



## Sprowston Infant School

### Special Educational Needs Information for Parents

As a school we recognise the impact a strong relationship between school and home can have on children's progress. This can be especially important for children who have SEN. We want to ensure all parents feel informed about SEN provision at Sprowston Infants.

#### How do we identify and assess children with SEN?

As a whole school we hold half termly pupil progress meetings. These are between the class teacher, the Head Teacher and SENCO and then following this we have designated sessions for the class teams to work together to plan and monitor the children's next steps.

Types of special educational needs can include:

- General Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties
- Social, emotional and mental health issues
- Dyslexia (difficulties with reading, writing and spelling)
- Dyspraxia (problems with motor skills, organisation)
- Autism
- ADD (Attention Deficit Disorder) - ADHD (Attention Deficit Hyperactivity Disorder)
- Downs Syndrome
- Cerebral Palsy
- Other Physical or Medical Needs

In pupil progress meetings we review assessments and have discussions with class teachers. We also discuss with the teaching assistants that will be running interventions regarding children's progress. Any child who is not making expected progress will be monitored and additional support given where deemed necessary. Children are identified at the earliest possible opportunity. The first response is Quality First Teaching and from this targeted intervention provided when needed. From these meetings teachers will decide targets for the child and a Pupil Learning Plan will be shared with parents.

We encourage parents to speak to staff if they have a concern about their child or are experiencing family problems. If it is an academic concern then we would always encourage parents in the first instance to talk to the class teacher as they are working with your child every day. However parents are always welcome to speak to the SENCO directly. This is best done by making an appointment so time can be set aside to have a conversation. Parents can do this by calling 01603 429001 or emailing [deputyhead@sprowstoninfant.norfolk.sch.uk](mailto:deputyhead@sprowstoninfant.norfolk.sch.uk). If it is a family problem our parent support

advisor (PSA) Rachel Britcher is available to support and discuss. Her email is [pastoral@sprowstoninfant.norfolk.sch.uk](mailto:pastoral@sprowstoninfant.norfolk.sch.uk) It may be that a team around the family meeting can be organised if parents feel they need more support, this could include the SENCo and PSA and any other professionals involved with the family.

Staff within the school are experienced and attend CPD to continually update their knowledge of SEND.

## **Four Areas of SEND:**

### **Communication and Interaction**

This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

### **Cognition and Learning**

This includes children with Specific Learning Difficulties, Moderate Learning difficulties, Severe Learning Difficulties and Profound and Multiple Learning difficulties

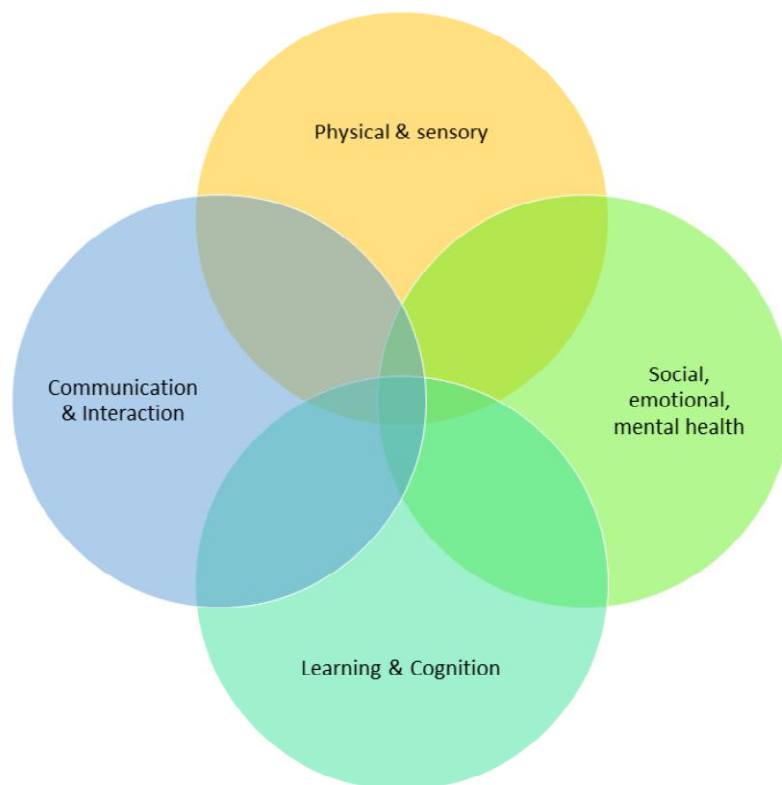
### **Social, Emotional and Mental Health Difficulties**

This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn

### **Sensory and/or Physical Difficulties**

This includes children with hearing impairment, visual impairment, multisensory impairment and physical difficulties.

Our current register comprises of a range of needs and children can fall in to more than one category.



## Monitoring and Assessment

At Sprowston Infants we follow a graduated support approach which is called 'Assess, Plan, Do, Review.'

- **Assess** a child's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

Monitoring and tracking of children with SEND is through the same method as identification. Assessment is ongoing, although more formal each half term. Where interventions are delivered to children with identified needs the outcomes are evaluated and discussed and in pupil progress and when needed in the interim.



## External Agencies

The school has established links with a range of external agencies and uses them effectively to support children with SEN. These include:

- Speech and Language Therapy – Norfolk County Council ECCH
- School doctor/nurse
- Other medical professionals
- Private Occupational Therapist – CEPP
- Private Educational Psychologist – CEPP
- Private Speech and Language Therapist - CEPP
- Educational Psychology Service – Norfolk County Council EPSS
- CAMHS
- Early Help
- Virtual School
- Autism Network – SRB commissioned
- Specialist Partner for ASD SRB

The agency involved would depend upon the area of concern and teaching staff would discuss this with the SENCO and parents before any action is taken. In addition, school would take into account advice from other professionals and would put this into practice. A child may need further differentiation of activities or increased small group/individual report.



## Pastoral and Social Support

At Sprowston Infants we wish our children to feel happy and secure in whatever task they are taking part in. We place emphasis on the welfare and wellbeing of the children in our care. We would encourage parents to come and talk to us if they have any concerns. The first point of contact if a class based issue would be the class teacher and, following this, Rachel Britcher.

We want all our children to feel they can talk freely and openly to any member of staff, if they have worries or problems. Staff will offer support, guidance and reassurance in conjunction with our policies including our Safeguarding Policy.

Our PSA can provide specific interventions to support children needing social, emotional and mental health support and will liaise with parents in doing this.



## SEN register

If your child is on the SEN register it means they have a special educational need. A special educational need is defined by the 2014 code of practice as;

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution

Being on the SEN register is nothing to worry about . Your child can receive support and intervention from the school or outside agencies and support them with their needs. If they make good progress and the need is no longer there then they can come off the SEN register.

If your child is seeing an external agency e.g. speech and language therapist. Then your child may not have a separate pupil learning plan as the school will follow the targets and advice set out by the speech and language therapy report. They will be placed on the SEN register whilst there is on going support in this area.

Parents are able to talk to their child's teacher at termly focus meetings or parents evenings and are invited termly to speak to the SENCO about any concerns they have. We also have an 'open-door' policy and you are welcome to come into school and make a time to discuss any concerns you may have. We ask that initial concerns, where possible, are not discussed in front of the children. It may be appropriate to involve them in the process following that first conversation.

