



## SEN INFORMATION REPORT

### (Special Educational Needs and Disability (SEND) Information Report)

What kinds of special needs are provided for in this school?

At Turnfurlong Infant School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential. This encompasses the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Turnfurlong Infant School's SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.

How will my child be welcomed into the school?

How will my child be supported to be part of the school?

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Education Needs and/or Disability, whatever those needs may be so, that they can reach their full potential. We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Please view details for admissions on the school website.

Where can I find out about what is available locally for me, my family or my child?

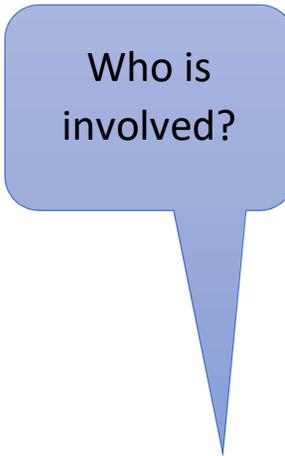
Please take a look at the Bucks SEND Information, Advice and Support Service:

[www.buckscc.gov.uk/send-ias](http://www.buckscc.gov.uk/send-ias)

**SENDCo: Miss Cinzia Imbriano**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
  - o Involved in supporting your child's learning
  - o Kept informed about the support your child is getting
  - o Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.



**Headteacher:  
Mrs Rebecca Ochiltree**

Responsible for:

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

**Class Teacher**

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Writing and reviewing support plans.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

**SEN Governor:**

Mr Lee Taylor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

All children receive class teacher input via quality first teaching:

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.
- Putting in place specific strategies (which may be suggested by the SENDCo or staff from outside agencies) to enable your child to access the learning task.

How will teaching be adapted to meet the needs of my child?

- We make sure activities outside the classroom and school trips are available to all.
- Risk assessments are carried out for each trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Clubs are available to all pupils. Adjustments will be made for vulnerable pupils to support their participation.
- Health and safety audits will be conducted as and when appropriate

What extracurricular activities can my child participate in?

- Children are involved every day in their own learning.
- They are involved in the marking of their own work and respond to comments made by teachers.
- The children are encouraged to talk about their learning in pairs and small groups.
- Children's targets are discussed with them and they take ownership of them.

How will my child be involved in their own learning?

- The school building is single storey so easily accessible. Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops and I-Pads are available.
- Writing slopes, writing grips, alternative scissors (e.g. loop scissors) are readily available for children to use.

How accessible is our school?

What skills do the staff have to meet my child's needs?

How is behaviour managed?

- The SENDCo's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff, to improve the teaching and learning of children, including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

We manage behaviour positively at school. A culture of positive behaviour in school is based upon respecting others and their rights, motivation and self-esteem. Children must know what is expected of them, and why. We therefore make the behaviour we want to see explicit e.g. "Please walk" rather than "Don't run". Children must also be able to positive behaviours modelled by staff in school e.g. listening to and talking to each other respectfully, modelling problem solving. To embed this, the staff of the school have agreed a behaviour policy. This is available to read on the school website.

## How will I know how my child is doing?

At Turnfurlong Infant School your child's progress is continually monitored by their class teacher, SENDCo and the Leadership Team.

- Their progress is reviewed every half term.
  - At the end of Reception all children are required to be formally assessed against the Early Learning Goals
  - At the end of Key Stage 1 (i.e. at the end of Year 2) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
  - Children on the School SEND register will have a Support Plan. This has outcomes set for your child and will be reviewed every term. You will be invited to attend a meeting in order for us to review and set new outcomes.
  - The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
  - The Leadership Team and SENDCo will also check that your child is making good progress with any individual work and in any group that they take part in.
  - A range of ways will be used to keep you informed, which may include:
    - o Parents' evenings
    - o Additional meetings as required

What happens if I am worried about my child?

If you tell us you think your child has a SEND, we will discuss this with you and investigate— we will share with you what we find and agree with you what we will do next and what you can do to help your child.

How do you identify children who may have special needs? How do I get to know if my child has SEND?

At Turnfurlong Infant School, when children have an identified SEND before they start here, we work with the people who already know them (parents, key workers, other professionals) and use the information already available to identify what their SEND provision will be in our school setting.

If our staff think that your child has a SEND we will observe them; we will assess their understanding of what we are doing in school and use assessments to pinpoint what is causing difficulty (what is happening and why) and meet with you to discuss further strategies and support.

What happens if my children does have SEND?

The school will follow a graduated approach to your child's learning. It will follow the sequence of **Assess, Plan, Do, Review**. This way we can constantly make sure that the school is meeting your child's needs.

Support for children with identified special needs starting at this school:

- We will first invite you to visit the school with your child to have a look around and speak to staff
- If other professionals are involved, a meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts
- The SENDCo and/or your child's teacher will visit your child if they are attending another provision
- We may suggest adaptations to the settling-in period to help your child to settle more easily

How will it work?

Children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

*The specialist professional will work with your child to understand their needs and make recommendations, which may include:*

- Making changes to the way your child is supported in class, e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate

What if I think my child needs more help than the school can provide?

If you or the school believe that your child needs more support than the current provision set in place, either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

After the school have sent in the request to the Local Authority (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 paperwork provided), 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 support they are providing.

After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case, they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short-term goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP. We may be able to offer in-house programmes like:

Speech and Language Therapy

Nurture groups through pastoral care

We will always use the advice of external agencies, e.g. an Educational Psychologist, to help develop and review each child's needs.

What if the Local Authority says no?

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. Ask the school to review or continue with the support at the current level 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.

How will the school fund the support needed for my child?

The school budget, received from Bucks County Council, includes money for supporting children with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
  - o the children getting extra support already
  - o the children needing extra support
  - o the children who have been identified as not making as much progress as would be expected

How will the school help my child to manage the transitions into the school, into a new class or on to a different 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:
    - o We will contact the school SENDCo and ensure that they know about any special arrangements or support that need to be made for your child.
    - o We will make sure that all records about your child are passed on as soon as possible.
  - When moving classes in school:
    - o 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.
    - o All Support Plans will be shared with the new teacher.
    - o Depending on the needs of the child, a visit to their new classroom can be provided to help them in their understanding of moving to a new class.
    - o Books can be made containing photographs of the child's new teachers, classroom etc for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.
  - When moving into Turnfurlong Infant School during the academic year:
    - o We will meet with you and your child to discuss their needs and decide how to best transition into our school.
    - o We will liaise with previous school SENDCo to discuss the provision and obtain records from external agencies.
- In Year 2:
- o The SENDCo and Year 2 teachers will meet with staff at Turnfurlong Junior School to pass on information including Support Plans. If transferring to a different junior school, the SENDCo will contact that school to discuss the child.
  - o Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.

Where can I or my child get further help, information and support?

**There are a number of local and national services designed to support parents and carers on many SEND areas.**

#### **Bucks SEND Information, Advice and Support Service**

Bucks SEND IAS has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

If you would like to contact them, please call 01296 383754 or email [sendias@buckscc.gov.uk](mailto:sendias@buckscc.gov.uk)

How do I complain if I am not happy with what is happening for my child?

Depending on the nature of the concern, you may wish, or be asked to, follow the school's formal complaints procedure. For the school to be able to investigate a complaint, the complaint needs to be made within three months of the incident occurring otherwise it will not be investigated. The prime aim of Turnfurlong Infant School's policy is to resolve a complaint as fairly and speedily as possible. Whilst formal complaints will be dealt with in a sensitive, impartial and confidential manner, malicious complaints may incur appropriate action by the school.