

SEN Information Report for the Federation of Grove House and King's Park Infant Schools 2017 - 2018

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At The Federation of Grove House and King's Park Infant Schools, we are committed to working together with all members of our school community. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

- Special Educational Needs Coordinator (SENCo) - Mrs Lucy Robinson (01362 694379)
- Executive Headteacher – Mrs Sarah Charman (Grove House 01362 694379 / King's Park 01362 694077)
- Special Educational Needs Governor – Mrs Sharon Nicholls

The information below will give you a clear and informed picture about the curriculum and provision available for our pupils at Grove House and King's Park Infant Schools.

| How we identify SEN: | |
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| How does the school know if children need extra help and what should parents do if they think their child may have special educational needs? | <ul style="list-style-type: none">• We have an open door policy at the school. If a parent is concerned about the progress their child is making they can initially speak to the child's class teacher or alternatively, they can arrange to meet with the Special Educational Needs Co-ordinator (SENCo).• Throughout the year class teachers and the senior leadership team monitor the progress of all children in the school. If a child is not making the expected progress they will be closely tracked and additional support implemented if required. Learners can fall behind for lots of different reasons, therefore only those with a learning difficulty which requires provision that is in addition to or different from the normal differentiated curriculum will be identified as having SEN. |

| What we do to support learners with SEN: | |
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| <p>How does the school support pupils with special educational needs?</p> | <ul style="list-style-type: none"> • All teachers adapt the curriculum to ensure access to learning for all children in their class. • When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/carers will be invited to a meeting with the class teacher and/or the SENCo to discuss a plan of support. They will then use the assess, plan, do, review cycle to set targets and then arrange a suitable review date. • A teacher or teaching assistant may deliver intervention in a small group or a 1:1 basis. Interventions delivered in our school include: Talkboost, Catch Up, Numicon and Building Blocks for Communication. • The school may also take advice from different professionals as to how we can best provide additional support for our children. Professional advice may involve internal staff (Head, SENCo, etc) as well as external staff (Speech Therapists, Educational Psychologists, etc). • We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. We modify the provision map regularly and it changes every year, as our learners and their needs change. |
| <p>What support is in place for Social and Emotional Wellbeing?</p> | <ul style="list-style-type: none"> • All pupils are supported with their social and emotional development through the curriculum and at playtimes. • We follow the PATHS programme and the children have regular circle times around social themes. • The school works with parents and children to encourage high levels of attendance. For example best class for attendance is highlighted each week in Celebration Assembly. • The school also has a very supportive and strong ethos and a very positive approach to behaviour management is adopted. Reward systems such as Golden Time and stickers to encourage good behaviour are used within classes. |

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| How we keep parents informed: | |
| How will parents know how their child is doing? | <ul style="list-style-type: none"> • Parents/carers will be invited to half termly meetings as well as the termly parent's evening to discuss the achievements, progress and support that the school is providing and how they can help their child at home. • Targets/ next steps will be set for the children following a discussion with the children and their parents and at the meeting strategies of how children can be supported at home will be discussed. |
| How we evaluate the effectiveness of our provision: | |
| How will we know if the provision for children with SEND is effective? | <ul style="list-style-type: none"> • Progress data of all learners is monitored by the Senior leadership team. The SENCO also collates impact data of interventions to ensure that interventions are proving effective. |
| Provision and Services: | |
| What specialist services and expertise are available at the school or accessed by the school? | <p>When required specialist expertise can be drawn upon. Some services that have been involved with the school to date are:</p> <ul style="list-style-type: none"> • NHS Speech and Language Service • School to School Support (Fred Nicholson School) • CAMHS (Child and Adolescent Mental Health Service) • Educational Psychologist • Sensory Support • Autistic Spectrum Disorder (ASD) Specialist Support Assistant Team |
| How accessible is the school environment? | <ul style="list-style-type: none"> • King's Park Infant School is all on one level with slopes leading to all areas from the outside. • Grove House Infant and Nursery School is on two levels. However all classrooms and children's toilets are based downstairs and there is a stair lift available. • The school has drawn on assistance from Sensory Support to ensure children with hearing or visual impairments are suitably enabled around our school. • In order to communicate with parents whose first language is not English the school will translate all correspondence into the relevant languages upon request. In addition the school will endeavour to involve a translator for any meetings, etc. |
| How are pupils included in activities outside the classroom including trips? | <ul style="list-style-type: none"> • The school carries out risk assessments for all children including the children with SEN before attending a school trip. • Consideration is made for how school trips can be adapted to assist the individual child. • Parents or carers are consulted prior to a school trip and asked to attend if necessary. |
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| Staff Training | |
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| <p>What training have the staff supporting pupils with SEN had, or what are they expected to have?</p> | <p>The school is committed to further developing the skills and knowledge of the staff supporting children with SEND.</p> <p>We do this in the following ways:</p> <p>Recent training:</p> <ul style="list-style-type: none"> • Norfolk Steps (all staff) and Step Up (selected staff) • Elklan and Talk Boost Speech and Language Training • National SENCo Award • Sensory Circuit Training • Sensory Support (to support children with hearing impairments) • Attachment training • Total Communication training |

| Transitions | |
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| <p>How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their wellbeing?</p> | <ul style="list-style-type: none"> • Before children start in Reception/Nursery they have an induction morning where they will be given the opportunity to meet their new teacher, teaching assistant and become more familiar with the setting. • At the beginning of their Reception/Nursery year, before term begins, they will have a home visit from their class teacher and teaching assistant. • When joining our school from another school or nursery the class teacher/SENCo will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting. They will also liaise with parents to ensure the transfer to the school is as smooth as possible. • When a child is moving to a new school, transition meetings will take place with the class teacher and SENCo of our school and the new school. The individual needs of the child will be discussed as well as ways to make the transition as smooth as possible for the child. These ideas and meetings will also be shared with parents. • The types of provision we put in place to ensure a smooth transition and support our children when they are moving school are things such as extra class visits, social stories, taking photographs of the new staff, transition books and the children's confidential files will be forwarded to the new school setting. The files contain educational information about the child which supports a smooth transition for the child as well as a continuous education from one school to another. |

