

**The following details our local offer at
Speedwell Infant School September 2017**

School name	Speedwell Infant School
Headteacher	Mrs Jane Moore
SENCo	Miss Michelle Clark
Governor with responsibility for SEND	Mrs Julie Bacon
Contact details: address	Speedwell Infant School College Avenue Staveley S43 3JJ
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Email Headteacher / SENCo	Via info@speedwell.derbyshire.sch.uk for the attention of the Headteacher or SENCo
Telephone	01246 472336
Age range	3 – 7
Funding	Community School

We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear. If you would prefer to talk to one of our staff, please just phone school and we'd be really happy to talk to you.

**Principles underlying the Special educational needs and disability
Code of Practice: 0 to 25 years July 2014**

The Code of Practice describes the principles that should be observed by all professionals working with children and young people who have special educational needs or disabilities.

These include:

- Taking into account the view of children, young people and their families
 - Enabling children, young people and their parents / carers to participate in decision making
 - Collaborating with partners in education, health and social care to provide support
 - Identifying the needs of children and young people
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- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for adulthood

<p>How do we make sure all children reach their potential?</p>	<ul style="list-style-type: none"> • The school aims to value and foster the achievements of each child, so enabling everyone to fulfil their potential • Access for all children to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children’s interests • Well resourced classrooms – with one teacher and a minimum of one teaching assistant in Reception, Year 1 and Year 2. • The quality of teaching and learning is well monitored by the leadership team • Teaching and learning deemed “good” overall by OFSTED 2013 • Individual targets are set for all children in reading, writing and numeracy and their progress towards these is monitored. • There is a rigorous pupil progress tracking system in place which ensures all children are monitored at least termly. • Interventions are put in place when appropriate to help children make progress • A governor with responsibility for SEN who receives progress reports and monitors provision with the SENCo • Termly reviews with parents / carers: 3 parents’ consultation evenings a year; termly reviews for all children on the SEN register and comprehensive Annual Reviews of Education Health Care Plans involving parent / carers and children • Children’s views are very important: active school council, children’s questionnaires, SEN reviews with children taking part • Fully trained support staff and Midday supervisors ensure smooth running of playtimes and lunch times • Long established, acknowledged and celebrated ethos of inclusion and equality
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • Disabled toilet • Classrooms accessible for wheelchairs, although the smallest classroom would not be ideal • Access to equipment which helps writing: slope boards, pencil grips, a range of writing implements • Trained teaching assistants are able to deliver “ Jungle Journey”, “ Dough disco”, “ Clever Fingers” and “write dance” activities to help develop core strength and develop fine motor skills • Use of differentiated sports equipment in PE – eg specialist balls / bats • Variable height tables and chairs available. • A care plan and an individual personal evacuation plan is written for all pupils with mobility or other needs in conjunction with health professionals • Liaise closely with outside agencies who help us support children with physical needs • Appropriate training provided for staff as required by children’s specific needs
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • Teaching assistants are confident in the delivery of programmes devised by speech and language therapists • Close liaison with speech and language therapists • We refer pupils to Speech and Language Therapy when needed • 1 member of staff trained in “ Every Child a talker” • The Teaching Assistant in the Nursery leads “Nursery Narrative”

	<ul style="list-style-type: none"> • Embedded in school life. All teachers prompt and promote talking in full sentences. Teachers use good questioning skills to further develop aspects of speaking and listening • All teachers use “mind maps” to help develop children’s ability to talk about a topic area • All teachers use visual timetables both with the whole class and with individuals when needed • Appropriate training provided for staff as required by children’s specific needs • Pre-teaching is used to give children the knowledge and language needed to access the lesson.
How do we help a child with sensory impairment ?	<ul style="list-style-type: none"> • All classrooms have a high proportion of carpeted areas to cut down the background sounds • 3 smaller rooms are available for focussed work • Liaise closely with outside agencies who help us support children with sensory impairments • Appropriate training provided for staff as required by children’s specific needs
How do we help a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> • Access to the Educational Psychologist • Two Teaching Assistants have been trained to lead “Positive Play” sessions • Two Teaching Assistants have been trained to lead “Nurture Group” sessions • Nurture group is led daily every afternoon. • A daily lunchtime club is provided for children who need support • Appropriate training provided for staff as required by children’s specific needs
How do we help a child with behavioural difficulties ?	<ul style="list-style-type: none"> • A clear Behaviour Policy • We believe in a ‘praise culture’ rewarding children for what they can do • A Teaching Assistant leads “Cool Club” at lunchtime for children who struggle with this period • Close liaison with Behaviour Support to create individual behaviour plans • Appropriate training provided for staff as required by children’s specific needs
How do we help a child who needs support with literacy ?	<ul style="list-style-type: none"> • Children who are showing slow progress are given the opportunity to have small group or 1:1 support sessions • All children are taught phonics in smaller groups within the class • Better Reading • Word boxes daily for children finding difficulties with retaining high frequency words • All members of staff trained in delivering Precision Teaching • A Teaching Assistant is trained in Fischer Family Trust • Parents / carers are consulted to help at home • Appropriate training provided for staff as required by children’s specific needs
How do we help a child who needs support with numeracy ?	<ul style="list-style-type: none"> • A Teaching Assistant is trained in “Every Child Counts” • Personalised numeracy interventions derived and delivered • Well resourced • All staff have received training for the use of Numicon • Appropriate training provided for staff as required by children’s specific needs
How do we support a child who has medical needs ?	<ul style="list-style-type: none"> • Individualised medical needs plans created by a team around the child including the school nurse, health professionals, parents / carers • All staff have received First Aid in schools training • 3 trained paediatric first aiders • Medical bed/hoist system in the disabled toilet

	<ul style="list-style-type: none"> • Curriculum differentiated • Appropriate training provided for staff as required by children's specific needs
How do we help a child who has English as an Additional Language (EAL) ?	<ul style="list-style-type: none"> • Induction programme when children arrive at school. • iPads available for translation in each classroom. • Appropriate training provided for staff as required by children's specific needs • A range of story books in Polish for children to borrow • Appropriate training provided for staff as required by children's specific needs • Visual aids used
How do we support a child with complex and multiple needs ?	<ul style="list-style-type: none"> • Close liaison with outside agencies • Risk assessments • Staff experienced (children have been through school with complex needs) • Children with complex needs have the opportunity to take part in every event in school. • Appropriate training provided for staff as required by children's specific needs • Teaching assistant trained in using Makaton, this training has been shared with other staff
Which specialist services are we able to access beyond the school?	<p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Inclusion Service • Educational Psychologist • Speech and Language Therapy • Occupational Therapy • Physiotherapy • CAMHS • DCC Multi Agency Early Help Team (MAT) • Behaviour Support • SSEN • School nursing, health visiting and Doctor service • Early Years Support Service • We are also part of the Staveley / Brimington Learning Community where expertise is shared between schools.
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Extra staff deployed for trips to meet the stringent requirements of our risk assessments. • Parents/carers consulted prior to trips for advice and guidance. • Educational visits are checked to ensure all pupils can access the trip
How do we prepare and support a child for joining school and transferring to Junior school ?	<ul style="list-style-type: none"> • Visits to pre-school placements by school staff • Visits to the Nursery before starting • Visits to the Reception Class planned in the summer term before starting • Reception Lunch Time visits • Transition plans – extended visits to the Junior school • Year 2 and year 3 joint projects in the Summer term • Year 2 visit the Junior School to watch performances throughout the year • Parents / carers are encouraged to leave their Year 2 children at the school door in the last term before transferring to the Junior School • A teaching assistant will take children with further needs on additional transition visits / prepare a social story booklet for parents / carers to share with the child during the school holiday • Close liaison with all other settings involved in transition – good exchange of information.

<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • Intimate and Personal Care Policy in place • All staff sign and adhere to a 'Code of Conduct' • 1 disabled toilet ensures space and sensitivity for some aspects of personal care • Children are given as much responsibility for personal care as is possible with staff interventions only coming into effect when necessary and following strict procedures. Staff will only call parents in an absolute emergency • Appropriate training provided for staff as required by children's specific needs
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> • Playtimes / lunchtimes seen as an important part of the day and included in time for 1:1 support for children if appropriate. • Midday Supervisors trained in developing children's social skills and organising activities at lunchtimes. • Organised lunchtime activities and sporting challenges • Mini leaders (Year 2 pupils) support some activities at lunch times under the supervision of a MDS • Playtime friends (Year 2 pupils) help to make sure all children are happy • Lunchtime Helpers (Year 2 pupils) help the younger children in the dining hall to make sure they are happy / help to use the cutlery • Assemblies and PSHE sessions in all classes highlight the Buddy Bus stop where children can stand if they need a help to find a friend • Assemblies and PSHE sessions in all classes highlight the school procedure for dealing with behaviour that children find unacceptable / bullying behaviour – " Stop – Go Away" – then tell an adult in school – or friend or someone at home if the child is unable to tell someone in school • A teaching assistant leads " Cool Club" for specific children on a daily basis at lunchtime
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • One to one support given as specified in a child's Education Health Care Plan • Our school employs Teaching Assistants for focused group work, work on individual targets, 1:1 reading or as the class teacher deems valuable in meeting the specific needs of children in the classroom • Nurture Group sessions timetabled • All children regularly reviewed (at least once a term) and provision is then tailored to match their needs.
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Significant budgetary commitment to staff training • Personalised Performance Management objectives for all staff • Commitment to maintain levels of training if staff leave • Induction programme in place for new members of staff in the school • Well planned programme of CPD, accessing both external agencies and in-school support
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Parents / Carers are invited to talk about initial concerns • Parents / carers invited to at least termly meetings to discuss their child's progress. • Achievements of children with SEND are celebrated • All children are included in all school activities and events

If a parent / carer has a concern or a complaint in most cases complaints would be successfully resolved informally by teachers, senior teachers and the headteacher. If a complaint cannot be resolved in an informal way and / or the complainant still remains unhappy the complaint would be addressed following the complaints procedure agreed by the Governors.

Thank you for taking the time to find out about our local offer at Speedwell Infant School – please do not hesitate to contact us for any further details.