
- ♦ School council (where children can put forward their views)
- ♦ Circle times to encourage discussion
- ♦ Personal. Social, Health and Education Lessons
- ♦ Lunch time and after school clubs



Arrangements for complaints

Parents and carers can write to the Head teacher or governing body.



Policies

SEN, Accessibility, Equality

Please see Policy pages on website

<http://queensdrive.ng2.devwebsite.co.uk/page/?title=SEND+Provision&pid=16>