

## Malvern Way Infant and Nursery School

### School's Offer (SEND Information Report) 2019- 2020

#### **How does Malvern Way know if children need extra help and what should I do if I think my child has special educational needs?**

Malvern Way's system for regularly observing, assessing and tracking the progress of all children is used to identify children who fall behind age appropriate expectations and who may have additional needs. Teachers use their experience and professional expertise to identify learning needs and to suggest appropriate action.

If you have any concerns about your child's learning, you should make an appointment to talk to your child's teacher in the first instance. Following this initial meeting, the class teacher may decide to include the Inclusion Leader in further discussions to decide the next steps of action to help your child.

#### **How will school staff support my child?**

Class Teachers at Malvern Way are responsible for planning and providing for all children, including those who have identified Special Educational Needs. Teachers ensure their classrooms are Dyslexia friendly with visual timetables, visual prompts and learning walls that show current learning and vocabulary.

Some of our interventions are delivered by highly skilled Teaching Assistants under the guidance of the Class Teachers. The Inclusion Leader is responsible for the provision made for pupils with Special Educational Needs. This includes helping staff to identify children with SEND; liaising closely with parents of children with SEND so they are involved in any decision making; referring children to external agencies when additional advice or support is needed.

The Head teacher is responsible for the day to day management of all aspects of the school. This includes ensuring there is suitable provision for children with SEND. She works in partnership with the Inclusion Leader to ensure your child's needs are met.

The governor for SEND and Inclusion is responsible for making sure that the necessary support is in place to ensure that any child with SEND is able to participate in school activities alongside other children.

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

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 similar strategies can be used.

The Inclusion Leader and Headteacher are also available to meet with you to discuss your child's progress or any concerns/worries you may have.

Parents/carers have the opportunity to discuss their child's progress at twice yearly parent's evenings. You will receive an annual report on your child's learning and development in the Summer term and you have the opportunity to make an additional appointment to discuss it with your child's teacher. In addition you will be invited to attend two progress afternoons each year where you can share progress with your child.

If your child is receiving SEN support, then you will have an additional meeting each term to discuss targets and the strategies we will be using in school to support your child's learning and to review progress made since the last meeting. If you feel you need to discuss any further concerns about your child's learning and progress, you are welcome to make an appointment with your class teacher to meet at a mutually convenient time.

If your child is receiving support in school from an external professional, you will be kept informed of their progress.

There is always the opportunity for a quick chat with your child's teacher at the end of the day when they come out on the playground to see the children out.

## How will the learning and development be matched to my child's needs?

At Malvern Way, we have high expectations for our pupils, including all children who have special needs. Teachers use inclusive high quality teaching to meet the needs of their pupils. They plan learning activities that are differentiated to suit the specific needs of the children in their class, based on their knowledge and assessment of the children's learning. This may include additional general support by the teacher or teaching assistant in the class. The 4 broad areas of need are: Communication and Interaction, Cognition and Learning, Social, Mental and Emotional Health and Sensory and/or Physical. Some children may have needs that cut across some or all of these areas and we aim to provide support to address any needs.

Further **assessment** of a child's learning may highlight the need to **plan** a 1:1 or a small group intervention with other children of similar needs. This could be led by the TA, the teacher or the Inclusion Leader. The duration of interventions might vary according to its type, but after **doing** an intervention, the children's progress will be **reviewed**. Interventions used at Malvern Way will be reviewed by the Inclusion Leader and teachers, to ensure they match current needs and to inform future planning. Parents/carers are always informed if their child needs an intervention to meet their needs.

Sometimes a child might be assessed as having a higher level of need and will need SEN support, in spite of high quality, differentiated teaching, along with additional support and/ or interventions. Parents/carers will always be informed and invited to work with the class teacher to develop a one page profile and to share individual targets on an Assess, Plan, Do, Review sheet. A combined SpLD checklist might also be completed with support from parents to help develop a more tailored approach to meeting a child's needs.

Specialist external advice might be requested with parent's/carer's consent. A child with more complex needs might need a formal assessment for an Education, Health and Care plan.

### **What support will there be for my child's overall wellbeing?**

Some children may have social and emotional difficulties which may form barriers to learning and affect their confidence. Small group support sessions may be used to explore a variety of social and emotional aspects of learning to support a child's difficulties. Social stories may also be used to help some children understand social interactions, situations, behaviours, skills or concepts. It may be appropriate to involve the use of external agencies such as CAMHS (Children and Adolescent Mental Health Services) to assist the school in developing appropriate programmes. Other options could include the use of a CAF (Common Assessment Framework) to support the whole family in managing a child's needs. The school can also involve the South West Herts Partnership (SWHP) following discussions with parents/carers, who can offer support to help families overcome social, emotional, and physical barriers that may be causing a child to have difficulties in their learning.

Children with medical or physical needs will be supported appropriately to help minimise any barriers to learning.

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

If a child receiving SEN Support, continues to make little or no progress, despite evidence based support and interventions that are matched to their needs, we may request the support and advice from external professionals, in order to meet their needs more effectively. This request will only be made with parental consent, following discussions with parents/carers, teachers and the Inclusion Leader.

In the last year we have accessed the following services:

- Educational Psychologist
- Specific Learning Difficulties (SpLD) Base.
- Communication Disorders Team
- Autism Advisory Service
- Speech and Language Service (SALT)
- Early Years Advisory Service
- School Nurse

We can also access:

- Chessbrook Outreach Service for supporting any children with emotional and behavioural needs
- CAMHS (Children and Adolescent Mental Health Services)
- Physiotherapists and Occupational Therapists
- Low Incidence Team -Sensory & Physical Impairment or Physical & Neurological Impairment

Hertfordshire Sure Start Children's Centres provides advice and support for families of children under 5. To find out more about the services they provide and to find your nearest centre, visit their website: [www.hertschildrenscentres.org.uk](http://www.hertschildrenscentres.org.uk)

### **What training have the staff supporting children with SEND, had or are having?**

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. All staff update their knowledge of SEND by attending relevant courses based on the needs of the children in their class which have included Behaviour Management, Autism, Dyslexia and Maths and English Interventions. Whole school courses delivered in 2019 – 2019 include Attachment Training, asthma and epipen training.

We have experienced Teaching Assistants trained in delivering quality interventions – Fischer Family Trust ( a 1:1 intervention for children with Specific Learning Difficulties) Talking Partners/ Narrative Pack (for children with Speech, Language and Communication needs) Drawing and Talking- (helping children to express anxieties and feelings) .

We have one Early Years Ekklan trained teaching assistant and two teachers trained to support children in Key stage 1. Ekklan training provides information and strategies to develop the communication skills of all children but especially those with speech, language and communication needs.

**Support for children with medical needs or physical disabilities:** All children with medical needs have a Health Care Plan. Three support staff have completed Paediatric First Aid training. All education support staff and Mid-day Supervisors have completed First Aid training for work (September 2017)

Training of a key staff by the Epilepsy nurse ensures the correct procedure is followed when dealing with an epileptic seizure. Yearly Anaphylaxis training from the School Nurse for all staff.

### **How will you help me to support my child's learning?**

Home learning for children is sent to parents via parent mail. This includes what the children in each year group will be learning the following week and the learning behaviour the teachers will be looking for. There is also home access to online resources on mymaths and Espresso to support learning. Your child's class teacher may suggest additional ways in which you can support your child at home, both with homework, strategies to help them with their reading or any other activity they feel will benefit your child's learning. All these things will be discussed at parent's evenings, SEN support meetings and at other times when appropriate.

At the end of the school year, parents are invited to a "New to year... meeting" and have an opportunity to visit their child's new teacher and classroom. Routines and expectations are discussed along with how you can support your child's learning at home.

Nursery children take home Firm Foundation Literacy Packs each week to develop their early literacy skills. Children in Reception take home a Literacy Pack each week to support handwriting and early reading skills (phonics and key words). Children in Year 1 and 2 take home a weekly Maths Pack and Key Words to learn. Parent workshops, including a phonics workshop for Reception parents in the Autumn term.

### **How will I be involved in discussions about and planning for my child's education?**

Parents are involved at all stages of the SEN support process.

If you have agreed with the school for your child to be referred to an external professional, you will always be invited to a meeting with the professional, following their observations and assessment, along with the Inclusion Leader and Class Teacher. This will be an opportunity for you to discuss any concerns you may have, find out the strategies we will be putting in place in school and how you can work with us to support your child's learning/ development at home.

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

At Malvern Way, we ensure that no child is excluded from any activity. Medical support will be put in place where necessary. Teachers make pre-trip visits whenever possible, to ensure accessibility for all. Detailed risk assessments are completed before any school trip to ensure that all pupils have a safe and enjoyable experience.

In some instances parents/carers may be asked to accompany their child on school trips.

### **How accessible is the school environment?**

Adaptations have been made throughout the school to increase or assist access to the school, including stair lifts, markings for partially sighted and sound field systems in every classroom. Each child's needs are considered and adaptations made if necessary.

### **Who can I contact for further information?**

The Inclusion Leader and designated teacher for looked after children at Malvern Way Infant and Nursery School is Mrs Annette Linfield. She is happy to meet with you to discuss any concerns you might have with your child's needs. Please leave a message for her at the school office and she will contact you to arrange a meeting.

The school governor responsible for SEND and Inclusion is Mrs Laura Clarke.

If you have any questions about your child's learning, please speak to your child's teacher at the end of the day.

Complaints about provision for vulnerable children, those with SEN or who are disabled will normally be directed in the first instance to the class teacher, who should then refer them to the Inclusion Leader and Headteacher. If the complaint cannot be resolved through these channels there is a County Complaints procedure for SEND.

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

We aim to make the transition process as smooth as possible as we realise that this can be an anxious time for many children, whether they are moving from one year group to another, transferring to a new school or joining Malvern Way School from a pre-school or another school.

### **If your child is joining us in the nursery from a pre-school:**

If the school is made aware of any Special Educational Need prior to starting in the nursery, the Inclusion Leader along with the nursery teacher will arrange a visit to your child's pre-school setting, talking to staff and sharing information about his/her needs to ensure continuity of provision.

You will be told about this visit. We will also try to arrange an additional transition visit for you and your child once you have accepted his/her place at the nursery if you feel this would be beneficial. You will also be offered a home visit in September before your child starts nursery. The Headteacher and the Inclusion Leader are happy to meet with you should you wish to discuss concerns about your child's needs.

### **If your child is joining Malvern Way School in Reception from our Nursery or a different Nursery setting:**

All children have a visit to meet their new teacher and other children in their class. In September, children start with half days, building up to full time. If the school is made aware of any Special Educational Need prior to starting, the Inclusion Leader and the Reception class teacher will visit your child in their nursery setting. You will be told about this visit. We will talk to your child's nursery and gather as much information as we can to make the transition as smooth as possible. Your child might need an individual transition plan to meet his/her needs. This plan will be drawn up following discussion with you and with advice from any external professionals involved.

### **If your child is moving to our link Junior School, Little Green at the end of Key Stage 1:**

The Inclusion Leaders and teachers from both schools have meetings to share information and pass on records. The Inclusion Leader from Little Green School, Mrs Suzanne Boddy, also visits the children in their Year 2 classrooms. All Year 2 children spend a morning at Little Green School. Teachers from Little Green School spend a day "team teaching" their new class. An additional transition visit for a few children with specific needs can be arranged if it considered beneficial, following discussions with the teacher and parents/carers.

### **When moving classes in school:**

All children have three transition sessions before moving to their new classes. They visit their new class with their current teacher and have a "buddy" from their new class who shows them around and shares the learning they have done. In addition they have two further visits to their new classroom and teacher. Teachers and Teaching Assistants also spend time with their new children in their current classroom.

Additional visits to new classrooms are arranged for a few children with specific needs to support their transition. They also have time to familiarise themselves with their new teacher and support staff. Parents/carers are included in discussions regarding transition arrangements.

Teachers share information and pass on records of all children including those with SEND

## **How are the school's resources allocated and matched to children's special educational needs?**

The school budget, received from Hertfordshire Authority, 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, based on the needs in the school.

The Headteacher and the Inclusion Leader discuss all the information that they have about SEND in the school including:

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

Then they decide what resources/training and support is needed. This is reviewed regularly and amended as necessary.

Extra funding called Exceptional Needs Funding may be applied for to support the needs of an individual child. The needs would need to be deemed exceptional across a wide area of the county, not just in the school and the decision is made by a panel of professionals. This funding is time limited and subject to periodic review. Any application for funding is made with the parent's/carer's knowledge.

Resources may include deployment of staff depending upon individual needs and circumstances.

## **How is the decision made about how much support my child will receive?**

The school may suggest that your child needs some individual support in school. The inclusion leader will help to identify the needs of each child and work with the class teacher to determine the level of support needed. We will tell you how the support will be used and what strategies will be put in place.

For children receiving SEN support, advice from external agencies may sometimes identify that an additional level of support is needed. This will be reviewed constantly and parents/carers will be part of the discussions.

Your child might be identified as needing a particularly high level of support, with input needed from professional agencies outside the school. Following discussions with parents/carers and drawing on all available information, it may be decided to request an assessment for an Education, Health and Care Plan (EHC plan). The Local Authority will make a decision whether your child's needs are complex enough to need an EHC plan.

If your child is assessed as needing an EHC plan, the Local Authority will ask for further detailed reports on your child's needs from all the professionals involved before writing the EHC plan. The EHC plan will outline the support and strategies to be put in place as well as long and short term goals for your child.

**How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Parents can find information about the local authority's offer at:

[www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)

The website is very user friendly and will be updated regularly.