

**The following details our local offer at  
Speedwell Infant School February 2022**

School name	<b>Speedwell Infant School</b>
Headteacher	Mrs Jane Moore
SENCo	Miss Michelle Clark
Governor with responsibility for SEND	Mr Andrew Brooks
Contact details: address	Speedwell Infant School College Avenue Staveley S43 3JJ
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Email Headteacher / Senco	<a href="mailto:headteacher@speedwell.derbyshire.sch.uk">headteacher@speedwell.derbyshire.sch.uk</a> <a href="mailto:MClark2@speedwell.derbyshire.sch.uk">MClark2@speedwell.derbyshire.sch.uk</a>
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
  - 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
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<p>How do we make sure <b>all</b> children reach their potential?</p>	<ul style="list-style-type: none"> <li>• The school aims to value and foster the achievements of each child, enabling all to fulfil their potential</li> <li>• Access for all children to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children’s interests</li> <li>• Well resourced classrooms – with one teacher and a minimum of one teaching assistant.</li> <li>• The quality of teaching and learning is well monitored by the leadership team</li> <li>• Teaching and learning described as “consistently good” by OFSTED 2018</li> <li>• Individual targets are set for all children in reading, writing and numeracy and their progress towards these is regularly monitored.</li> <li>• There is a rigorous pupil progress tracking system in place which ensures all children are monitored termly.</li> <li>• Interventions are put in place when appropriate to help children make progress</li> <li>• A governor with responsibility for SEN who receives progress reports and monitors provision with the SENCO</li> <li>• 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</li> <li>• Children’s views are very important: at Speedwell Infant School we do our best to capture their views through; active school council, SEN reviews with children taking part where appropriate, pupil voice sheets to feed into meetings.</li> <li>• Fully trained support staff and Midday supervisors ensure smooth running of playtimes and lunch times</li> <li>• Long established, acknowledged and celebrated ethos of inclusion and equality</li> </ul>
<p>How do we help a child with <b>physical needs</b>?</p>	<ul style="list-style-type: none"> <li>• Disabled toilet</li> <li>• Classrooms accessible for wheelchairs, although the smallest classroom would not be suitable.</li> <li>• Access to equipment which helps writing: slope boards, pencil grips, a range of writing implements</li> <li>• 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</li> <li>• Use of differentiated sports equipment in PE – eg specialist balls / bats</li> <li>• A care plan and an evacuation plan is written for all pupils with mobility or other needs in conjunction with health professionals</li> <li>• Liaise closely with outside agencies who help us support children with physical needs</li> <li>• Appropriate training provided for staff as required by children’s specific needs</li> <li>• Plans given to us by healthcare professionals such as the physiotherapist are delivered, monitored and evaluated.</li> <li>• Parents/ Carers are consulted and regular feedback is given.</li> </ul>
<p>How do we help a child with <b>speech and language needs</b>?</p>	<ul style="list-style-type: none"> <li>• Teaching assistants are confident in the delivery of programmes devised by speech and language therapists</li> <li>• Close liaison with speech and language therapists</li> <li>• We refer pupils to Speech and Language Therapy when needed</li> <li>• Interventions such as Early Talk Boost and Nursery Narrative</li> <li>• Every class takes part in Word Aware, encouraging the learning of a wider vocabulary.</li> <li>• Communication and language is embedded in school life. All teachers prompt and promote talking in full sentences.</li> </ul>

	<ul style="list-style-type: none"> <li>• Teachers use good questioning skills to further develop aspects of speaking and listening</li> <li>• All teachers use visual timetables both with the whole class and with individuals when needed</li> <li>• Appropriate training provided for staff as required by children’s specific needs</li> <li>• Pre-teaching is used to give children the knowledge and language needed to access the lesson.</li> <li>• Parents/ Carers are regularly given feedback on progress.</li> </ul>
<p>How do we help a child with <b>sensory impairment</b>?</p>	<ul style="list-style-type: none"> <li>• All classrooms have a high proportion of carpeted areas to cut down the background sounds</li> <li>• 2 smaller rooms are available for focussed work</li> <li>• Every classroom has a snug, which has various sensory tools</li> <li>• Liaise closely with outside agencies who help us support children with sensory impairments</li> <li>• Appropriate training provided for staff as required by children’s specific needs</li> <li>• Parents/carers are consulted on the sensory needs of their child to enable us to get an overall picture of their needs.</li> <li>• Transition points are considered to support the child at significant times of transition.</li> </ul>
<p>How do we help a child who has <b>social and emotional difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• Access to the Educational Psychologist and/ or the Behaviour Support teacher where appropriate.</li> <li>• Two Teaching Assistants have been trained to lead “Nurture Group” sessions</li> <li>• ELSA (Emotional Literacy Support Assistant) Trained Teaching assistant leads 1:1 sessions with identified children</li> <li>• Lego therapy trained teaching assistant leads sessions with identified children</li> <li>• Nurture group is led 3 afternoons per week.</li> <li>• A daily lunchtime club is provided for children who need support</li> <li>• Appropriate training provided for staff as required by children’s specific needs</li> <li>• Individual support plans are put into place where adaptations to our regular routines are needed.</li> <li>• Plans providing a consistent approach to support the social and emotional needs of a child is put into place.</li> <li>• Advice provided by outside agencies is put into place and regularly reviewed and monitored.</li> <li>• All teaching and support staff trained in emotion coaching</li> <li>• We are an Attachment Aware school, supporting children with the social, emotional and mental health needs is of high importance to us.</li> <li>• All classrooms have a snug for children to use when they are dysregulated. An adult will support the child by co- regulating with them where needed.</li> <li>• Parents/carers are consulted on the sensory needs of their child to enable us to get an overall picture of their needs.</li> <li>• Transition points are considered to support the child at significant times of transition.</li> </ul>
<p>How do we help a child with <b>behavioural difficulties</b>?</p>	<ul style="list-style-type: none"> <li>• A clear Behaviour Policy which is implemented by all staff.</li> <li>• We believe in a ‘nurturing culture’ where building positive relationships is key.</li> <li>• A Teaching Assistant leads a lunchtime group for children who struggle with this period</li> <li>• Close liaison with Behaviour Support and/ or Educational Psychologist as required.</li> <li>• Appropriate training provided for staff as required by children’s specific needs</li> <li>• Behaviour Box trained teaching assistant leads 1:1 sessions where needed</li> <li>• ELSA trained teaching assistant to support emotional literacy.</li> </ul>

	<ul style="list-style-type: none"> <li>• All teaching and support staff are trained in emotion coaching</li> <li>• We are an Attachment Aware school, supporting children with the social, emotional and mental health needs is of high importance to us.</li> <li>• All classrooms have a snug for children to use when they are dysregulated. An adult will support the child by co-regulating with them where needed.</li> <li>• Parents/carers are consulted on the sensory needs of their child to enable us to get an overall picture of their needs.</li> <li>• Transition points are considered to support the child at significant times of transition.</li> </ul>
How do we help a child who needs support with <b>literacy</b> ?	<ul style="list-style-type: none"> <li>• Children who are showing slow progress are given the opportunity to have small group or 1:1 support sessions</li> <li>• Regular pupil progress meetings are held in order to identify any children who need extra support.</li> <li>• Targeted support put in place for children who are not progressing</li> <li>• All children are taught phonics in smaller groups within the class</li> <li>• Parents / carers are consulted to help at home</li> <li>• Appropriate training provided for staff as required by children's specific needs</li> <li>• Reading books are aligned to the phonics phase of the child</li> <li>• We are part of the local English hub.</li> </ul>
How do we help a child who needs support with <b>numeracy</b> ?	<ul style="list-style-type: none"> <li>• Staff are trained in and continue their professional development in the delivery of Maths Mastery.</li> <li>• Daily delivery of the Mastering Number Programme.</li> <li>• Pre-teaching concepts where needed</li> <li>• A Teaching Assistant is trained in " Every Child Counts"</li> <li>• Personalised numeracy interventions delivered</li> <li>• Well resourced</li> <li>• All staff have received training for the use of Numicon</li> <li>• Appropriate training provided for staff as required by children's specific needs</li> <li>• We are part of the local Maths Hub</li> </ul>
How do we support a child who has <b>medical needs</b> ?	<ul style="list-style-type: none"> <li>• Individualised medical needs plans created by a team around the child including the school nurse, health professionals, parents / carers</li> <li>• Most staff have received up to date First Aid in schools training</li> <li>• 4 trained paediatric first aiders</li> <li>• Medical bed/hoist system in the disabled toilet</li> <li>• Curriculum differentiated</li> <li>• Appropriate training provided for staff as required by children's specific needs</li> <li>• Liaison with outside services such as paediatricians, physiotherapists and occupational therapists, in order to be advised on the best ways to support the individual needs of the child</li> </ul>
How do we help a child who has <b>English as an Additional Language (EAL)</b> ?	<ul style="list-style-type: none"> <li>• Induction programme when children arrive at school.</li> <li>• iPads available for translation in each classroom where needed.</li> <li>• Appropriate training provided for staff as required by children's specific needs</li> <li>• Visual aids used</li> <li>• Visual timetables</li> <li>• Resources are labelled with pictures in classrooms where appropriate</li> <li>• Access to Word Aware sessions in classrooms</li> </ul>
How do we support a child with <b>complex and multiple needs</b> ?	<ul style="list-style-type: none"> <li>• Close liaison with outside agencies</li> <li>• Risk assessments</li> <li>• Staff experienced (children have been through school with complex needs)</li> </ul>

	<ul style="list-style-type: none"> <li>• Children with complex needs have the opportunity to take part in every event in school.</li> <li>• Appropriate training provided for staff as required by children's specific needs</li> </ul>
Which <b>specialist services</b> 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"> <li>• Inclusion Service</li> <li>• Educational Psychologist</li> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• CAMHS</li> <li>• Behaviour Support</li> <li>• SSEN</li> <li>• School nursing and Doctor service</li> <li>• Early Years Support Service</li> <li>• Hearing support services</li> <li>• Early Help</li> <li>• We are also part of the Staveley / Brimington Learning Community where expertise is shared between schools.</li> </ul>
How will we include children in <b>activities outside the classroom</b> including school trips?	<ul style="list-style-type: none"> <li>• Extra staff deployed for trips to meet the stringent requirements of our risk assessments.</li> <li>• Parents/carers consulted prior to trips for advice and guidance.</li> <li>• Educational visits are checked to ensure all pupils can access the trip</li> </ul>
How do we prepare and support a child <b>for joining school and transferring to Junior school?</b>	<ul style="list-style-type: none"> <li>• Visits to pre-school placements by school staff where appropriate</li> <li>• Visits to the Nursery before starting</li> <li>• Visits to the Reception Class planned in the summer term before starting in September</li> <li>• Transition plans – extended visits to the Junior school</li> <li>• Individual transition plans put into place for identified SEN and vulnerable children. Transition may take place over a longer period if necessary.</li> <li>• Year 2 and year 3 joint projects in the Summer term</li> <li>• Year 2 visit the Junior School to watch performances throughout the year</li> <li>• Parents / carers are encouraged to leave their Year 2 children at the school door in the last term before transferring to the Junior School</li> <li>• 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</li> <li>• Close liaison with all other settings involved in transition – good exchange of information.</li> <li>• Teachers in school have transition meetings to discuss the children that are moving into the new class.</li> </ul>
How will we meet a child's <b>personal care needs?</b>	<ul style="list-style-type: none"> <li>• Intimate and Personal Care Policy in place</li> <li>• All staff sign and adhere to a 'Code of Conduct'</li> <li>• 1 disabled toilet ensures space and sensitivity for some aspects of personal care</li> <li>• 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</li> <li>• Appropriate training provided for staff as required by children's specific needs</li> <li>• Liaison and support provided to parents/ carers, signposting support where needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Referrals to the school nurse where it is deemed appropriate.</li> </ul>
How will we develop <b>social skills</b> throughout the school day, especially break times?	<ul style="list-style-type: none"> <li>• Playtimes / lunchtimes seen as an important part of the day and included in time for 1:1 support for children if appropriate.</li> <li>• Midday Supervisors trained in developing children’s social skills and organising activities at lunchtimes.</li> <li>• Organised lunchtime activities and sporting challenges</li> <li>• Mini leaders (Year 2 pupils) lead some activities at lunch times ( with support)</li> <li>• Playtime friends (Year 2 pupils) help to make sure all children are happy</li> <li>• 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</li> <li>• 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</li> <li>• A teaching assistant leads a lunchtime group for specific children on a daily basis</li> <li>• Nurture group</li> <li>• Where children find social relationships difficult carefully structured sessions are held in order to model play and relationships.</li> </ul>
How do we allocate <b>resources</b> ?	<ul style="list-style-type: none"> <li>• 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</li> <li>• Nurture Group sessions timetabled</li> <li>• All children regularly reviewed (at least once a term) and provision is then tailored to match their needs.</li> <li>• Interventions where necessary.</li> </ul>
How do we ensure all <b>staff are well trained</b> ?	<ul style="list-style-type: none"> <li>• Significant budgetary commitment to staff training</li> <li>• Personalised Performance Management objectives for all staff</li> <li>• Commitment to maintain levels of training if staff leave</li> <li>• Induction programme in place for new members of staff in the school</li> <li>• Well planned programme of CPD, accessing both external agencies and in-school support</li> </ul>
How do we <b>raise awareness</b> of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> <li>• Parents / Carers are invited to talk about initial concerns</li> <li>• Parents / carers invited to at least termly meetings to discuss their child’s progress.</li> <li>• Achievements of children with SEND are celebrated</li> <li>• All children are included in all school activities and events</li> <li>• SENCo builds relationships with parents, parents are seen as partners in their child’s education.</li> </ul>

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 school 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.**