

SEN Information Report

What kind of provision is provided for children with Special Education Needs at Clowne Infant and Nursery School?

The four broad 'areas of need' as recognised by Derbyshire County Council are;

- Cognition and Learning needs
- Communication and Interaction needs
- Sensory, physical and/or medical needs
- Social, Emotional and mental health needs

The LA Local Offer

Local Authorities and Schools are required to publish and keep under review information about services that are available for children and young children with Special Educational Needs. This is the 'Local Offer'. It is the intention of the 'Local Offer' to improve choice and transparency for families. It is a resource for parents to understand the range of services and provision in the local area.

Information about the Derbyshire Local Offer can be found at <http://localoffer.derbyshire.gov.uk>.

How does the school identify if a child has Special Educational Needs?

The definition of a child with SEN, as outlined in the SEN Code of Practice is;

A child or young person has special education needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
- d) Receive additional input because they have exceptional ability in any area – please refer to the schools Gifted and Talented Policy

Children are identified as having special educational needs in a variety of different ways. Some of these may include;

- Children working at significantly 'below age-related' levels within the curriculum from nursery through to year 2.
- Have a disability which prevents or hinders the child from accessing the curriculum or educational facilities in the same way pupils of the same age are able to.
- Teacher, parent, Health visitor or pupil expressing concerns.
- Information provided from previous setting or outside agency.
- Concerns surrounding behaviour, self-esteem and anxiety which have an impact on learning and progression

What should I do if I think my child has special educational needs?

Parents and carers are encouraged to speak to their child's class teacher who will then liaise with the SENCO. If needed, action may be taken including assessments, meetings and interventions.

How will the school support my child?

In order to make consistent continuous progress in relation to SEN provision, the school encourages feedback from staff, parents, pupils and outside agencies throughout the year.

Both the SENCO and class teacher will decide together on what action, if any, is required to help the pupil progress. This might include;

- Use of varied teaching styles (Quality First Teaching)
- TA/Teacher targeted support
- Staff development to include a range of different strategies
- Access to LA local offer support services
- Provision of a range of materials and equipment

All interventions will be recorded and monitored through the use of Provision Map, Learning Plans and year group attainment records on the school tracking system, EAZMag. This will allow the school to monitor the impact of any intervention, evaluate effectiveness, assess why an intervention may fail to help a pupil progress and any next steps required.

Pupil progress of children identified as having an SEND will be monitored by the Headteacher, class teacher and SENDCO on a termly basis in line with the SEN Code of Practice. Strategic meetings with class teachers will be arranged to discuss and implement relevant intervention/support for those individuals or groups of children who are not meeting expectations. Regular meetings will be arranged with SENTA's to discuss progress.

Provision Map/Learning Plans are updated 6 times per year to reflect the above so that all staff are aware of the priorities for these children. These will be discussed with parents at parents' evenings to identify and inform the main targets for these children.

How does the school support children moving between phases?

We will share information with the school, or other setting the pupil is moving to. We will arrange transition visits for the pupils, alongside familiar members of staff and/or parents. We work alongside pupils and parents to prepare resources to assist with transition such as, photo booklets, videos, social stories etc.

Who is the school special educational needs co-ordinator (SENCo) and what are their contact details?

The School SENDCo is;

Laura Barnett

01246 810518

senco@clowne-inf.derbyshire.sch.uk

How will I know how my child is doing and how will you help me to support my child's learning?

Class teachers and the SENCO are available to answer any queries or questions throughout the year by appointment only. Children who are given a Learning Plan have targets shared both with themselves regularly (where appropriate) and with parents at parents' evenings. Parents are then encouraged to work alongside school to support their child's learning, often with intervention programs, games, and online homework being sent home.

How are the staff in school helped to work with children with SEN?

All staff are kept up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENDCO attends all relevant SEN courses, briefings and meetings, has previously completed the National Award for Special Education Needs Co-Ordinator and the School are currently completing the SEND Inclusion Award.

We recognise the need to train all of our staff and have funding available to support this professional development. The SENCO, with the Deputy Head teacher, ensure that training opportunities are matched to school development priorities and those identified through the use of provision management.

What specialist service and expertise is available at the school?

At times it may be necessary to consult outside agencies such as;

- Educational Psychologist
- Health Visitor

- Social Care
- Counselling
- Occupational Therapist
- Inclusion Services Advisory Team
- Family Services / Childrens Centre
- Hearing Impaired Service
- Sensory and Physical Support Service
- Speech and Language Therapist

What support will there be for my child's overall well-being?

For children with additional needs, parents and child (if appropriate) are involved in a discussion to ensure that any service that is involved in supporting a child is relevant and sympathetic to the child's needs.

How accessible is the school environment and how will my child be included?

Referrals to the '*Support service for children with physical impairments*' are made for any equipment that the child may need whilst in school.

The school has the following specialist SEN facilities in place:

- Medical room and disabled toilets for personal care
- Highly qualified staff
- High level of TA support
- Activities and school visits available to all children
- Accessible adjustments to the pupil toilets

What adaptations to the curriculum and learning environment are made to ensure children can Make progress?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

If I am not happy with the provision, how can I share my concerns or make a complaint?

If you are not happy with the SEN provision, please contact the class teacher, SENCO, or the Head Teacher. School will endeavour to work in positive partnerships with parents and young people to listen and respond to any concerns. If you wish to make a complaint about the school, the complaints procedure should be followed. A copy of the complaints policy is available on the school website.

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