

SEN Information Report – Ranvilles Infants School

1. The kinds of special educational needs for which provision is made at the school

Ranvilles Infants School is a mainstream setting. We as a school support an inclusive ethos – see our Inclusion Policy. We aim to strive to provide provision to meet the needs of all our pupils in the best way we can.

2. Information in relation to mainstream school and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

At Ranvilles we closely track the progress of all pupils through our school target and tracking system. In the early years' foundation stage we monitor a child's progress across age bands in key areas of learning appropriate for reception pupils. In Key Stage One we monitor progress in line with the new curriculum with the aspiration of greater depth learning for all pupils. Some pupils may be working at age related expectations, some may be pre-key stage. We have points of checking progress in September, December, March and June. These points in the year correspond with our parents meetings where we discuss pupil progress. As a staff we also closely monitor pupil progress regularly through staff meetings, whole school moderation, across class moderation and termly assessment analysis. We then identify pupils that may need extra help within specific areas of their learning or who may need emotional support to enable their learning to progress. Then if it was felt a pupil was not making expected progress, or was struggling in a particular area, this would first be discussed with parents and carers and then would be actioned with pupils being identified by the school as to how support is allocated.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including-
 - (a) how the school evaluates the effectiveness of it's provision for such pupils;

We have an allocated SEND Governor who regularly meets with the school Inclusion Manager and head teacher. SEND progress and matters are discussed at each full governing body meeting. The Inclusion Manager and Assessment Manager regularly track the progress of pupils identified with a special educational needs as well as the effectiveness of any intervention work they are receiving. They also monitor the effectiveness of any booster programmes pupils may be receiving alongside the inclusion manager, assessment manager and head teacher. At present staff and governors refer to progress data, intervention evaluation, pupil progress tracking and information received from parents and carers to make judgements about how a pupil is progressing. Some children may have an individual learning plan (referred to as an ILP) which highlights specific targets to help a pupil to make progress. Some

children may have an individual behaviour targets these are detailed on the ILP which may be more specific to support social, emotional and behavioural difficulties. Some pupils have a transition partnership agreement (or TPA) which is a more detailed plan which would detail extra support pupils were receiving from agencies outside of school such as the educational psychologist and an action plan/targets to ensure the provision for the pupil. Pupils with Education and Health Care Plan's (EHCP) would have targets again set annually that would be reviewed at the annual review.

- (b) the school's arrangements for assessing and reviewing the progress of pupil's with special educational needs;

How will both you and I know how my child is doing and how will you help me to support my child's learning?

As a school, the class teacher and teaching assistant with guidance from the Inclusion Manager and Assessment Manager will review a child's progress and targets at the time points identified above. They will then decide if targets have been met and the next steps a child will need to take to ensure progress and new targets will be identified for the child. At pupil progress meetings we will discuss with parents and carers the progress that the children are making. We will celebrate success and also discuss how you can help your child progress in terms of their targets. We constantly monitor progress and we may speak to you at any time if we have concerns about your child's progress. Individual plan targets may be reviewed much more regularly if we have specific concerns or areas of learning we wish to target for more rapid progress. We ask parents to support our home learning projects and read with their child each day. If specific programmes are provided for your child we ask that you partake fully in the programmes to ensure your child achieves to their full capability.

- (c) The school's approach to teaching pupils with special educational needs;

How will the staff support my child?

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

Inclusion is the key priority at Ranvilles Infants School. Within each lesson and key teaching, teachers plan tasks to ensure the needs of each group of learners are met, whilst working towards the same learning objective. Children work in mixed ability groups with high expectations for all pupils. Quality first teaching is the key way we ensure we meet the needs of all learners. This is good quality teaching in all lessons with clear learning outcomes. All teachers and teaching assistants engage in regular training about ways to improve teaching and learning for pupils with a range of needs. This is then applied in the classroom setting and reviewed to see how different groups are progressing and any changes that need to be implemented are put in place. Teachers and Teaching assistants are the teachers of all pupils at Ranvilles Infants School and may teach or support any pupil.

- (d) How does the school adapts the curriculum and learning environment for pupils with special educational needs;

If a child needs extra support they are supported in the classroom and receive the same exciting project based curriculum all of our pupils receive with adaptations made to suit their needs, for example a talking tin may be used to record a pupil's idea verbally to enable them to remember what they would like to write in a sentence. Adaptations will be detailed within a pupil's individual plan. The nature of our creative curriculum is extremely inclusive. Support staff are deployed within the class and will support a wide range of pupils' dependant on their needs in the learning task. Intervention programme support is delivered as a group where possible and if it is delivered on a one to one basis it is delivered in the classroom to ensure the optimum learning environment and context. If physical adaptations need to be made to the classroom this will be done with the help of county advisors.

- (e) Additional support for learning that is available to pupils with special educational needs;

How the decision is made about the type and how much support my child will receive?

The school will work in partnership with parents and carers on individual plans for pupils (ILP, TPA, EHCP) and these will detail the support the pupil will receive in class and any support programmes. The support is deployed by the head teacher and Inclusion manager who will work with the parents and class teacher to determine how support is provided. Children with an education and health care plan will have their support decided by the head teacher and county in line with statutory requirements. This will also be discussed with parents/carers at annual reviews.

- (f) **Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;**

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

We offer lunchtime clubs to all year 2 pupils and these are accessible by all pupils. If adaptations needed to be made we would liaise with parents and carers to do this. Our after school clubs are provided by outside companies and should be accessible with liaison with the provider. For school trips and outings we would always ask for the views of parents and carers prior to the trip or outing. Support from parents and carers may be required for school trips and outings and parents and carers may be asked to attend trips and outings. This would be based on a careful risk assessment of the trip or outing, additional to the needs of the pupil and the rest of the group. If a child needed support at break times, lunchtimes, before or after school it would be discussed with parents and carers as to how best to implement this support and then a decision would be made by the head teacher as to best deploy support from our staff with the support of parents and carers if needed.

- (g) Support that is available for improving the emotional and social development of pupils with special educational needs

What support will there be for my child's overall well-being?

Ranvilles Infants School has a strong, caring ethos and is a Rights, Respecting level 2 school. We have two trained ELSA'S (emotional literacy support assistants) in school who may work with a range of pupils with social and emotional needs. We also have teaching assistants who are trained as EFA'S (emotional first aiders) who can provide quick initial social and emotional support to pupils in class.

We aim to provide a high level of care and social support for all pupils. We provide personal care through the use of care plans which we may draw up with the help of suitable professionals such as the school nursing team. We would always seek the advice of parents and carers when drawing up these plans. Medications pupils need would be carefully considered and kept line with school policy and procedures. Again, we may seek the support of parents and carers when making decisions about administering medication.

We encourage good behaviour from all pupils and have high expectations of behaviour from all pupils. Behaviour at Ranvilles Infants is supported by a number of different systems but is positive and based upon reward. We have a clear behaviour policy and this is given to parents as pupils start at school and is available on our website. We clearly discuss our behaviour expectations with parents at transition sessions before a pupil starts school and as part of our home school agreements, discussed at home visits and with all new pupils. Safeguarding is a priority, DBS checks are in place for all staff and safer recruitment is followed. We have a confidentiality policy in place that all members of staff adhere to.

We ensure the safety of all pupils through rigorous risk assessment procedure and policy. The head teacher and governing body regularly review safety in all aspects of school life.

We regularly ask the views of all pupils as part of our whole school monitoring plan. All pupils have the opportunity to be part of or feed into our school council or take on responsible jobs at lunchtime in or around school.

4. SEN COORDINATOR/INCLUSION MANAGER CONTACT DETAILS:

Miss Stacey Barnes, Ranvilles Infants School, Oldbury Way, Fareham PO14 3BN
Telephone: 01329 841653 email: adminoffice@ranvilles-inf.hants.sch.uk

- 5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

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

What training have the staff supporting SEND had or what training are they having?

We have a professional development and training cycle in place for all of our staff that is reviewed regularly based upon their needs. Our Inclusion Manager holds the national accreditation award for Coordinators of special educational needs and attends regular training for SEND issues as well as liaison with other professionals such as SENCO circles held by the educational psychology service. Our Emotional literacy support assistants and emotional literacy first aiders are fully trained and attend regular supervision sessions. All teachers are trained in SEND issues through INSET training and regular staff meetings. Teaching assistants also attend whole staff INSET training and meet regularly with the senior leadership team to discuss SEND issues. They are fully trained in the intervention programmes they deliver or are likely to deliver. All teaching assistants have the relevant qualifications for their posts and this is checked as they are employed. Through the performance management cycle of the school the training needs of all staff are considered and if specialist training for a particular pupil or group of pupils was needed this would be undertaken.

As a staff we have all recently been trained in teaching children with English as an additional language and have regular contact with the Ethnic minority and traveller advisory service (EMTAS). This is not viewed as a special educational need but an area of specialism within our school. We hope to continue training and expertise in this area.

We have strong use of information communication to support the learning needs of our pupils and have technology such as talking tins, pens, ipods and ipads accessible to all pupils to enhance their learning where it is appropriate.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school both indoors and outdoors?

We have a school accessibility plan that is available on request. The school building is not fully wheel chair accessible as it has heavy wooden doors in most areas of the building and stairs down to the reception unit from two corridors. From the school building to the playground there are also large concrete steps. There are unisex toilets in each corridor for the children with a disabled toilet in each. The visual environment is colourful and bright. There are disabled parking areas in the car park. Any changes that need to be made to the school both indoors and out for pupils that may require it would be provided in consultation with specialist advisors and the views of parents/carers.

7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

How are parents involved in the school? How can I get involved?

Who can I contact for further information?

As mentioned above, inclusion is the key priority at Ranvilles Infants School. We always try to involve parents and carers and work in partnership. We encourage parents to communicate with us freely and come to us with any worries or concerns as soon as possible so they can be resolved quickly. We may sometimes ask parents to make an appointment at a different time to discuss concerns if it is felt the issue requires more time. The termly parents meetings are the ideal opportunity to discuss issues but parents can speak to a member of staff at any time about concerns and queries. We have fun and rhymes transitions sessions for parents coming into year R that parents can attend with their children and we encourage parents to speak to us early on, at these sessions, about any issues that they may have with their child starting school. Home visits undertaken before the children start in reception are an opportune time to speak to a member of staff. We also have a number of parent workshops parents can engage with over the course of the year to find out about different aspects of our curriculum. We encourage all parents to be involved with our home learning projects and reading with their child. We send home termly newsletters that detail areas of the curriculum parents could explore further with their child at home. Individual Learning Plans are discussed termly with parents as part of progress meetings and Transition Partnership Agreements and Education and health care plans will be reviewed as a meeting where all parties involved with the child will be invited to come along. We always ensure parents and pupils view are included in these meetings. We may also sometimes ask parents to attend TAC or a 'team around the child' meeting these may involve parents and any professionals that are involved with the child. We also ask parents to complete regular questionnaires about their views. If there are any serious concerns we ask parents to speak to a senior member of staff straight away.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.

We seek the views of all pupils at Ranvilles Infants school and place a high value on pupil voice. Through our whole school monitoring systems we regularly conduct pupil conferencing and pupil questionnaires. We consult children over any individual plans and targets and we encourage pupils to sign their own individual plans. If children have difficulties recording we may record their views in different ways such as voice recording or pictorially. We encourage all pupils to self-assess their learning and have a passport to learning and steps to learning document where all pupils can look in detail at how they are progressing both academically and morally. The school also has close links with other professionals such as the speech and language therapist and educational psychologist who can assist pupils and families in getting their views across.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from any parents of pupils with special educational needs concerning the provision made at the school.

The first point of any contact for serious concerns or complaints is the head teacher. In her absence it would be a member of the senior leadership team. We would hope to first resolve any issues within school through careful discussion. We may also ask an outside professional to aid this process if it was felt beneficial, for example, the educational psychologist. We have a complaints procedure and policy that we would adhere to in the case of a formal complaint but our hope would be that we could resolve most issues in partnership with parents. If a formal complaint is received a member of our governing body may also contact you. Information about our complaints procedure may be given on request from the school office. Day to Day issues can hopefully be resolved by any member of teaching staff and we would always encourage parents to come to us about any situation or issue they are concerned about.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting families of such pupils.

We have a variety of professionals involved with supporting the school. Some of the professionals are available to support the school on referral.

- Educational Psychologist
- Speech and Language Therapy
- Fareham Locality team (Health services and School nursing team, Safeguarding teams)
- Behaviour Support team
- Occupational Therapy
- Ethnic minority and traveller advisory service

We have an accredited SEN coordinator (Inclusion Manager) and our staff have a number of areas of specialism including emotional literacy support. The intervention programmes we generally use are SIDNEY, 123 spell, precision teach, paired reading, story-links and catch-up and support staff are all fully trained in these programmes. We may use other programmes but would discuss them with professionals and parents and carers to ensure the correct delivery.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

If parents are considering a pupil joining the school and they have concerns they should first contact the head teacher and/or a member of the senior leadership team.

If a child is in school, the initial point of contact would be the child's class teacher. Many issues could hopefully be resolved at this point with mutual cooperation from the parents/carers. If the issue needed to be taken further a more senior member of

staff may be contacted and they may meet with parents and carers to resolve the issue this may be a year group leader. If further action is needed the senior leadership team may then become involved and the head teacher. At this point other professionals may be called in such as the educational psychologist or behaviour support team. Members of the governing body may also become involved.

We would also hope to signpost parents and carers to the outside agencies who could best help and support them.

12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

The school engages parents in a full transition programme for the reception year children. It starts with a pre-school meeting in the springtime where we invite parents to give them lots of information about the school. Parents can then come in for five fun and rhymes sessions with their child where they can meet members of staff and get used to the workings of the school. We also offer home visits for all pupils as they start school. We may arrange a specific transition meeting for pupils who need specific help with the move into school. These may be conducted with the help of pre-school practitioner key workers and key members of staff who will be working with the child once they start school. Transition Partnership Agreements may be reviewed by pre-school staff, professionals and staff from our school alongside parents and carers to review the TPA before the child starts school and outcomes for the pupil for the following year in school. As children move class we have a number of transition sessions and opportunities for the children and parents to meet new members of staff they will be working with. We may also arrange transition meetings for pupils as they need them. As children move into the junior school we would liaise closely with the junior school staff and would arrange again, a transition meeting that was specific to the child, and invite parents and key professionals along. The children in year two also get lots of opportunities as part of our transition sessions to visit the junior school. Individual plans would be reviewed with the staff from the receiving school.

13. Information on where the Local Authority's Local Offer is published

Where can I get further information about services for my child/young person?

This report is provided as part of Hampshire's local offer. You can use the links to the website to find out further information about services they may offer.

