



Phoenix Infant and Nursery School



Special Educational Needs and Disability Information Report

September 2024

How we support children with special educational needs or disabilities

Our vision

At Phoenix Infant and Nursery School we are committed to meeting the needs - academic, social, emotional and behavioural of all our pupils and ensuring that all pupils including those with Special Educational Needs or Disabilities (SEND) pupils have the opportunity to reach their full potential and make good progress within a positive and stimulating environment. We provide a high quality, flexible curriculum for all children through an inclusive approach which meets individual needs, enabling all pupils to be included fully in the life of our school and its community.

OFSTED January 2022 recognised that "Pupils with special educational needs and/or disabilities receive strong support to access the full curriculum. Leaders and staff are ambitious for all pupils to achieve well, whatever their circumstances.

Our Aims

All Nottinghamshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

How does school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following: -

- Child performing below age expected standard
- Concerns raised by parents and carers
- Concerns raised by teacher, for example behaviour or self-esteem affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable.

What should I do if I think my child may have special educational needs or I am concerned about their progress?

Talk to us - in the first instance contact your child's class teacher

If you're still concerned or not happy about your child's support and/or progress, you should speak to the SENCO (Mrs Harper)

If you are still not happy you can arrange to speak to the SEND Governor

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will the school let me know if they have any concerns about my child's learning at school?

- If your child is identified as not making enough progress or showing other signs of difficulty in school, then the class teacher or support staff will discuss this with you. This may initially take place during parent's evening, with a longer meeting being set up at a later date to discuss concerns in more detail and to:
- Listen to any concerns you may have too
- Plan any additional support your child may receive.

Who will explain my child's needs and progress to me?

The class teacher will meet parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.

For further information the SENCO (Special Needs Coordinator) is available to discuss support in more detail

How will school support my child?

- The SENCO oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.

There may be a teaching assistant working with your child either individually or as part of a group, if the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts.

- Some of the teaching assistants in school specialise in a specific area; these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- Specialist staff include those who specifically support pupils with social, emotional and mental health needs.

Specific Group Learning Intervention which may be:

- Run in the classroom or in areas outside the classroom.
- Run by a teacher and/or teaching assistant (TA)

Specialist groups run by outside agencies e.g. Speech & Language Therapy, Physiotherapist.

This means a pupil has been identified by the SENCO team/class teaching team as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority Central Services, such as the Early Years Specialist Support Services, Personal, Social, Emotional Development Team (PSED) Gedling Area Partnership (GAPS) or Sensory Service for students with a hearing or visual need.
- Outside Agencies such as the Educational Psychology Services (EPS)

What could happen?

- You will be asked to give your permission for the school to refer your child to a specialist professional e.g. Speech & Language Therapist (SALT) or Educational Psychologist. This will help the school and you to understand your child's particular needs better and to be able to support them more effectively in school.

The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. This may lead to specific group or individual learning being carried out.

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

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.

The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.

How is the decision made about what type and how much support my child will receive?

The class teacher and the SENCO will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

- By reviewing children's targets termly on provision maps and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent along with minutes of these review meeting.
- The child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by Class Teachers and any other staff that support the child.
- Verbal or written feedback from the teacher, parent and pupil.

Children may be taken off the Special Educational Needs register when they have made sufficient progress. You will be informed about this if this happens.

What opportunities will there be for me to discuss my child's progress?

- We believe that your child's education should be a partnership between parents and teachers therefore we aim to communicate with you regularly.
- We will arrange a review meeting at least once every term.
- You will be able to discuss your child's progress at parent's evenings.

You are also welcome to make an appointment at any time to meet with either the class teacher or the SENCO to discuss how your child is getting on.

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

- The class teacher or SENCO can offer advice and practical ways that you can help your child at home.
- If your child is on the special needs register, they will have a provision map which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy of this provision map. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex special educational needs or a disability, they may have an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.

Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.

- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- Home learning will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

How do you measure my child's progress?

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 2, using a variety of different methods, including National Curriculum Assessments, standardised tests and smaller steps assessments as appropriate.
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's provision map is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.
- As a nurturing school, all our vulnerable pupils are known to staff.
- The school's playground is staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.

- Children with eating difficulties are encouraged in school to try different types of food. If necessary, children are supported in the dining room. Children are not rushed to eat their food.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day.
- If a child regularly requires medication in school, this will be managed through an individual care plan written by the Head Teacher in conjunction with parents.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is done in a range of ways such as discussions and questionnaires.
- Children who have provision maps will discuss their targets with their class teacher/teaching assistant where this is appropriate. The children's views are collected for the Plan, Assess, Do, Review meetings.
- If your child has an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

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

Directly involved in the school:

- A team of highly trained Teaching Assistants
- Family SENCo (providing support across the family of schools)
- Family Support Worker (providing support across the family of schools and working with both pupils and their parents)

The SENCO will seek advice, as appropriate, around individual pupils, from external support services through the termly Springboard meetings (always with permission from the parents/carers)

Early Help Unit

Multi-Agency Safeguarding Hub

School and Families Specialist Services

Speech and Language Therapy

Service Community Paediatrician

Sensory team for hearing and sight

Occupational Therapist

Physical Disability Support Service

Forest School Provision

What training have the staff supporting children with special educational needs, had or are currently having?

The SENCO supports the class teacher in planning for children with SEND.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Early Years Specialist team, Schools and Families Specialist Services. The school achieved 'Dyslexia Mark' status in June 2019.

How will my child be included in activities outside the classroom including day and residential trips?

- We aim for all children to be included on school day trips. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

The main building is accessible to children with physical disability as is Foundation Two and Nursery. However, the site is built on different levels and therefore has stairs to Key Stage One classes. The local authority works with the school when children have attended with physical needs to ascertain the suitability of the provision and offer any support necessary. There is a disabled toilet. We ensure that equipment used is accessible to all children regardless of their needs. After school provision is accessible to all children including those with SEND. Extra-curricular activities are accessible for children with SEND.

How will the school prepare and support my child when joining the school or transferring to a new school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

We will contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for your child.

- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All provision maps/targets will be shared with the new teacher, along with all other relevant paperwork.

If your child would be helped by a transition book to support them understand moving on then it will be made with them

- In Year 2:
 - The SENCO will contact the Junior/Primary School SENCO to advise them of your child's SEND. We have very close links with our feeder school - Priory Junior School and put together plans for the cohort as well as individuals needing extra support at the transition period.
 - Where it is felt necessary, your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
 - Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

How are parents involved in school life?

- We ask parents to complete questionnaires twice yearly to ascertain their views.
- Parents are also welcome to help out as volunteers, for example, listening to readers.
- For children with special needs or a disability, parents may be invited to help support their child on a school trip.
- Parents are also invited to regular class assemblies and concerts.

How are the Governors involved and what are their responsibilities?

The SENCO reports to the Governors to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times. A governor is responsible for special educational needs and meets regularly with the SENCO. They also report to the Governors to keep them informed. The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

Our offer to children with special educational needs and disabilities was reviewed September 2024

- Next review September 2025

We hope you find this document useful. Please do not hesitate to contact us if you need further information.

Where can I access further information?

A more detailed policy about SEN support at Phoenix Infant and Nursery School is available on the school website policy section.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the Government's reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

You can also seek advice from Ask Us (formally the Parent Partnership) which you can access from the link below:

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

enquiries@askusnotts.org.uk

Contact number:

0115 8041740



Phoenix Infant School Graduated Response to supporting children with SEND

Parents or carers express concerns about their child's learning to the class teacher or another member of staff. OR Teacher expresses concerns about child's learning to their parents/ guardians.

High Quality Teaching methods are adapted focused on the child's identified need (wave 1).

If successful, class teacher discusses outcomes with parents. No further SEN intervention is required.

If progress is not made or needs are not being met through High Quality Teaching Methods, the teacher will meet with SENCO and evidence will be collected (observations, assessments, work in class, etc).
A support plan, with pupil and parental input, is created and shared with parents. This details specific targets and intervention (wave 2).

Improvements are made.

Specific small group/1:1 intervention takes place and progress is monitored by the SENCO and class teacher against SMART targets. Review meetings, with parents, held each term.

In addition to wave 2 intervention, external services may need to be accessed for support. External agencies include SALT, Ed Psych, SFSS, etc. Some of these services are sought at Springboard (wave 3).

Additional funding may be required to support complex needs (e.g. high level of 1:1 intervention or bespoke curriculum support). This will be applied for through the family of schools or Local Authority depending on the level of need.

If the graduated response has not been successful (throughout a continuously reviewed cycle) or a specific, lifelong and complex need has been identified, a Education, Health and Care Plan can be requested via the Local Authority.