

# Stonehouse Park Infant School

---



Stonehouse Park  
Infant School

---

The BEST start for every child so every child can be the BEST they can be.

# Special Educational Needs & Disabilities Policy

**(This policy should be read in conjunction with our Child Protection Policy, Equality Policy, Behaviour Policy, Friendship & Anti-Bullying Policy, Learning & Teaching Policy, Assessment policy, Curriculum Learning Pathways)**

Ratified by Governors: April 2020

Review Date: April 2021

## **Our Vision Statement**

**For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive of their ability and caring towards other people.**

### **Our Aims:**

#### **Curious about the world**

- To promote awareness and understanding of other cultures.
- To develop the children's motivation, discovering their special interests and talents.
- To introduce children to a wide range of new experiences, ideas and activities.
- To encourage the children to ask questions about the world, talk about their ideas and express their opinions.

#### **Excited about their future**

- To make children excited about learning and eager to move on to the next stage of their learning.
- To help children to look beyond their immediate surroundings and their own personal circumstances.
- To shape a curriculum which will develop the knowledge and skills that children will need to meet the challenges of their future lives.
- To involve children in problem solving and develop their capacity to be active citizens

#### **Positive of their ability**

- To help children to reach the highest levels of achievement in all they do.
- To demonstrate to all children that they are able to learn and that they can succeed.
- To provide the highest quality of teaching for all children and to meet every child's individual needs.
- To develop children's awareness of their own learning and the value of resilience, perseverance and dedication.

#### **Caring of other people**

- To develop sensitivity to the feelings and concerns of other people.
- To demonstrate compassion, respect for others and develop a moral understanding.
- To learn how to co-operate and work with other people.

**Intent:**

At Stonehouse Park Infant School, we believe that learning should be an enjoyable, rewarding and successful experience for everyone. We believe that children's learning should be seen as the product of relationships, psychology, attitudes, the environment, the curriculum and teaching strategies. Different children learn in different ways and different subjects in the curriculum pose different problems. By using the appropriate teaching strategies and learning experiences children are equipped with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. At Stonehouse Park the organisation of teaching and learning is such that every child receives their full entitlement to a broad and balanced curriculum and that this is delivered to ensure that every child loves learning, makes progress and achieves their potential.

We aim to meet the needs of every child regardless of race, gender, socio-economic status or ability. We strive to ensure that every child has equal access to all aspects of school life and are valued fully as an individual. All children with Special Educational Needs and Disabilities are valued, respected and equal members of our school.

This policy informs our practice to ensure the following legislation and guidance are fully embedded in every aspect of our provision. The needs of the child are paramount and central to all decision making:

- The child's right to special care and support: United Nations Rights of the Child Article 23
- The child's right to education: United Nations Rights of the Child Articles 28 & 29
- The Children and Families Act 2014
- The SEN Code of Practice 2014
- Keeping , Children safe in Education 2019

**Definition:**

A child has Special Educational Needs and Disabilities (hereafter called SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The child may have a significantly greater difficulty in learning than the majority of children at the same age.

The child may have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

For children or young people (0-25 years) educational, health or social provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools other than special schools.

**Aims:**

Our aim is for all children with SEND to reach their full potential in a supportive environment that prepares them well for their future and allows them to:

- Stay Safe
- Be Healthy
- Enjoy and Achieve
- Make a Positive Contribution

It is the aim of governors and staff that all children should leave Stonehouse Park Infant School having reached their full potential, approaching the next stage of their education with confidence and fully

prepared. In achieving this, the key factors are praise and encouragement and an acceptance of and sensitivity to individual needs.

We aim to do our best to secure the appropriate provision for any child whose SEND needs have been identified and to ensure that they, as far as is possible, have access to and take part in the same educational experiences as those children who do not have SEND.

### **Objectives:**

We will endeavour to achieve these aims by:

- Treating every child as an individual and making sure their needs are paramount.
- Ensuring every child has a voice and their views are valued.
- Promoting a culture and ethos which reflects tolerance, understanding and acceptance that all children are different.
- Ensuring that every child, irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs, reach their potential in all aspects of the curriculum.
- To identify SEND as soon as possible and implement appropriate provision focussing on the needs of the whole child.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all children in the school including those with SEND.
- To ensure that all children with SEND are offered full access to a broad, balanced and relevant curriculum.
- To ensure the provision of the widest possible range of educational experiences and opportunities for all children.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- Catering for the child's individual needs through regular assessment and differentiation.
- Ensuring a continuity of approach across the school and nursery and work in close partnership with Park Junior School and other educational settings to ensure a successful transition onto the next stage of education.

The above will be augmented by close liaison and partnership working with other agencies and professionals from health, education and social care as well as ongoing training and support for all staff.

### **Implementation:**

#### **Roles and Responsibilities:**

- **The Special Educational Needs and Disabilities Co-ordinator (hereafter written as SENDCo.)**

Rachel Edwards our headteacher is the SENDCo for children of primary school age in our YR, Y1 and Y2 classes. Mel Miles is our SENDCo in the nursery. As such they have responsibility for the day to day operation of the policy and for co-ordinating provision for pupils with SEND. The SENDCos ensure liaison with other professionals in respect of children with SEND. The SENDCos advise and support early years practitioners, teachers and TAs within our nursery and school, working with class teachers to ensure that appropriate procedures are in place. The SENDCo ensures that relevant background information about individual children with SEND is collected, recorded and updated. A summary of this information is recorded in the Stonehouse Park Infant School SEND register.

- **The SENDCo, the Head Teacher, Senior Leadership Team and the Governing Body.**

The governing body have established a 'Narrowing the Gap' committee who monitor the quality of provision for children with SEND, monitor the progress and outcomes of children with SEND and monitor how the SEND budget is being spent. This committee also liaise with both SENDCos and reports regularly to the governing

body on the provision made for pupils with SEND. The SENDCos liaise regularly with the Senior Leadership Team in the strategic development of the SEND policy and provision.

Any concerns regarding safeguarding should be communicated initially to the Head Teacher and SENDCo for the school Rachel Edwards.

- **Class teachers.**

Early Years Room Leaders and Class teachers, supported by the Senior Leadership Team, are primarily responsible for high quality teaching for all, taking account of areas of strength and weakness and regular assessment of progress for all children. They should seek to identify children making less than expected progress given their age and individual circumstances. The EYRL/CT and SENDCos are responsible, with advice from outside agencies, for devising additional or different strategies for those children identified as SEND. They work together to produce 'My Plans' and then, if necessary, the move towards 'My Plan+' and possibly an application for an 'Education Health and Care Plan' (EHCP).

### **Admission Arrangements**

The Head Teacher is responsible for the admission arrangements which accord with those laid down by the Local Authority. These arrangements apply to **ALL** children and even in the event of being over-subscribed the nursery and school will not refuse admission to a child simply because we cannot cater for his or her special educational needs. We pride ourselves in our care and dedication to the needs of all our children and have had considerable success in the past in integrating children with a wide range of special educational needs. We have been complimented on our inclusive approach to learning by visitors, parents, professionals and Ofsted.

### **Allocation of Resources**

The formula budget delegated to the school includes an allocation for pupils in the school with special educational needs. Part of this budget has been used to help the governors to increase staffing. This often means that class sizes can be kept small and thus class teachers can devote more time to the needs of all individuals in their care. The governing body believes, with the wholehearted support of the staff, that this decision is in the best interests of all our children, but particularly those with SEND. When it is not possible to keep class sizes small then the larger classes receive extra support.

Pupils with an Education Health and Care Plan (EHCP) receive extra help or resources in accordance with their individual needs.

The Early Years SENDCo applies to the local authority for additional funding to support children in the nursery who has SEND at My Plan and My Plan+.

### **Arrangements for Staff Training and Professional Development**

The development of our expertise in being able to identify, assess and successfully remediate learning difficulties is considered by all staff to be a major school priority. The SENDCos attend training as appropriate and when available. Early Years staff, teaching staff, support staff and midday-supervisors attend relevant courses, often held locally. In addition a careful study of other available training is made in order to ensure that we develop knowledge and appropriate skills for all staff. Arrangements are made for health and

medical training as appropriate e.g. hearing impaired, vision impaired, physical disability, allergies, and medical conditions such as Diabetes and Downs Syndrome.

### **Identification, Assessment, Provision and Review**

Identification and assessment of children with possible SEND is made initially by practitioner/ teacher judgement. This is based upon how individuals are coping with differentiated activities, their performance in all areas of learning/ areas of the curriculum at the 2 year old check, baseline in each year group, transition to school the end of Foundation Stage, KS1; as well as how their progress matches the expected development for their chronological age and *national* performance indicators for their age group. Interventions are implemented as and when necessary and assessed to measure impact.

This identification process follows a graduated pathway: Please refer to our early intervention pathway.

The child's voice is very important and as such the 'Stonehouse Park Infant My Profile' is filled in for all children not just those with SEND.

'My Plans' are written when children are identified as having SEND. These are used to identify the needs, actions and outcomes needed to support children with SEND and promote progress. If necessary a 'My Plan+' and 'My Assessment' will be completed to enable further assessment and access relevant support. This may then be followed up with an application for an Education, Health and Care Plan (EHCP). Reviews are held at all stages of this graduated pathway.

### **Monitoring and evaluating the success of educational provision for children with SEND.**

The nursery and school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather data for analysis including:-

- Regular observations of teaching by the Head Teacher, SLT, Nursery Leader, Curriculum Leaders.
- Moderation of practitioner/teacher planning and children's learning.
- The views of parents and children.
- Maintenance of assessment records which illustrate progress over time (e.g. learning journals, key objectives, Foundation Stage Profiles, emotional well-being screening, pupil progress meetings and SATS scores).

### **Access to the Curriculum**

All children have the entitlement to a broad, balanced and relevant curriculum. All children with SEND are taught with their peers in mainstream classes and study the curriculum appropriate for their age.

All practitioners, teaching and support staff strive to:-

- Provide suitable learning challenges
- Meet children's diverse learning needs.
- Remove barriers to learning and assessment in their planning and teaching.

Room Leaders and teachers plan carefully for their groups/classes, having due regard for differentiation, coherence, breadth and balance. They match learning to the needs and abilities of children. They use a range of strategies and teaching styles to develop children's knowledge, understanding and skills, where appropriate materials are modified or support is provided to enable children with SEND to access learning or assessment processes.

The accessibility plan is available on the school website or via the school office.

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities, e.g. multi-skills sports, music, art, forest school, gardening etc. Children with SEND are actively encouraged and supported to join in and benefit from these activities.

### **Arrangements for Dealing with Complaints from Parents**

As the partnership with parents is so essential to the success of our policy we hope that all concerns could normally be dealt with in an informal way through discussion initially with the nursery leader/class teacher and SENDCos, then with the Head Teacher as necessary. If a parent feels that this has not resolved their worries then at this point the services of the Gloucestershire Authority would be called upon. If necessary, parents would then formally request a review by the Head and the governing body. In the unlikely event of such a complaint the Head would carry out a review of provision for the child, seeking outside support if applicable and would then discuss their findings with the responsible governor. There would be a written response to the complaint followed by a meeting within four school term weeks; involving the Head, the SENDCo, the parent or guardian and the responsible officer. If the parents remained unhappy after this meeting then they would follow the formal complaints procedure as detailed in the school prospectus.

### **Partnership with other Schools, Settings, Agencies and Professionals.**

We are most anxious to ensure that we maintain our excellent links with all of our feeder pre-school organisations and with the junior/primary schools who receive our pupils. Our nursery and school staff work together closely. This ensures that the nature of any difficulties is well known when the child starts and that we are in a position to act to help them early on.

Every year children transfer to our school and nursery from other primary schools and early years settings. These children are screened early on to identify any difficulties and staff always read records sent on with the child to see if any have been identified previously. Parents / guardians of these children are invited into school very early on to discuss their needs and desires for the future.

The majority of children leave us at the end of Y2 and move across to Park Junior school. A small group of children every year move onto other local primary schools. We all aim for a smooth transition for all our children but for those with difficulties we think it is particularly important to arrange face to face discussions with appropriate staff at the receiving school and to make sure that full records are passed on.

For our children with SEND we make regular use of multi-agency support services. Informal relationships with these services are good but when we require more formal help referrals are made. Our School Nurse is a regular visitor to school and is well known to our children and parents. We work closely with her to ensure that regular medicals in school are used to bring a medical perspective to our efforts to help our pupils.

Social Services work closely with individual children and families and we are always informed and consulted. The Head Teacher / Nursery Leader is invited to Case Conferences and other meetings when the welfare of our children is an issue.

The Inclusion Team at the local authority, work closely with us to deal with any problems should they arise e.g. attendance.

### **The Role of Parents whose Children have SEND**

In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The school has positive attitudes to parents, seeks to provide user-friendly information and strives to ensure that their views are always sought, usually through informal contact between parents and practitioners/class teachers. We pride ourselves on our openness with, and accessibility to parents, and we support and empower parents to:-

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

## **Appendix One: Local Offer**

### **At Stonehouse Park Infant School we believe that:**

- All children should be valued regardless of their abilities and behaviours.
- All teachers are teachers of children with special educational needs
- All children are entitled to a broad and balanced curriculum which is matched to meet each individuals' needs.
- All children can learn and make progress
- Effective assessment and provision for children with special educational needs will be secured in partnership with parents, children, the L.A and other partners.

### **How does our school know/identify that children have special educational needs (SEND)?**

We take time to get to know each child and family as individuals.

We work in partnership with parents in an open and transparent way. We raise any concerns early and share these concerns with parents. Equally we listen to parents' concerns and then carry out our own assessments.

We carefully track every child's progress and their physical and emotional well-being.

### **What are the first steps our school will take if special educational needs are identified?**

We would talk to parents/carers first about any concerns we may have about a child's progress or well-being. We also encourage parents to come to us if they have any concerns at home.

Our staff will carry out additional assessments and then appropriate support/intervention programmes will be planned and provided. We always include parents in this process.

We will ask for support from outside agencies e.g. speech and language therapy, paediatrician, educational psychologist advisory teaching service etc. if required and agreed with parents.

### **What should parents/carers do if they think their child has SEN? How can they raise concerns?**

In the first instance parents should speak to their child's class teacher, key person or another member of staff that they feel comfortable in approaching.

Parents can also arrange to speak to the headteacher/SENDCo or Early Years SENDCo.

### **How will our school include parents and children in planning support?**

The child's voice is always important in our school. All children are involved in planning and assessing their own learning.

For children with SEN we hold regular structured conversations with their parent/carer. In the nursery the key person and early Years SENDCo will meet with parents and in school the class teachers meet with parents. These meetings provide the opportunity to talk about the child's interests, the things they are good at and the things they need help with, both at home and at school. The parents and key persons/Early Years SENDCo and teachers/SENCO together agree next steps and the necessary support/provision that the child will need to achieve these. The child is involved in this process either at the same meeting or separately as appropriate.

### **How will our school teach and support children with SEN?**

#### **For children without an Education, Health and Social Care plan (EHC)**

Every child is entitled to receive high quality teaching and learning in their nursery room with the nursery staff or in their own class with their own teacher. Children with SEN may also be part of a carefully planned small

intervention group in school/nursery and some children may also receive 1 to 1 support depending on their level of need.

Adaptations to the daily routine and or the environment are made to make sure that every child, irrespective of their level of need, is able to access the curriculum.

Children with SEN will have an individual plan, 'My Plan'. These plans will be agreed during structured conversations between parents/carers and the child's key person/Early Years SENDCo or child's teacher/School SENDCo and reviewed regularly. These plans will detail the child's next steps for learning and the provision required to achieve these.

### **For children with an EHC plan**

The above applies to children with an EHC plan. However, their EHC plan will also specify the additional support and provision they will need to make progress and access the curriculum.

### **How does our school plan the support? How are our resources allocated and matched to needs?**

Every child's learning and well-being is regularly assessed and their progress tracked. Formative assessments take place on a daily basis as early years staff, teachers and teaching assistants work with children. Summative assessments take place at least every term, i.e. six times a year. Progress meetings are held termly between senior staff and teachers, where additional support/intervention programmes are planned and evaluated and resources allocated.

### **How is the decision made about the support your child will receive?**

We consult with parents, relevant members of staff and outside professionals to make an informed decision about the right level of support for the child. This is reviewed at least termly.

### **How will progress towards identified outcomes and effectiveness of our SEN provision be assessed and reviewed by us and how will we involve parents and children in this process?**

We consult regularly with all parents about the quality of education and care their child receives, at least termly. Parents views and their ideas inform future plans.

Children are fully involved in the planning and evaluation of their learning. The child's voice is heard and their views inform future planning.

We monitor and evaluate every aspect of our provision rigorously, e.g. the quality of teaching, children's behaviour & safety, children's achievement.

### **Who will be working with your child?**

In nursery your child will work with their key person, early years practitioners and Early Years SENDCo. In school your child will mostly work with their class teacher and TA. They may also work with other members of staff who have a particular area of specialism e.g. SENCo, specialist teachers and TAs. They may also work with the paired class teacher in their year group for some areas of the curriculum. Some children may work with visiting specialist professionals e.g. speech and language therapist, physiotherapist, educational psychologist.

### **How do we ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?**

All information about children is treated as highly confidential and all data protection/GDPR protocols are followed.

All relevant information about children is shared with early years practitioners, teachers and TAs during team and individual meetings with the Headteacher and SENCO. Each child has their own provision map and file,

containing all documentation e.g. reports from other professionals, which are kept securely but easily accessible to all staff working with that child.

### **What role will the child's key person/ teacher play?**

Your child's key person/teacher is the most important adult working with them in school. Every teacher is responsible for the education and care of all of the children in their class.

### **What expertise does our school and our staff have in relation to SEND?**

All of our early years practitioners, teachers, higher level teaching assistants, teaching assistants and lunchtime staff receive regular training appropriate to their different roles within school. We also access specialist support and training to enable staff to meet the needs of individual children e.g. administering medication, responding to emergency medical conditions, carrying out physiotherapy, implementing speech and language programmes etc.

All staff have regular performance management reviews where their training needs are identified and planned for.

We are very fortunate to have teams of highly experienced staff in both our school and nursery which means we are able to provide a high quality of education and support to every child who lives in our community.

### **What intervention programmes do our schools run for children with SEND and how are they delivered?**

In nursery and school we run a wide range of small group and individual intervention programmes. These programmes vary frequently in order to meet the changing needs of our children.

Rather than implement generic interventions we always tailor our programmes to make sure they are right for every child.

Our intervention programmes are reviewed regularly by staff, children and parents.

Please refer to Appendix 2: Waves of Intervention and Appendix 3: Current Provision

### **What teaching strategies does our school use for children with learning difficulties including; autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?**

Appropriate use of support and interventions as detailed on our provision maps.

### **What support does our school put in place for children who find it difficult to conform to normal behavioural expectations and how do we support children to avoid exclusion?**

We share a joint approach to promoting good and safe behaviour in nursery and school. We also provide support for parents with managing their child's behaviour at home. Please refer to our Positive Behaviour and Physical Intervention policies.

### **Which other services do we use to provide for and support our children?**

We work with a wide range of professionals from other agencies and community organisations to provide us with the necessary specialist support and knowledge for the children in our care. These include health visitors, speech and language therapists, occupational therapists, physiotherapists, CYPS, paediatrician, school nurse, ALLSORTS, Young Carers, community family worker. For further information please speak to the SENCO/headteacher.

### **How does our school provide support to improve the emotional and social development of our SEND children?**

Our school and nursery provides a caring and nurturing ethos. Every child is able to talk to a member of staff about their concerns and worries. We have clear positive behaviour strategies in place which are

implemented fully across both schools. We run intervention groups to help children manage their emotions. We are also able to provide play therapy. We always work closely with parents and can provide support with behaviour management issues at home. Where appropriate we can refer onto specialist agencies.

#### **How does our school manage the administration of medications?**

Parents are asked to sign a medical consent form to administer medication in nursery and school. Where necessary, staff receive specialist training to meet specific medical needs.

#### **How does our school help with personal care where this is needed?**

A child's personal care needs e.g. toileting, eating etc. will always be discussed with the headteacher or SENCO before starting school. An individual care plan will then be drawn up and carried in full consultation with parents. Refer also to our Intimate Care Policy.

#### **What is our policy on day trips, school outings, health and safety arrangements?**

We are inclusive schools and SEND children will always be included unless there are concerns that the child will not be safe or that their behaviour may put other children at risk of harm. Risk assessments will be completed and additional adults deployed to ensure every child is safe. On some occasions we ask parents/carers to accompany their child.

#### **What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to children with SEND? What measures are in place in our school to prevent bullying?**

Every child has a voice in our school and nursery. They know that any concerns or worries they may have will be listened to and appropriate action taken. Children are supported to make friendships and playtimes are structured and well staffed to reduce the risk of bullying. We have a zero tolerance stance on any form of bullying. Parents/carers must always raise any concerns promptly with the headteacher so that these can be investigated and appropriate action taken to resolve these issues. Please also refer to our Friendship & Anti-Bullying and Positive Behaviour Policies.

#### **What access do our SEND children have to facilities and extra-curricular activities available to all children?**

We are an inclusive school and SEND children will always be given the opportunity to participate in the full range of activities provided. Where appropriate additional adults will be deployed to support this.

#### **Who will be talking to and keeping in touch with the parent/carer?**

Your child's key person or teacher will always be the first point of contact. Parents/carers will also meet with the headteacher, deputy headteacher and Early Years SENDCo.

We have an open door policy so that any worries or concerns can be overcome swiftly.

#### **Who will explain and discuss this with the parent/carers?**

The key person or class teacher will usually be the first point of contact.

#### **How will parents/carers know how well their child is doing?**

We like to have informal contact with parents on a daily basis. Parents/carers are welcome to come into school at any time to find about their child's learning. More formal parent and teacher consultation meetings and structured conversations are planned 3 times a year.

#### **How does our school measure outcomes and impact of the support provided to the child? When and at what interval will this happen?**

Key persons and teachers monitor and track children's progress regularly against the assessment criteria set out in the Early Years Foundation Stage and the National Curriculum. The Nursery Leader, Early Years

SENDCo and Teachers meet with the headteacher termly to review every child's progress and to evaluate the impact of any additional support.

**Who will explain and discuss this with the children?**

The key person or class teacher have regular learning conversations with every child.

**How will our school involve children with SEND in their education?**

Every child has a voice in our school and nursery. They will have learning conversations with their key person or class teacher. Children's views and ideas are regularly sought and these inform future planning.

**How do we assess and evaluate the provision we have arranged for your child?**

We monitor and evaluate all aspects of our provision. Senior staff observe learning, carry out learning walks, look at learning in children's books and analyse assessments. School governors are also involved in this process.

**How do we prepare our school to welcome and support SEND children? How do we arrange and support a transfer to another school/educational establishment?**

The nursery leader or Early Years SENDCo or headteacher/SENCD0 liaise closely with parents, early years settings and other schools. They will attend any relevant meetings and review before the child starts so that all information is shared and an individual transition programme can be planned. When children move onto another school or establishment the same process will happen.

**What resources and equipment do we provide for children with SEND?**

We always aim to provide the resources and equipment that children with SEND need in order to fully access the curriculum. We work closely with parents and specialist agencies, e.g. occupational therapist to source the necessary equipment needed.

**What arrangements are in place with other schools/other educational providers when our SEND children transfer?**

We meet regularly prior to transfer with the appropriate staff at the new setting so that each child's can be fully met. Information about the child, e.g. the child's strength's, interests and difficulties and the interventions that have been successfully implemented. Parents and carers are always part of these discussions.

**How accessible is our school to children with SEND?**

Our nursery and school buildings are fully accessible with the necessary ramps, lifts, toilets and door ways etc. Refer to our Accessibility Plan.

**What role do the governors have?**

Our school governors work with all staff to ensure that every child receives a high quality education, makes progress and achieves well. They come into school to look at all aspects of provision including that for children with SEND. They meet with the headteacher/SENCO to monitor the progress of all children including those with SEND. The Narrowing the Gap committee ensure that the budget the school receives to support children with SEND is used effectively and that SEND children are fully included in our school.

**What can you do if you are not happy? Who should you talk to?**

Please talk to your child's key person or class teacher in the first instance. If the issues are not resolved please talk to the nursery leader or headteacher. If you are still unhappy you will be able to talk to the Chair of Governors. Please contact the school office to arrange this.

**How can parents/carers arrange a visit to our school? What is involved?**

To arrange a visit to our school please contact the school office by e mail or phone. Details on our websites. We hold 'open days' several times a year but parents/carers are welcome to arrange a visit at any time. These visits are best booked in advance so that the nursery leader, headteacher, or a senior member of staff is available to answer questions and provide all of the information that any parent or carer may require.

**Who can you contact for more information?**

In the first instance please contact the school office as above. You can also contact Gloucestershire County Council via this link [www.gloucestershire.gov.uk](http://www.gloucestershire.gov.uk)

**When was the above information updated?**

March 2020

## Appendix 2: Identification and Intervention Strategy:

### Stonehouse Park Infant School Early Identification & Intervention

<b>Stage 1: Get to know child and family and form positive relationships</b>
<ul style="list-style-type: none"><li>• Transition structured conversations/ TAC meetings for children with identified SEND/Vulnerability between parents &amp; Y2/Y3 staff or Nursery/YR staff. (June/July prior to transition)</li><li>• Transition meetings between key workers, key workers &amp; YR teachers, class teacher to class teacher to pass on all records &amp; discuss each individual child (July)</li><li>• Headteachers, Nursery &amp; Family Support Leader &amp; SENCO share information with class teachers &amp; key workers e.g. reports from other professionals, C.P records etc. (July &amp; early Sept)</li><li>• Home visits for all children starting in the nursery and in YR. (Week 1 of term 1 and when child joins nursery during the school year)</li><li>• Individual Getting to Know you meetings between class teachers &amp; parents for KS1 &amp; KS2 children. (Within the first few weeks of term 1 and within the first couple of weeks when a child joins school during the school year)</li></ul>
<b>Stage 2: Baseline assessments &amp; identification of potential barriers to learning</b>
<ul style="list-style-type: none"><li>• Class teachers &amp; key workers carry out baseline assessments.</li><li>• Headteachers, Nursery &amp; Family Support Leader &amp; SENCOs meet with class teachers to discuss potential barriers to learning &amp; complete vulnerability spreadsheet. .</li></ul>
<b>Stage 3: Identification of any concerns</b>
<ul style="list-style-type: none"><li>• If class teachers/key workers have concerns about a child they will share these at a year team meeting &amp; with other staff who work with the child in school/ nursery. Additional assessments/ observations will be carried out to clarify the exact nature of the concern.</li><li>• Once additional assessments &amp; observations have been carried out the teacher/key worker will share their specific concerns with the SENCO, Nursery Leader, senior colleague. They will follow their school's protocol to arrange a meeting.</li><li>• The teacher/key worker will arrange to meet with the parent/carer to share their concerns &amp; to find out about the child at home. It may be appropriate for the teacher/ key worker to be supported by a senior colleague at this meeting. This meeting may take place on site or at the child's home.</li></ul>
<b>Stage 4: Agree a strategy, implement &amp; review.</b>
<ul style="list-style-type: none"><li>• The child's parent, class teacher/key worker, with the support of the SENCO when required, will agree strategies to address the concerns/support the child with the area of difficulty. This strategy will be joint &amp; include actions to be implemented in school &amp; actions to be implemented at home.</li><li>• In school it is the responsibility of the class teacher to record this strategy/complete the My Plan if the child is on the SEND register. Next steps will be set &amp; a review date planned.</li><li>• The strategy/My Plan will be shared with all staff who work with the child as all staff will be involved in monitoring the child's progress. A copy of the strategy/My Plan will be given to parents.</li><li>• The strategy/My Plan will be reviewed informally on a daily basis as part of the formative assessment process. There will be regular contact with parents, e.g. brief feedback at the end of the day, home to school diary etc. This process will involve all staff working with the child. They will gather evidence.</li></ul>
<b>Stage 5: Formal review &amp; planning</b>
<ul style="list-style-type: none"><li>• The class teacher/ Nursery Leader&amp; SENCO will review the impact of the intervention on the child's progress &amp; well-being during progress meetings with the headteacher/deputy headteacher &amp; SENCO. Decisions will be made re next steps: Ending the intervention because the child no longer requires this.  Ending the intervention because it is not working &amp; the child requires a different approach.  Continuing with the intervention for a further 6 weeks.  Removing child from SEND register because they are no longer cause for concern.  Moving to My Plan+ as child is not making progress despite intervention &amp; their difficulties</li></ul>

Are complex.

Referral to outside agencies e.g. speech & language therapist, E.P, paediatrician

- Formal review with parents during a structured conversation. The My Plan will be reviewed by the class teacher with parents & new targets set. In the nursery the key person will review the My Plan with parents supported by the EY SENCO. The SENCO will always be involved in the review of My Plan+ or EHCP.
- **The Plan, Do, Review cycle will continue**

### Appendix 3: Waves of Interventions

Area of Need	Wave 1	Wave 2	Wave 3
Cognition and Learning	<p>Differentiated curriculum planning, activities, delivery &amp; outcome.</p> <p>In-class TA support</p> <p>In-class targeted teacher support.</p> <p>Increased visual aids, learning aids, modelling etc.</p> <p>Visual timetables</p> <p>Use of word banks and writing frames</p> <p>Access to IT</p> <p>Team teach/ modelling</p> <p>Modified curriculum pathways</p> <p>Pre-teaching vocabulary &amp; concepts</p> <p>Extra adult support e.g. volunteers</p> <p>Learning environment and classroom organisation</p>	<p>Small group/individual Intervention programmes such as Dancing Bears, extra phonics, number crunchers, handwriting practice, sentence formation, spelling etc.</p> <p>In class support from TAs &amp; teachers.</p> <p>Provision of specialist resources e.g. dyslexia filters, pencil grips,</p>	<p>Individual visual timetable</p> <p>Individual curriculum pathway</p> <p>Individual work station</p> <p>Disapplication from SATs</p> <p>Advice from specialist professionals e.g. advisory teaching service, Educational Psychologist</p>
Communication & Interaction	<p>Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language, key words.</p> <p>Use of Makaton.</p> <p>Increased visual aids/modelling etc</p> <p>Visual timetable &amp; use of symbols.</p> <p>Structured and consistent routines.</p> <p>Learning environment and classroom</p>	<p>In class support with focus on communication &amp; language.</p> <p>Pre-teach vocabulary</p> <p>Talk Boost</p> <p>Time to Talk</p> <p>Language for Thinking</p> <p>Language groups</p> <p>IT- Communication in Print</p> <p>Makaton</p>	<p>Small group or 1 to 1 support for language &amp; communication.</p> <p>Speech sounds group &amp; 1 to 1 support</p> <p>Expressive language 1 to 1 and small group support</p> <p>Speech &amp; Language Therapy input</p> <p>Makaton/Total Communication</p> <p>Visual organiser</p>

	<p>organisation Communication Friendly Spaces approaches</p>		<p>IT Writing with Symbols  Advice from Speech &amp; Language Therapist, Advisory Teacher &amp; EP</p>
<p>Social, Emotional &amp; Mental Health</p>	<p>Whole School Positive Behaviour Policy</p> <p>Whole school &amp; class rules</p> <p>Whole school reward &amp; sanctions systems</p> <p>PSHE/PSED learning based on the Pink Curriculum and Facts4Life</p> <p>Circle Times</p> <p>School Values &amp; assemblies</p> <p>Adults modelling &amp; supporting Conflict Resolution</p> <p>SEAL</p> <p>Learning environment &amp; classroom organisation.</p> <p>Provision of safe spaces in each year group</p> <p>Provision of Take a Minute resources in each class.</p> <p>Daily take a minute, yoga &amp; meditation.</p>	<p>Small group circle times</p> <p>Small groups PSED intervention &amp; extra forest school.</p> <p>Class behaviour charts</p> <p>Play buddies</p> <p>Calm/safe space</p> <p>Lunch club</p> <p>Small group play th</p>	<p>1 to 1 support for emotional resilience &amp; social skills.</p> <p>Individual positive behaviour plan, individual reward system.</p> <p>Preventing exclusion plan.</p> <p>Individual risk assessments.</p> <p>Access to the quiet room</p> <p>Physical Intervention policy</p> <p>Time to Talk</p> <p>Individual play therapy</p> <p>Parent support</p> <p>Individual timetable/ reduced timetable.</p>
<p>Sensory and Physical</p>	<p>Flexible teaching arrangements</p> <p>Staff aware of implications of physical impairment</p> <p>Visual aids</p> <p>Positioning of children during whole class teaching sessions</p>	<p>Adapted key boards</p> <p>TA in class support for access, safety etc.</p> <p>Small group gross and fine motor skills intervention groups.</p> <p>Fizzy &amp; Dough Disco</p>	<p>Individual support to access all curriculum areas e.g. P.E, art, science, DT</p> <p>Individual support to access all parts of the school day safely e.g. lunchtime</p> <p>Advice from Occupational Therapist and Physiotherapist &amp; individual therapy.</p>

	<p>Pencil grips, writing slopes.</p> <p>Daily access to physical activity to develop gross motor skills</p> <p>Daily access to learning &amp; play activities to develop fine motor skills</p> <p>Accessibility plan</p> <p>Learning environment &amp; classroom organisation</p>		<p>Access to a PC with Switch</p> <p>Use of appropriate resources e.g. radio aids, standing frame, electric wheel chair,</p> <p>Access to hygiene suite &amp; hoists.</p> <p>Advice from advisory teacher &amp; Educational Psychologist</p> <p>Makaton/Total communication</p> <p>Use of lift and ramps</p>
--	---	--	--

#### Appendix 4: Current Provision Map

Year Group	Provision	Delivered By
<b>Nursery</b>	Talk Boost 1 to 1 support during continuous play provision Individual timetable Individual language support	Early Years Staff Early Years Staff Early Years SENDCo Early Years SENDCo
<b>YR</b>	Individual language development & interaction Talk Boost Language Group Fizzy- fine motor development Personal, Social & Emotional Intervention Group Small group Forest School Individual support during child initiated learning Extra 1 to 1 reading Individual behaviour Support Plans & reward systems Individual timetables	SEND TA YR TA YR TA YR TA YR TA YR TA YR lunchtime supervisors YR teachers & TAs YR teachers & TAs
<b>Y1</b>	Individual, pair & small group play therapy Sentence construction Fizzy- fine motor development Number recognition (x2 groups) Pre-teach vocabulary Time to talk Small group Forest School Extra individual reading Dancing Bears, extra phonics & extra individual reading Individual learning support & continuous play provision Individual behaviour support plans & reward systems Individual timetables	Qualified Play Therapist Y1 TA Y1 TA Y1 TA Y1 TA Y1 TA Teacher volunteer Y1 lunchtime supervisors & volunteers SEND TA Supply TA Y1 teachers & TAs Y1 teachers & TAs

<b>Y2</b>	Individual, pair & small group play therapy & sensory play	Family Worker
	Reading Comprehension	Y2 TA
	Maths SEND group	Y2 TA
	Maths SATs support & preparation	Y2 TA
	Fizzy: Fine motor development	Y2 TA
	Social group	Y2 TA
	Spelling group	Y2 teacher
	Nurture hour	Y2 teacher
	Dancing Bears & 1 to 1 reading support	SEND TA & Y2 TA
	Individual behaviour support plans & reward systems	Y2 teachers & TAs
Individual timetables	Y2 teachers & TAs	

