



# **SEN Information Report**

September 2024

## **Introduction**

John T Rice is a mainstream school teaching children from Nursery age until the end of Year Two. We are an inclusive school that celebrates the differences between all of our children and young people and value the contribution which every member of each school makes to the school community and our community as a whole. We recognise that some children and young people need something additional to or different from what is provided for the majority of children and this is special educational provision.

We recognise and embrace that good quality teaching for all children and young people and at every stage in a child and young person's journey through early education, school and further education and training is vital to unlocking their potential. (*SEND COP 2015*)

Around 15.4% of our school population are recognised as having Special Education Needs. This number will increase and decrease across a year. These changes are regularly monitored by the Governing Body, Headteacher and SENDCO.

The four broad 'areas of need' recognised by Nottinghamshire Local Authority are:

- Social, Emotional and Mental Health Difficulties
- Communication and Interaction
- Sensory and Physical Needs
- cognition and learning

Whilst we recognise many factors contribute to a range of difficulties experienced by children, we firmly believe that much can be done to overcome them when parents, teachers and pupils work together.

## **The Fundamental British Values**

At John T Rice Infant and Nursery School our aim is to build an environment where all learners take pride in themselves, the school and their community, have respect for each other and achieve well. We maximise every opportunity to promote British Values in everything we do for all of our learners, regardless of their background. Our aims support all to develop as well rounded citizens.

Children are given the opportunity and freedom to be individual in their work. The freedom to be independent in their work gives our students ownership and allows them reflection time which will be a valuable skill for their future. Our PSHE curriculum is designed to develop reflection; our learners consider how their behaviours can affect the wider society

## **What is the Local Offer?**

### **The LA Local Offer**

- The *Children and Families Bill* become enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they








expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

**Please click on the 'Local Offer section' at the end of this document to take you directly to the LA website**

### **The School SEN Information Report**

This utilises the LA Local Offer to meet the needs of SEN pupils as determined by school policy, and the provision that the school is able to meet.

-  **1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**
-  **2. What are the different types of support available for children with SEND in our school?**
-  **3. How can I let the school know that I am concerned about my child's progress in school?**
-  **4. How will the school let me know if they have any concerns about my child's learning in school?**
-  **5. How is extra support allocated to children and how do they progress in their learning?**
-  **6. Who are the other people providing services to children with SEND in this school?**
-  **7. How are the staff in school helped to work with children with SEND and what training do the teachers have?**



8. **How will the teaching be adapted for my child with SEND?**



9. **How will we measure the progress of your child in school?**



10. **What support can we offer for you as a parent of a child with SEND?**



11. **How is John T. Rice Infants accessible to children with SEND?**



12. **How will we support your child when they are joining, leaving or moving to this school?**



13. **How will we support your child's emotional and social development?**



14. **How is my child involved in the consultation of their needs within the school?**



### **Question 1**

**Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?**

#### **The Class Teacher**

Responsible for: -

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and informing the Special Education Needs/Disabilities Coordinator (SENDCo) as necessary.
- Writing Pupil Progress targets/Provision Maps/Pupil Support Plans, which could be based on the smaller steps outlined in such assessments as B Squared Early Steps and sharing and reviewing these with parents and children at least once each term and planning for the next term.
- Personalised teaching and learning for your child where necessary as identified on the school's provision map.

- Ensuring that the school's SEN Policy is followed by all staff in the school and teaching staff in their classroom and for all the pupils they teach with SEND.

#### **The SENDCo: Mrs Samantha MacDonald**

Responsible for: -

- Developing and reviewing the school's SEND policy.
- Tracking progress of children with additional needs
- Coordinating all the support for children with special educational needs and/or disabilities (SEND)
- Ensuring that you as parent/carer are:
  - i) Involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) Involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEN Provision Map/Register (a system for ensuring that all the SEND needs of pupils in this school are known to the relevant people ) and making sure that a record of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

#### **The Head teacher: Mrs. Shelley Bennett**

Responsible for: -

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

#### **The SEN Governor: Mrs.Melissa Stevenson**

Responsible for: -

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Challenging the SENDCO on behalf of the Governing Body
- Supporting the SENDCO with issues and change within SEND practice and procedure

If you have a complaint with any aspect of the SEND support given within school please refer to our Complaints Policy and procedures. We offer an open-door policy and would ask

you firstly to speak to the child's class teacher. If you feel it necessary you can then meet to discuss with the SENDCO and or Head teacher.



## **Question 2**

**What are the different types of support available for children with SEND in our school?**

**a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).**

For your child, this would mean: -

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENDCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work Intervention which may be: -

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

**b) Specialist support offered by outside agencies, e.g. Speech and Language therapy**

- Local Authority central services, such as the Schools and Families Specialist Services (SFSS), The Education Psychology Service (EPS) or Sensory Service (for students with a hearing or visual need).
- Health representatives such as community Pediatrician
- Outside agencies such as SAP Team (Sherwood Area Partnership/PSE Team)
- Primary Mental Health Team
- Speech and Language Therapist

**What could happen?**

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. an Educational Psychologist. This referral involves a synopsis of your child's needs being taken to a working body of professional people called a 'Springboard' and asking relevant professionals for support. These referral systems take place termly and includes the Garibaldi Family of schools representatives. If support is then allocated, it may help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child's class teacher or with parents/carers or the child/young person for a limited period of time to understand their needs more fully and make recommendations as to the ways your child is given support.

### **c) Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals or by yourself as the parent/carer as having needs at particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services , such as the Schools and Families Specialist Services (SFSS), The Education Psychology Service (EPS) or Sensory Service (for students with a hearing or visual need).
- Health representatives such as the Healthy Families Team Pediatricians
- Outside agencies such as SAP (Sherwood Area Partnership/PSE Team)

### **For your child, this would mean**

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. This is now via a hub: [ehchub.nottinghamshire.gov.uk/](http://ehchub.nottinghamshire.gov.uk/)
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the reports entered into the hub), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been entered onto the hub, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to

continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

**See EHC Plan section of our website for more information. Also our SEND Policy found on our website has information on the EHCP process.**



### **Question 3**

**How can I let the school know that I am concerned about my child's progress in school?**

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Coordinator (SENDCO) The school SENDCO is **Mrs. Samantha MacDonald**
- The school SEN Governor Mrs.Melissa Stevenson can also be contacted for support

They can be contacted via the school office on 01623 465588



### **Question 4**

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.





### **Question 5**

#### **How is extra support allocated to children and how do they progress in their learning?**

The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, including:

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of a SEND pupil on a Pupil Support Plan. This identifies all support given to specific children within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.



### **Question 6**

#### **Who are the other people providing services to children with SEND in this school?**

##### **School provision**

- Teachers responsible for teaching SEN groups/individuals
- Teaching Assistants working with either individual children or small groups.
- Teaching Assistants offering support for children with emotional and social development through our Nurture group activities.

##### **Local Authority Provision delivered in school**

- Schools and Families Specialist Services
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

- “Ask Us” previously the Parent Partnership Service
- PDSS support for children with physical disabilities
- Sherwood Area Partnership- Behaviour Support

### **Health Provision delivered in school**

- Speech and Language Therapy
- Assistant Public Health Practitioner from the Healthy Families Team
- Occupational Therapy
- Physiotherapy
- CAMHs
- Primary Mental Health Team
- Pediatricians



### **Question 7**

#### **How are the staff in school helped to work with children with SEND and what training do the teachers have?**

The SENDCO's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Autism Spectrum Condition (ASC) Speech and Language difficulties and anxiety related needs. Bereavement and Loss and Speech and Communication training. Training has also been given through local medical support for Epipen training, diabetes and feeding tube support. The SENDCO has achieved the National Award for Special Educational Needs. Recently two Teaching assistants have been on Elkin Speech and language training and Lego Therapy. We have a Teaching Assistant who is ELSA trained (Emotional Literacy Support Assistant) We have attended training to become an Attachment and Trauma friendly school. Training has also been given on correct handling from the Coping with Risky Behaviours Support Service..

- 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 SFSS Team



### **Question 8**

#### **How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class (including using B-Squared small steps) and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (including that for B-Squared small steps) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.



### **Question 9**

#### **How will we measure the progress of your child in school?**

- Your child's progress will be continually monitored by his/her class teacher and the Head teacher.
- His/her progress will be reviewed formally with the Head teacher and SENDCO every term in reading, writing and mathematics.
- Teachers will make use of the appropriate assessment tools, which shows their attainment in more detail – breaking learning down into smaller steps (B-Squared small steps). The SENDCO tracks the progress of the children on a termly basis using B-Squared data.
- At the end of each key stage (i.e. at the end of year 2), all children are required to be formally assessed. This is something the government requires all schools to do and is the results that are published nationally. Arrangements for children with SEND will be discussed with the parents/Carers of the child where appropriate and the use of Pre Key stage standards/the engagement model will be used to inform levels.

- Where necessary, children will have a Pupil Support Plan based on B-Squared Early/Connecting Steps or based on targets set by outside agencies specific to their needs. Targets will be set using these assessment levels and designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in through discussions/observations and book looks.
- Regular book scrutiny's and lesson observations will be carried out by the members of the Senior Leadership Team every half term to ensure that the needs of all children are met and that the quality of teaching and learning is high.



### **Question 10**

#### **What support can we offer for you as a parent of a child with SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets / Individual Behaviour Plans /Pupil Support Plans will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- If you child has emotional needs the school is an attachment and trauma friendly school. Staff have a whole school approach to ensure children's mental health and well -being are addressed in an understanding, discrete and helpful way.
- 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.
- Outside support can be found in the Local Offer link found at the end of this report. Also SENDirect at [www.sendirect.org.uk](http://www.sendirect.org.uk) and the SEND Gateway at [www.sendgateway.org.uk](http://www.sendgateway.org.uk)



### **Question 11**

#### **How is John T. Rice Infants accessible to children with SEND?**

- The school is fully compliant with PDSS requirements.
- The school has disabled toilet facilities and changing facilities
- The school is on a single level with easy access and double doors.
- The front desk is wheel-chair height
- The toilets are designed to be used by disabled children and adults.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Before-school and after school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.



### **Question 12**

#### **How will we support your child when they are joining, leaving or moving within this school?**

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

##### **If your child is joining us from another school:**

- The SENDCO will visit pre-schools or home with the Foundation Stage Leader when appropriate.
- Your child will be able to visit our school and stay for a new starter's session.
- The SENDCO will arrange any multiagency meetings appropriate to support you and your family.

##### **If your child is moving to another school:**

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCO from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- We will endeavor to make regular and planned transition visits to your child's new school with your child.

**When moving classes in school:**

- Information will be passed on to the new class teacher in advance and in every case a planning meeting will take place with the new teacher. Pupil Support Plans will be shared with the new teacher.

**In Year 2:**

- The SENDCo will discuss the specific needs of your child with the SENCo of the child's junior school. In most cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to 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.

**Question 13****How will we support your child's emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. It is advised within the Transforming Children and Young People's Mental Health Provision: a Green Paper (2017) that every school setting should have a Designated Senior Lead for Mental Health. Our Mental Health and Well being Lead is Mrs Clare Renshaw. This role makes a big difference to children and young people through promoting whole school approaches to mental health and wellbeing for adults and children in the school. Promoting children and young people's emotional health and wellbeing can provide guidance on developing a whole school approach to emotional health and wellbeing. Our school recognises the diverse needs of all children including SEN and disabilities and provide a pastoral approach to ensure that mental health and wellbeing needs are met

- All classes follow a structured PSE/RHSE (Relationship, Health and Sex Education) curriculum to support this development called Jigsaw. The Headteacher and two members of the teaching team have attended the Attachment Friendly School's project and the school is now an Attachment and Trauma aware School.
- Lunchtime and playtime support through planned activities and groups where necessary. A nurture group is run at lunchtimes.

- If your child still needs extra support, with your permission the SENDCO will access further support through the CAF/EHAF process or CAMHs or through support from the Sherwood Area Partnership Team.
- We ensure that different aspects of Pupil Voice are heard on a half termly basis including questionnaires regarding issues in school and half termly school council meetings.



### **Question 14**

#### **How is my child involved in the consultation of their needs within the school?**

Due to the age of the children being taught in the school it is not always possible to gauge the views of the children however, where we can John T Rice Infant and Nursery School always endeavour to involve the children at every step of their learning. We ask the children what their views are of their targets in Pupil Support Plans. Depending on needs /age of the children they are invited to attend the meetings involved in their individual support.

[Nottinghamshire Local Offer.](#)