

New Invention



Laying the foundation of learning

New Invention Infant School SEND Information report



The kinds of special educational needs and disabilities do we provide for?

- ❖ Our pupils are at the heart of everything that we do. We want our curriculum to develop individual talents and unknown potential and to challenge all learners to be better tomorrow than they were today. We believe that all children, regardless of their learning needs, have the right to a fully inclusive education at our school. Every child has unique characteristics, interests, abilities and learning needs. From learners who have specific barriers to their learning, to those who need challenging further, we strive to provide personalised learning for all.
- ❖ The SEND Code of Practise 2014 identifies four broad areas of SEND in order to give an overview of the range of needs that should be planned for and to help identify what action should be taken. Often children have needs that may come into more than one area and may change over time.
- ❖ **Communication and interaction** - including understanding spoken language, use of spoken language, speech sound production, fluency, attention and listening, social interaction
- ❖ **Cognition and learning** - including learning at a slower pace than their peers even with appropriate differentiation, moderate learning difficulties, severe learning difficulties, support needed due to associated difficulties with mobility, physical difficulties, communication and sensory impairment
- ❖ **Social, mental and emotional health** - including children who are withdrawn, isolated, showing challenging, disruptive or disturbing behaviour, mental health difficulties such as anxiety, depression or self-harming, attention deficit disorder, attachment disorder
- ❖ **Sensory or Physical** - including limited mobility and physical skills, visual difficulties, hearing difficulties.




How do we identify children with special educational needs and disabilities and assess their needs?

- ❖ When pupils have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school setting and to help us to plan appropriate support strategies.
- ❖ If you tell us you think your child has a special educational need we will discuss this with you and assess your child accordingly. Often these assessments will be carried out by the school, sometimes school seek advice from more specialised services such as Educational Psychology or Speech Therapy - we always share our findings with you and the next steps we need to take.
- ❖ If teachers feel that your child has a special educational need this may be because they are not making the same progress as other pupils. The earlier we take action and modify our provision, the sooner we can resolve concerns and help children towards success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests to pinpoint what is causing difficulty. We will discuss with you if your child's understanding and behaviour are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress. If school become concerned about your child you will be contacted immediately by their class teacher or the school's Special Educational Needs Coordinator (SENCO) Mrs Zoe Spencer.



How do we consult children with SEND and their parents/carers and involve them in their education?

- ❖ We gather views of parents and carers at our termly parent consultation meetings and make notes of important points so that they can be revisited at each successive meeting to review progress.
- ❖ Parents of children with special educational needs are invited to a special review meeting each term where we assess the progress made, celebrate achievements, plan next step targets and strategies to be used, and arrange a suitable timescale to review again. We call this process the 'Assess, Plan, Do, Review' cycle and we would usually aim to complete one cycle every term. A copy of the targets set will always be given to you and these are also shared with your child if appropriate.
- ❖ Our school website has a dedicated area for parents which includes links directing parents to a wide range of support services for parents, pupils and families.
- ❖ Our staff are available at the end of every school session to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.
- ❖ Children with communication difficulties are provided with a home-link book. This tells you about the sort of activities your child has been undertaking at school, so that you can discuss these at home.
- ❖ Each child has a reading diary. Teachers will write comments for parents to read at home, and we encourage parents and carers to add observations of their own.
- ❖ We have a wide range of learning activities available on our learning platform that parents can access with their children at home. All children are provided with a log-in for our site, and training is offered for parents so that they are familiar with the wealth of opportunities available, and how to access them.
- ❖ Our SENCO, Mrs Zoe Spencer, and other members of our Senior Leadership Team, are available in school every day and will be happy to support you with any concerns you may have. They can be contacted by telephone on 01922 710871, by email parent@invention-i.walsall.sch.uk or you can call into school and arrange a suitable time to meet.



How do we assess your child's progress towards the outcomes we have set for them? How do we review this progress so that pupils stay on track to make at least good progress? (including how we involve pupils and their parents/carers).

- ❖ We are child and family centred so you can expect "no decision about me without me".
- ❖ In the Foundation Stage we track progress against the Early Years Foundation Stage ages and stages of child development.
- ❖ In Key Stage One we use P scales where appropriate to assess progress that is in smaller steps than the usual national curriculum levels.
- ❖ We use an online marking system to track pupil attainment and progress against targets. This is updated every term and made available for parents to view online before each parent consultation meeting.
- ❖ Our assessment co-ordinator analyses the progress of every child each term, and these results are discussed with class teachers. Each teacher plans targeted interventions for all children whose progress is causing concern, and writes an individual plan detailing specific targets for children whose needs fall outside normal classroom differentiation. We adapt our teaching to suit the needs of individuals wherever possible - *"If children can't learn the way we teach, perhaps we should teach the way they learn"* (Howard Gardiner).
- ❖ Our SENCO carefully tracks the progress of all children in our intervention groups on a regular basis in order to adapt future planning and ensure the appropriate children are accessing the appropriate groups at all times.
- ❖ We regularly use staff meetings to get all teachers to assess anonymous pieces of work to check our judgements are correct (moderating).
- ❖ We set challenging targets that are based on nationally agreed guidelines on progress.
- ❖ We check how well a pupil makes progress in each lesson. Target boards help the children to understand what is expected of them if they are to succeed.



How do we support pupils in their transition into our school and when they leave us?

- ❖ Children who join our school in nursery are welcomed into our school community with a personal home visit by their key worker, followed by a meeting in school. A series of parent and child 'taster' sessions follows in the second half of the summer term in preparation for their September start.
- ❖ During the summer holidays before they start nursery, pupils collect a scrap book of memories and items of interest with their parents and carers to share with staff when they start school.
- ❖ Our local authority provides an early years advisory teacher who supports children with SEND when they make the transition to our nursery from pre-school settings.
- ❖ Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.
- ❖ Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- ❖ When we are aware that pupils joining us from other settings have identified special educational needs, we routinely arrange a visit to observe them in their familiar environment.
- ❖ We write individual transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child. This ensures a smooth and supportive start to life in our school.
- ❖ We liaise very closely with our partner junior school to ensure that the transition from the infant school to the junior school is as smooth as possible. We also support parents of children with needs that require a specialist setting for their Key Stage 2 provision by liaising closely with the SEND team, accompanying parents on 'no strings attached' visits to a range of schools and formulating and delivering bespoke transition plans.



How do we modify teaching approaches for individual pupils?

- ❖ Our SENCO leads a team of talented support staff who are all trained to support pupils with a wide range of educational, social and emotional needs.
- ❖ Our SEND team are able to undertake small group work or one-to-one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- ❖ We are a very inclusive school. Wherever possible children are taught alongside their peers in clear differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups outside the classroom, or to provide one-to-one support.
- ❖ Our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEND: - specific learning difficulties (including dyslexia); Autistic Spectrum Disorder; Down's Syndrome; speech, language and communication needs; Cerebral Palsy; and behavioural, social and emotional difficulties.
- ❖ Our staff are all able to use basic Makaton signs, and some are trained to support pupils using British Sign Language.
- ❖ We adapt reading material by adding Makaton signs to reading books for children with communication difficulties, and create personal reading books using individual children as characters, or create books around our own school themes that match personal abilities and needs.
- ❖ We are a dyslexia friendly school.
- ❖ We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including picture exchange cards, objects of reference, intensive interaction and individual workstation tasks.
- ❖ We use personal visual timelines or object timelines to help children understand what activity or part of the day is coming next.

- ❖ All our staff are trained to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- ❖ We use additional schemes/materials for staff to use as a resource to ensure work is always at the right level for pupils with special educational needs, or those who are gifted and talented.
- ❖ We run a number of 'catch-up' groups for children who are in danger of falling behind their peers. These usually consist of phonics 'catch-up' groups at the beginning of years one and two, and First Class @ Number interventions in year two.
- ❖ We offer a wide range of in-house communication groups; these focus on Attention and Listening, Intensive Language Development, Speech and Language and Social Communication.



How do we use specialist resources to support pupils with special educational needs or disabilities?

- ❖ We have a dedicated nurture room that is available for specialist groups such as our 'Starfish' group, who meet daily to develop social and language skills and our 'Little Heroes' group who work together on a range of socialisation skills.
- ❖ Our nurture room has a wide range of specialist sensory equipment.
- ❖ Our SEND team make bespoke individual resources for pupils with special educational needs that support their specific learning targets and needs, and reflects the learning undertaken by their peers.
- ❖ We have a wide range of reading material (books, digital stories, newspapers) to appeal to both aural and visual learners, and specialist 'catch-up' schemes to revise lost learning.
- ❖ We have a wide range of ICT equipment available to help motivate pupils and access learning. These include a smart table, I-pod touch and I-pad devices, Fizzbook laptops, laptop computers, microphones, programmable toys, talking postcards, talking buttons, talking books, PSPs, and Wii devices.
- ❖ We use workstations, picture and symbol timetables and equipment such as countdown timers for pupils who need it.
- ❖ We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating or handrails and steps in toilets.
- ❖ We use a range of software on our school learning platform/website to help pupils engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.
- ❖ We have developed a parent support leaflet to introduce parents to Makaton sign language and help them to understand and use the basic signs their children may learn.
- ❖ We use key rings containing Makaton signs on small cards to aid children with communication difficulties.



What training do our staff supporting children with SEND undertake? How do we seek extra support and expertise?

- ❖ In the last two years we have attended a variety of training courses including Attachment Theory Training, Hoist training, Suction training, PEG feeding, Down's Syndrome, Diabetes, Epilepsy, Moving and Handling, Lead Behaviour Professional, and Attachment, Trauma and Resilience. School staff have also been trained to use a variety of strategies and resources including Numicon, First Class @ Number, Team Teach, Outcome Star, Wellcomm and Talkboost.
- ❖ Our SENCo attends all the Local Authority's termly SENCo Forums in order to keep up to date with current legislation and practices.
- ❖ We have our very own Speech and Language Therapist who works in school every week to assess children, run intervention groups and liaise closely with staff.
- ❖ We have a dedicated Educational Psychologist, who visits our school regularly to observe and assess pupils, and offer advice and support to both home and school.
- ❖ We can access support from the Physiotherapy service
- ❖ Our local authority provides an Early Years Advisory Teacher to help support children making the transition

from other Nursery and pre-school settings.

- ❖ We liaise with the School's Health Advisor regularly for a range of difficulties including, bed wetting, poor sleep patterns and behaviour problems at home.
- ❖ We get support from occupational therapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities.
- ❖ Our local authority also provide Integrated Behaviour Support workers and specialist teachers who we can call on for support, advice and training.
- ❖ We have a Specialist Advisor/Trainer who works closely with staff, pupils and families in raising attendance and punctuality.
- ❖ We also access support from specialist teachers about other SEND related needs such as hearing impairment, visual impairment and more complex physical needs.
- ❖ We get support from local authority services about training, policy and funding.
- ❖ Our Parent Support Advisor is a very supportive member of the team with an excellent knowledge of how to support our children and their families. No problem is too big or too small.
- ❖ Together we review your pupil's progress and agree what everyone will do to make teaching more effective and learning easier. We include your child in these discussions when appropriate.



How do we review the effectiveness of our provision for children with SEND?

- ❖ We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ❖ Our assessment co-ordinator analyses pupil performance data termly to ensure every child is making the best possible progress.
- ❖ Our SENCo tracks the progress of every child who attends an intervention in school and liaises with the appropriate members of staff. This ensures that interventions are closely matched to the needs of the pupils and sessions are flexibly planned to match progress. The criteria used to include children are monitored against half-termly expectations and the strategies used are altered to either maintain or speed-up progress. Those children who achieve expectations will no longer attend the group.
- ❖ Our local authority provides a range of support professionals including educational psychologists, integrated behaviour support teachers, Early Years Advisory teachers who offer advice and support on how to adapt our provision in order to meet the needs of our children.
- ❖ We regularly consult our Outreach providers for advice about specialist equipment and strategies for those children with complex needs and disabilities.
- ❖ The school always welcomes parents into school and encourages them to discuss any issues however small they feel they are.
- ❖ Our Governors and Senior leaders track and monitor the progress of all children with SEND to ensure they reach significant milestones and expected outcomes.
- ❖ The school utilises external consultants annually to undertake an external review in order to validate the robustness of our procedures.



What other activities are available for pupils with SEN in addition to the curriculum?

- ❖ We have a breakfast and after school club with trained staff capable of looking after pupils with both special educational needs and disabilities.
- ❖ We have a number of lunch-time clubs such as dance, gymnastics, cricket, football, multi-skills, drama, creative crafts, board games, and many more. Pupils with SEND are included, and are offered one-to-one support where needed to support access.

- ❖ We have termly educational visits, and many other visitors to school bring our curriculum to life. Pupils with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.
- ❖ We run groups using brain gym interventions such as 'Sticky Kids' and 'Cool Kids' resources.
- ❖ We have a dedicated PE lesson for children with SEND in which they practise their Boccia skills and our children successfully participated in a local competition last year.



What support do we provide for improving social and emotional development?

- ❖ Our children are made aware of the support that surrounds them in school. They know who to talk to if that are worried or have any concerns they want to share. Our open door policy means that they have access to the head teacher at all times.
- ❖ We have a high level of staffing at unstructured times such as lunchtime, to ensure children are well supervised and well supported. Dedicated playleaders involve children in play opportunities.
- ❖ We have a buddy system that promotes peer-to-peer support. These children are trained by school staff and supported in their work.
- ❖ We have a bespoke Personal, Social, Health and Economic curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social well-being.
- ❖ Our Integrated Behaviour Support Service now includes a CAMHS Clinical Nurse Specialist and we can seek advice and support from her when needed.
- ❖ Our Behaviour Nurture Group and our Social Communication Group help children to develop a greater understanding of their emotions and helps them to express their needs and requests for help in appropriate ways.
- ❖ Our Parent Support Advisor Mrs Jo Hill has an excellent knowledge of how access support for our children and their families.
- ❖ Our Educational Psychologist visits school regularly to observe and assess pupils, and offer advice and support to both home and school.
- ❖ Our assemblies led by members of the Senior Leadership Team reinforce positive citizenship and morals.



How do we involve other professionals in meeting children's SEND and supporting their families?

- ❖ Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- ❖ The Information Advice and Support Service (SEND) (formerly the Parent Partnership Service) can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 650330.
- ❖ Our SENCO and our Parent Support Advisor (01922 710871) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs.
- ❖ We have produced a range of bespoke parent information leaflets that set out our practice. These are readily available on our website or from the school office.



What can parents/carers do if they are not satisfied with a decision or what is happening?

- ❖ Our school operates an open door policy. Your first point of contact is your child's class teacher, who is always available at the end of every school day. In addition, our Parent Support Advisor or our SENCO are here to listen to your concerns. If you are not satisfied that your concern has been addressed then you may speak to the headteacher at any time. If she cannot solve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.
- ❖ If your concern is with the local authority, follow a similar path. The person who will log and track your complaint is the head teacher.
- ❖ The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Information Advice and Support Service (SEND) (formerly the Parent Partnership Service) can offer advice and support. Their telephone number is 01922 650330.



How do we support children who are looked after by the authority and have SEND?

- ❖ We are a very inclusive school where every child has a level of challenge appropriate for them which also enables them to experience success.
- ❖ Our assessment and Subject coordinators analyse pupil performance data to ensure that each individual child is making the best possible progress.
- ❖ We hold regular Personal Education Plan meetings in addition to the usual termly SEND review meetings.
- ❖ We also provide a programme of bespoke individual support for children who are looked after in order to ensure funding is used appropriately.