

Someries
Infant School

Special educational needs information report

September 2020

STATUTORY



Discover.
Explore.
Create.
Achieve.



Our **Vision**, **Aims** and **Values**

at Someries Infant School

Every child deserves
the **best** education



VISION

We believe **anything is possible** and children have the right to be provided with a **creative, innovative and exciting education**. We inspire lifelong learners who are **confident discoverers, explorers and creators**, live our values and embody our two simple rules: **work hard and be nice to people**.

AIMS

We aim to **be the best that we can be** and live our values in all that we do. We aim to meet the needs of the **Twenty-first Century child** through providing a **rich and purposeful learning environment** which progressively develops children's knowledge and skills. We want to ensure all children know what it means to truly **work hard and be nice to people**.

VALUES

Everything at our school is underpinned by our core values of:

Respect • Determination • Responsibility • Patience
Hope • Belonging • Honesty • Excellence
Cooperation • Courage • Inspiration • Friendship



Someries
Infant School

The Quality of Education at Someries Infant School



Prime Learning Challenges

We offer a tailored educational experience that incorporates dynamic learning opportunities across a broad range of subjects to help pupils grow on their individual learning journey.



Building and Applying Knowledge

We provide a responsive and incremental curriculum which builds progressively upon prior understanding whilst challenging pupils through identified next steps in learning.



Impact and Influence

Guided by our school values, pupils become assured and confident individuals who have the independence and resilience needed to help them achieve their potential and be the best that they can be before taking the next step on their educational journey.



Someries
Infant School



Someries Infant School

Special educational needs information report

Welcome to our special educational needs information report. All governing bodies of maintained school and nursery schools have statutory duty to publish information on their website about the implementation of the governing body's policy for pupils with special educational needs and disabilities (SEND). This information is updated annually.

At Someries Infant School, we value and are committed to working together with all members of our school community. Our special educational needs information report has been produced with pupils, parents and carers, members of staff and governors.

Key members of staff

Name	Role
Mr Michael Scott	Head Teacher
Mr David Millington	Deputy Head Teacher
Mrs Anna Nicholson	Special Educational Needs and Disabilities Coordinator Strategic Lead for Inclusion
Mrs J Rainbow	Link Governor for Special Educational Needs and Disabilities

Our provision for those with special educational needs and disabilities

Our school's vision, aims and values underpin everything we do as a school; this includes our provision for those with special educational needs and disabilities.

Key aspects of our work include:

- our principal focus on meeting the needs of every child through quality first teaching and learning
- a great emphasis on working together to support the early identification of needs through careful, thorough and purposeful monitoring approaches
- working flexibly to develop effective partnerships with children and their parents or carers, the special educational needs and disabilities coordinator, inclusion leader, specialist staff (both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent health services (CAMH)) to ensure that the school can meet the broad range of children with special educational needs and disabilities
- undertaking a rigorous system of monitoring children's attainment and progress which supports both academic and personal achievement and progress through the identification and removal of barriers to learning
- using a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children

1. How does the school know if my child needs extra help and what should I do if I think my child may have a special educational need?

Your child is rigorously tracked and monitored using the school's information management system. If there are concerns about their progress, or if your child needs additional support, then this will be identified and acted upon accordingly. This may be in the form of small group interventions or individual support.

Your child has a teacher assessment at the end of each Learning Phase and this is followed by a year group pupil attainment and progress meeting involving class teachers and the deputy head teacher.

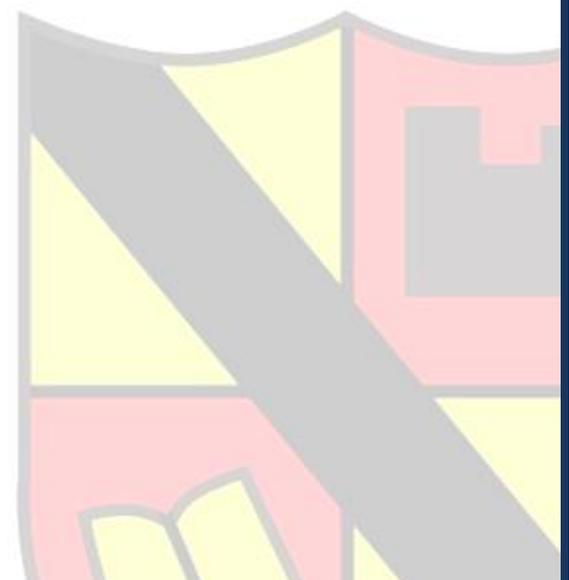
If your child is not making expected progress they will be assessed by the school's special educational needs and disabilities coordinator and/ or inclusion leader and/ or an advisory teacher from the local authority's special needs advisory service. Following this assessment, the special educational needs and disabilities coordinator and class teacher will meet to formally discuss appropriate support or further action for your child.

If your child requires additional support, these are known as 'intervention sessions' and may take place on a daily or weekly basis, depending entirely on their needs. The school's special educational needs and disabilities coordinator and class teachers monitor the progress of these interventions and make judgements on their effectiveness by monitoring your child's progress closely.

If your child is new to our school, we will discuss their progress with you as their parent or carer. We will also contact your child's previous school or nursery to gain information in relation to your child's progress in that setting.

If you have concerns or think that your child may have additional and/ or a special educational need that has not already been identified by us, then you can make an appointment to discuss this with your child's class teacher and the school's special educational needs and disabilities coordinator.

Parent and carer consultations are held in our Discover and Explore Learning Phases for you to discuss your child's progress with their class teacher. The school's special educational needs and disabilities coordinator is also available during these consultations.



2. How will school staff support my child?

Teaching and learning staff work very closely with the school's special educational needs and disabilities coordinator to ensure the needs of your child are identified early and appropriate support strategies are put in place.

As well as support from school staff, your child may require the support of additional outside agencies who may offer the school advice about strategies to support your child or may work directly with your child and your family.

As well as having dedicated teaching assistants in every class, we also have additional teaching assistants who deliver planned interventions throughout the school to identified pupils. The school also employs its own speech and language therapist who provides targeted support to identified pupils.

On occasion, additional agencies may be asked to provide support for your child. These may include, but are not limited to:

- school nurses
- the local authority's special needs advisory service
- speech and language therapists
- educational psychologists
- community paediatricians
- occupational therapists
- physiotherapists

You will always be informed of any outside agency involvement with your child and may be required to provide permission for this to take place. You will be involved at every stage of the process and we will work very closely with you and the agencies involved ensuring all advice provided to the school to support your child is carried out and monitored.

Your child may require a personalised support plan to support their learning and progress. The school's special educational needs and disabilities coordinator and class teacher will discuss this with you and, where appropriate, with your child. This ensures that you and your child have an input into, and gain an understanding of, their learning objectives. This will be shared with your child in a way that is appropriate to their age and stage of development and will be reviewed approximately every twelve weeks.

The school employs specialist staff to support your child. One teaching assistant is trained in delivering specially designed mathematics interventions and a speech and language therapist delivers speech and language therapy sessions every week.

The school has a robust behaviour policy and guidelines that your child is encouraged to adhere to. Your child can be supported with their behaviour through an individual behaviour plan and through advice from outside agencies.

The school has a dedicated Closing the Gap team who provide focused interventions, on a daily basis, for identified pupils. Intervention sessions are based on helping pupils achieve the key objectives set out in the Closing the Gap Curriculum. These key, non-negotiable objectives are the minimum age-related expectations that children need in order to secure success within their respective year group. Any child not able to meet the objectives will be identified by their class teacher and receive early intervention with the Closing the Gap team to secure their understanding. You will be informed if your child joins this provision.

3. How will the school's curriculum be matched to my child's needs?

The school recognises that children are at different stages in their learning and development and learn and develop in different ways. To support all children, the school delivers a wide and varied curriculum in a variety of ways.

Both formal and informal assessments and careful analysis procedures ensure your child's individual needs are met.

We are able to offer small group and individual support to your child in lessons.

We understand that your child learns at their own pace and so we closely monitor their progress using personalised support plan objectives. You are invited to contribute to your child's personalised support plan and we will always keep you informed of any progress that is made in achieving the learning objectives it contains.

4. What support is there for my child's overall wellbeing?

Your child's emotional and physical wellbeing is of paramount importance, as is their safety. Our safeguarding procedures are both rigorous and robust.

Your child is treated respectfully and their opinions are valued. They will be taught, through a variety of lessons and activities, how to keep themselves and each other safe. Your child knows who they can talk to if they have a worry or concern.

We will keep in contact with you about your child's overall wellbeing. To support your child in developing positive behaviours and friendship groups we have:

- a values-based education programme
- a diversity curriculum
- regular assemblies
- regular 'My Big Voice' sessions
- a House System

Many of our staff are first aid trained with many who are trained to administer paediatric first aid and can attend to your child when necessary.

Your child's attendance and punctuality are carefully monitored to ensure they are receiving their full entitlement to education. We operate a responsive system to absence and are supported by an educational welfare officer.

Your child's kindness and empathy for their peers is rewarded in weekly achievement assemblies in which achievements are celebrated by children and staff.

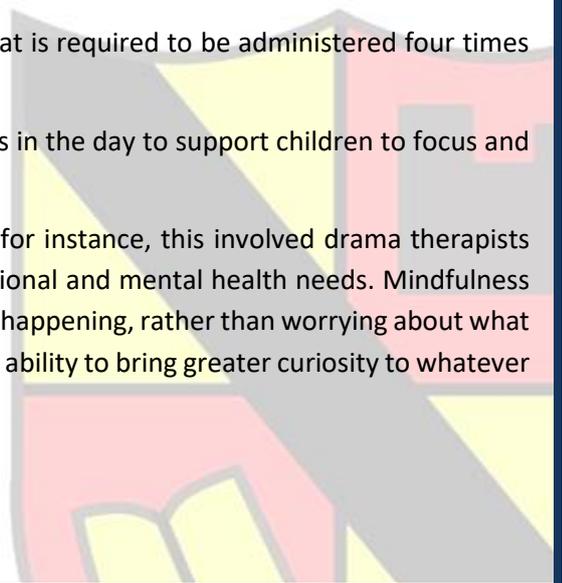
The school's values champion scheme rewards your child for 'living our values' every day.

We use values lessons and 'My Big Voice' sessions to ensure your child's opinions are listened to and we have a school parliament for children to share their views and ideas about the running of our school. Each child is also a member of one of our four Houses which make up our House system.

Named staff can administer medicine your child has been prescribed (that is required to be administered four times per day) or intimate care your child may need.

The Calm approach is used throughout the school at key transition points in the day to support children to focus and relax.

We also commission specialist groups to work with children. Last year, for instance, this involved drama therapists who offered a mindfulness project to support children with social, emotional and mental health needs. Mindfulness helps train children's attention so they are more aware of what is actually happening, rather than worrying about what *has* happened or might happen. Through the project, pupils develop their ability to bring greater curiosity to whatever it is they experience.



Nurture sessions are offered within school. Currently, we run two nurture afternoons a week in our Nightingale Class. These sessions are led by our special educational needs and disabilities coordinator.

Nurture provides a bridge between home and school; a place where pupils can feel safe and secure to explore their emotional and social wellbeing, learn about themselves, develop and grow.

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

The school has access to a variety of specialist support services from a wide range of agencies, including those noted previously in this report and those for children identified as having:

- social, emotional and behavioural difficulties
- a diagnosis of autistic spectrum disorder

The school has access to support from the educational psychology service and the local authority's special educational needs advisory service.

We also have access to many specialist services, including:

- child and adolescent mental health service (CAMHS)

School staff are trained in a variety of specialist areas such as LEGO® therapy, art therapy and Attention Autism and can access the expertise of teachers from other specialist schools, if appropriate.

6. What training do staff supporting children with special educational needs and disabilities receive?

The school adopts a responsive approach to continuing professional development for all staff and as well as the training described below, training will always be provided to ensure we can meet the needs of individual children as and whenever necessary.

There are a variety of opportunities for staff to attend local authority or consultancy training to enable them to support your child. This may include training related to the early identification of children with additional needs, Makaton training, speech and language training, specialist training related to autistic spectrum disorder and dyslexia training.

7. How will my child be included in activities outside the classroom, including school trips?

Wherever possible, provision will be made for your child to access all areas of the curriculum, including extra-curricular provision. You will always be contacted before a planned activity or trip which would be away from the school site.

Comprehensive risk assessments are conducted before any off-site activity or trip takes place.

Whenever appropriate, you may be invited to accompany your child on an off-site school activity or trip.

8. How accessible is the school site?

Somerles Infant School has wheelchair access at a number of points throughout the school including its main entrances. Two classrooms are not wheelchair accessible via their external entrances, but there are alternative wheelchair accessible routes to these classrooms. Parents and carers should be aware, however, that there is a stepped entrance to the main school site and, unfortunately, due to the specific nature of our school site there is no disabled parking available at the beginning and end of the school day.

The school has a medical room and disabled toilet facilities.

9. How will the school support my child when joining the school and how will the school support my children when transferring to the next stage of their education?

Before your child joins our school, you will be invited to have a tour of the school and meet our staff.

You will be invited to a meeting with the head teacher, class teacher and inclusion leader prior to your child starting school.

We will contact any early years settings or other schools your child has attended to gather information about their specific needs.

We will consult with any specialist services that support your child and invite them to a transition meeting at our school to ensure that we are working in partnership to achieve the best outcomes for your child.

We have comprehensive procedures in place to support your child when moving to a new class or to junior school.

Whenever appropriate, we will work with your child to offer transition support via a transition plan. This may include year two children spending supported time in their new junior school.

10. How are the school's resources allocated and matched to my child's specific needs?

Our special educational needs and disabilities budget is strategically allocated to meet the needs of those children on our special educational needs and disabilities register.

Our special educational needs and disabilities budget allows us to employ a speech and language therapist and additional teaching and learning support staff who deliver focused interventions. It also enables us to ensure that all of our staff are qualified and trained to support your child and to purchase specialist support and consultancy if required.

Your child's progress and attainment are rigorously monitored and resources are deployed according to need.

We also use the budget to ensure that your child's individual needs or disabilities are met through specific resources, interventions and educational programmes.

11. How are decisions made about what type and how much support my child receives?

We adopt a graduated response to meeting your child's needs. This means that we record concerns about your child at pupil attainment and progress meetings.

Your child's progress is tracked and monitored. If your child's progress is providing us with any cause for concern, their class teacher will consider implementing an in-class intervention programme. This may be in relation to specific subject areas or to your child's personal development. The impact of all interventions will be measured and monitored closely.

If, following their class teacher's intervention, your child's progress continues to provide us with any cause for concern, your child's class teacher and the school's special educational needs coordinator will meet to discuss next steps with you. This may mean placing your child on our special educational needs and disabilities register.

If it is agreed that your child requires further additional support, we will discuss with you the pathways to specialist support and provision your child will access in school. This will usually mean that your child will receive support through our 'Closing the Gap' provision.

12. How are parents involved with the school and how can I become involved?

You are invited to attend our parent and carer consultations which are held twice per year.

If your child requires a personalised support plan you will be invited in to discuss and establish targets. All Personalised support plans are reviewed with parents and carers throughout the year to discuss progress and set new targets.

Parents of children on our special educational needs and disabilities register are asked to complete a 'one-page profile' with their child, if possible. A one-page profile is a person-centred thinking tool that provides a way to capture who each pupil is and how best to support them. This invaluable parental and pupil contribution helps create a full picture of your child and helps us identify how to provide the right support at the right time and in the right way. Our approach to teaching is based on getting to know each child as an individual in order to support their learning, development and wellbeing.

School staff meet and greet your child each morning and, likewise, at the end of the school day. In addition to this, the school's Head Teacher or Deputy Head Teacher are usually available at the beginning and end of the school day.

You will receive regular invitations to assemblies and performances your child is involved in throughout the year.

Our Discovery, Exploration and Creative Mornings allow you join your child in class for you to experience how they learn and our unique Prime Learning Challenge curriculum.

You will also be invited to regular parent workshops throughout the year which are aimed at developing your knowledge and understanding of how we teach in school.

13. Who can I contact for further information?

You can discuss your child's specific educational needs by making an appointment to meet with your child's class teacher or the school's special educational needs and disabilities coordinator by contacting 01582 414 545.

If you are a new parent or carer considering a place at our school, you can find information regarding our admission arrangements by visiting: www.someriesthroughinfants.co.uk/admissions.

For further information regarding special educational needs and disabilities provision in Luton, you can access the Luton Borough Council's Local Offer by visiting: www.luton.gov.uk/Education_and_learning/Special_educational_needs.

You can visit Luton Borough Council's Family Services Directory by visiting: www.directory.luton.gov.uk.

14. What arrangements does the school have for managing complaints about its provision for pupils with special educational needs and/ or disabilities?

Parents and carers are advised to refer to the school's complaints procedure if they intend to complain about any aspects of the school's provision for pupils with special educational needs and/ or disabilities.

Updating our special educational needs and disabilities information report

The school's Special Educational Needs and Disabilities Coordinator is responsible for leading the development and strategic direction of the school's special educational needs provision and for updating the school's special educational needs and disabilities information report.

- **Date of publication:** September 2014
- **Reviewed:** September 2015
- **Reviewed:** September 2016
- **Reviewed:** September 2017
- **Reviewed:** September 2018
- **Reviewed:** September 2019
- **Reviewed:** September 2020
- **Review date:** September 2021

