

1. What kinds of special educational needs does the school/setting make provision for?

John. T. Rice Infant and Nursery School celebrates the differences between all of our children and young people and values the contribution which every member of school makes to the school community and our community as a whole.

We recognise 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. (CoP 2014 1.24)

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

We are an inclusive setting and will offer support for all Special Educational Needs from the areas above where necessary.

2. (For mainstream schools & maintained nurseries only) How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?

The Head Teacher, Governors, SENCO and staff work as a team to monitor results and progress of children. There are regular meetings to discuss the results and progress made and discussions are made to focus on specific children and their needs.

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 Co-ordinator (SENCO) Mrs. Amanda Jones.

The school SEN Governor is Mr Dave Randall

They can be contacted via the school office on 01623 465588

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The children are monitored through our tracking system and regular progress meetings with senior management and teachers are had. Regular assessments are made to be added to the tracking system and reports can be created to show specific or groups of children.

Regular book scrutiny's and lesson observations will be carried out by the members of the Senior Management Team every half term to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Where necessary, children will have a Pupil Support Plan or Provision Map based on PIVATS (Performance Indicators for Value Added Target Setting), Portage assessment 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 Education, Health and Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education. The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN.

This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) Speech and Language difficulties and Anxiety related needs 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

• Training for 2015-16-17 has been :

1. MAPA training for manual handling
2. A.R.N.A (Anxiety Related non Attendance) training by EPS
3. Training and support for SENCO
4. Training and support on Dyslexia and the dyslexic child
5. Good to be me and Switched on Reading training. There has been training on the "Talk for learning" for teachers which is a communication activities and strategy with support from Speech Therapist.

Money that the school receives for place funding (prior attainment low cost high incident SEN –not achieving a good level of development) is currently £70.19 at £710.25 per pupil makes £32.800p. This is used in a variety of ways to include additional Specialist support for specific children who have needs such as ASD/Speech therapy. This also is used to give specific intervention of "Switched on Reading" and "Good to be me"-nurture group support to specific children. The current pupil premium is £47.520p. This is used for school trips and "Wow" moments, the ability to join the after school club for free for disadvantaged children and also the use of a speech therapist to help with communication issues. A specialist teacher also takes small groups focussed on disadvantaged children within our school focussing on the specific needs of that specific child. This is also to close the gap.

Finally the support is given to children with speech and language difficulties where programmes have been put in place by a speech therapist and supported by TA and a dedicated Speech and language Therapist once a week. Currently the speech therapist is working with 20 children offering either advice to adults or working on specific programmes with specific children. The Speech therapist creates an impact report yearly. Within the year 2015-16 the speech therapist worked with 16 children individually and 7 children assessed where 3 children continued to be offered support, 3 of which were in receipt of Pupil premium or ever 6. (19%)

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

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

The SENCO 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 parents with the professional involved directly, or where this is not possible, in a report.

Personal progress targets /Pupil Support Plan/Individual Behaviour Plans (IBPs)/Provision Maps will be reviewed with parental involvement every term. Homework will be adjusted as needed to the child's individual requirements and shown to the parents. 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

c) What is the school's approach to teaching pupils with special educational needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class (including using PIVAT targets where necessary) 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 specific PIVAT targets where necessary) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

d) How will the curriculum and learning be matched to my child/young person's needs?

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

- the children getting extra support already;
- the children needing extra support; and
- 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 SEN 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.

e) How are decisions made about the type and amount of support my child/young person will receive?

The Head Teacher and the SENCO 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.
- Involvement by the class teacher and the parent is also made through discussions.

f) How will my child/young person be included in activities outside the classroom, including school trips?

The school is fully compliant with Physical Disability Support Service requirements.

- The school is on a single level with easy access and double doors.
- The front desk is wheel-chair height
- There is an onsite disabled toilet and changing facilities.

- We ensure where ever 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 SEN.
- Extra-curricular activities are accessible for children with SEN.

g) What support will there be for my child/young person's overall well-being?

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.

All classes follow a structured Personal, Social, Health and Economic (PSHE) education curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Lunchtime and playtime support through planned activities and groups where necessary.
- If your child still needs extra support, with your permission the SENCO will access further support through the CAF/EHAF process.
- 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.

4. (For mainstream schools and maintained nurseries) Who is the school/setting's special educational needs co-ordinator (SENCO) and what are their contact details.

The School SENCO is **Mrs Amanda Jones**. She can be contacted via the School Office or by telephone on 01623 465588.

Her email address is senco@johntrice.notts.sch.uk

The Governor with responsibility for Special Educational Needs and Inclusion is Mr Dave Randall who can be contacted via School or telephone no 01623 465588

5. a) What training have staff supporting special educational needs had and what is planned?

The SENCO's job is to support the class teacher in planning for children with SEN. All teachers have training in signs and symbols work.

Recently the teachers and teaching assistants have undergone training on Management of Actual or Potential Aggression including single person holds for small children. (MAPA). The school has had training on behaviour management through the Mansfield Area Partnership(MAP)

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD), Speech and Language difficulties and Anxiety related needs. 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 • Training for 2015-2016 has included:

- Managing Actual and Potential Aggression (MAPA) training

- Anxiety Related Non-Attendance (ARNA) training by the Educational Psychology Service.
- Training and support for the SENCO
- 123 Magic delivered by Mansfield Area Partnership

We continue to train/support teachers on “Talk for learning “ communication activities and strategy with support from a Speech Therapist and have had training on 123 magic delivered by Mansfield Area Partnership.

b) What specialist services and expertise are available or accessed by the setting/school?

Local Authority Provision delivered in school is as follows:

- Schools and Families Specialist Services (SFSS) this includes specialist sensory support for visually and hearing impaired pupils.
- Educational Psychology Service (EPS)
- Information, Advice and Support Services incorporating the former Parent Partnership Service Now “Ask Us”
- SALT (Speech and Language Therapy)
- Mansfield area Partnership

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Children and Adolescent Mental Health Services (CAMHS)

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?

ohn.T.Rice School and Nursery has recently registered with resource library at Fountaindale School where specific and specialist equipment can be used to aid children’s access and enjoyment of the curriculum.

We have specific rooms called Rainbow Room and the Zone which are used for a variety of needs from sensory to specific learning. This room can also be used as a timeout room should the children need to have a sleep.

- The school is fully compliant with Physical Disability Support Service requirements.
- The school is on a single level with easy access and double doors.
- The front desk is wheel-chair height
- There is an onsite disabled toilet and changing facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

An access plan has been created with the agreement of the head teacher and governing body.

7. What are the arrangements for consulting parents of pupils with special educational needs?
How will be I involved in the education of my child/young person?

Parents are involved at every step of their child's education. Parents are consulted as much as possible in person but letters/reports are also used to aid parent's knowledge or understanding of a recent visit or input towards their child.

Parents have homework sent home on a regular basis and this will be specific, where necessary, to your child's needs. Pupil Support Plans or PSPs have targets that are regularly discussed with the parents and their input towards supporting these targets are noted on the PSP form.

Class/individual target sheets in reading and writing are sent home regularly to show parents what a child needs to attain to succeed and move to the next level of attainment on the curriculum.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

The children are involved where possible in monitoring their progress. The older children are made aware of their levels of attainment and progress made towards these targets. Discussions are held with class teachers and parents about their input towards the targets on the child's PSPs or Pupil Support Plans, where appropriate.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

In the first instance any concerns should be raised with the class teacher.

If the matter cannot be resolved at that stage then parents can discuss the matter with the school SENCO. If parents feel further discussion is needed then this can be raised with the Head Teacher.

Finally a concern or complaint can be made in writing to the Governing Body who will be able to either meet with parents or discuss through a governing body meeting the concern made.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The governing body through regular meetings of the full governing body and sub committees discusses the needs of the children.

The Head Teacher reports back to the governors about how many children have SEND and how they are being supported.

There is a specific SEN Governor who meets regularly with the SENCO to discuss information regarding day to day support of children with SEN.

The school currently receives place funding and AFN funding. This is allocated as follows:

- The employment of two specific Teaching assistant to work with children who have specific needs within the classroom. This is mainly to support children on the autistic spectrum but also to support any additional needs where needed.
- Speech therapy activities and physio for one child.
- The use of a specific dedicated Speech therapist for one day a week to work with children who have severe and moderate needs in communication.

Money received for disadvantaged children through pupil premium or ever 6 funding is also used to employ a specific teacher to work with this group of children focussing on their specific needs. The children are also welcomed at after school club with no charge.

11. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

Links to organisations can be found on our website. The organisations can also ask us to distribute leaflets and display posters regarding information. There is also a leaflet for parents/carers to gain information.

12. How will the school/setting prepare my child/young person to:

- Join the school/setting?
- Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?
- Prepare for adulthood and independent living?

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.

- Join the school/setting?

If your child is joining us from another school:

- The SENCO 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 SENCO will arrange any multiagency meetings appropriate to support you and your family.

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
- PSPs or Pupil Support Plans /Provision Maps will be shared with the new teacher. Where necessary the children will have a pupil passport to aid smooth transition.

- Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

your child is moving to another school:

- We will contact the school SENCO 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 SENCO 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.

In Year 2:

- The SENCO 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 SENCO 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. We always help children become independent in everyday expectations from staff across the school. We also focus on specific issues through our SEAL programme and our PSHE curriculum.

iii) Prepare for adulthood and independent living?

We always help children become independent in everyday expectations from staff across the school. We also focus on specific issues through our Social Emotional Aspects of Learning programme and our Personal Social Health and Economic (PSHE) education curriculum.

13) Where can I access further information?

Further information can be accessed through our website:

www.johntrice.notts.sch.uk

by contacting the Head Teacher Mrs Zoe Anderson or SENCO Mrs Amanda Jones at school on 01623 465588.

[Nottinghamshire help yourself](#)