



Scartho Infants' School & Nursery

where we **play**, **learn** and **grow** together

Edge Avenue, Scartho, Grimsby, N E Lincolnshire DN33 2D' '

T: 01472 879634 E: office@scarthoinfants.co.uk

www.scarthoinfants.co.uk

Head Teacher: Glyn Rushton



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We Make A Difference

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Information Report 2024-2025

SEND Coordinator	Mrs. Sara Dunks	sara.dunks@scarthoinfants.co.uk
SEND Governor	Mrs. Emily Powell	office@scarthoinfants.co.uk (please mark for attn. of Mrs. Emily Powell)

1) Aims of the Information Report

Purpose

This Accessibility Plan is designed to ensure that school name complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the school took account of the school's public sector equality duty set out in the Equality Act 2010 and consulted with staff, parents and pupils.

- This plan is made available on the school's website and is also available in large print or other accessible

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEND from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil with a learning difficulty or disability is categorised as having significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of SEND for which provision is made at Scartho Infants School and Nursery

Children and young people with SEN have different needs, but the general presumption is that all children with SEN are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an Educational, Health care Plan (EHCP), parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless; it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

1. How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/ carers, external agencies, teachers, the pupil's previous school or the pupil themselves, relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

2. What should a parent do if it thinks their child may have SEND?

If parents have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo, Mrs. Sara Dunks, whose contact details are available at the front of this form.

The SENCo, along with our Emotional Literacy Support Assistant, Mrs. Diane Pykett, operate a 'drop in session' in school on a termly basis, and no appointment is needed to access this session. Alternatively, Mrs. Dunks is always available via email, through the main office or on the online messaging platform; Class Dojo if a parent /carer needs to speak with her or pass on information. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

3. How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the senior leadership team (SLT), and/or external verifiers,
- ongoing assessment of progress made by pupils with SEND,

- work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
- pupil and parent feedback on the quality and effectiveness of interventions provided,
- attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual national curriculum targets set in line with national outcomes to ensure high expectations. Parents are informed of these at events such as Parents' Consultation Evenings.

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and the senior leadership team.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow an **assess, plan, do, review** model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher and SENCo in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
3. **Do:** SEND support will be recorded on a plan (*My Plan*) that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice may be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to an outside agency which may include but not be restricted to;

- Specialist Advisory Service
- Child Development Centre
- Educational Team for Hearing and Vision

- Education Psychologist
- Specialists in other schools e.g. teaching schools, special schools
- Health partners (such as School Nurse, Occupational Health, Physiotherapy Services, Child & Adolescent Mental Health Service, Healthy Minds)
- Early Help
Compass Go
- Children's Services

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs (EHCAR).

This may result in an Education, Health and Care (EHC) plan being provided by the local authority.

4. How will pupils be involved in decisions regarding provision that can better meet their needs?

This school uses pupil centered Graduated Approach Cycles. These are completed with the pupils and families at the heart and identify the pupils' abilities and strengths, their personal aims and the actions required to be taken by the school to reduce barriers to learning and social success.

Each term, this information will be reviewed and the pupil's views gained on the effectiveness of the action taken so far to meet their needs. The SENCo makes herself available to meet with parents of pupils with SEND on a regular basis to review provision and discuss next steps.

5. How will the curriculum be matched to each child's needs?

Teachers plan directed support and intervention using cohort provision which outlines pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.

If a teacher has deeper concerns about a pupil that require interventions that go above and beyond high quality first teaching, the class teacher will consider how best the curriculum and the learning environment can be further adapted to reduce barriers to learning and enable them to access the curriculum more easily. This information will be recorded on an Initial Concerns Form, and will be directed to the SENCo for support and discussion. A review date for the IC will be set. This is Cycle 1 of the Graduated Approach.

After the review period, the SENCo and class teacher will decide to either remove the pupil from the Graduated Approach entirely, keep monitoring the pupil at the IC level, or move on to Cycle 2. If this decision is made, a My Plan will be created for the pupil in collaboration between the SENCo, class teacher and family of the pupil. At all times the pupil and their family will be involved in the discussions and decisions made. A My Plan will formally outline the targets and provision which are set to best support the pupil. A date to review the My Plan will be set.

If it is considered appropriate and/ or necessary, pupils may be provided with specialised equipment or resources and/or additional adult help. These adaptations may include strategies suggested by the SENCo and/ or external specialists.

In addition to this, a child may have a Pupil on a Page document which is created in conjunction with the child. This can happen alongside or separate to their My Plan document, and will give all adults working with the child specific guidelines on how best to support the child in class.

6. How will parents know how their child is doing?

Attainments towards the identified outcomes will be shared with parents termly through My Plan review meetings, which work alongside the school reporting system, and termly Parents' Consultation Evenings. Messaging class teachers and the SENCo is also easily managed through the whole school messaging platform; Class Dojo, and parents are encouraged to contact the class teacher or the SENCo at any time, if they feel concerned, or they have information they feel they would like to share that could impact on their child's success.

7. How will parents be helped to support their child's learning?

Please look at the school website. It can be found at <https://www.scarthoinfants.co.uk/> and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The class teacher or SENCo may also be able to suggest additional ways of supporting your child's learning. If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will be able to locate information and guidance for you in this area.

8. How will the school evaluate the effectiveness of the SEND provision made for pupils?

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and pupils on how successful the provision has been in enabling them to attain their outcomes.

Quantitative data will examine both progress and attainment levels compared to those achieved nationally for pupils with the same level prior learning level. This data will be shared termly with governors and be judged by external moderators such as Ofsted.

9. What support will there be for children's overall well-being?

The school offers a wide variety of pastoral support for pupils, this includes:

- Pupil and Parent voice mechanisms in place and are monitored for effectiveness by the SLT
- We have a fully trained ELSA (Emotional Literacy Support Assistant) working full time within school which means that we are able to offer individual and group sessions which focus on supporting pupils with emotional difficulties through a range of widely recommended programs,
- As a school we follow the Jigsaw PSHE program from FS1 up to Y2, this is led by one practitioner, hence there is a clear line of progression throughout the school,
- We work closely with Early Help to support wider families that are in need of support,
- We have regular input from Compass Go, who both support whole school mental health and wellbeing, as well as that of specific individuals or groups of pupils through their on-going programs,
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

10. Pupils with medical needs (Statutory duty under the Children and Families Act)

Pupils with medical needs will be provided with a detailed individual Health and Care Plan, compiled in partnership with the school nurse and parents, and if appropriate, the pupil themselves.

Staff available to administer and supervise medications, have completed formal training and been verified as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within the *Supporting pupils at school with medical conditions (DfE) document 2014*, and identified in the school's *Management of First Aid, Medicines and Illness policy*.

11. What specialist services are available at the school?

The school has access to a range of specialist support;

- Specialist Advisory Service
- Child Development Centre
- Educational Team for Hearing and Vision
- Education Psychologist
- Speech and Language Therapy Department
- Specialists in other schools e.g. teaching schools, special schools
- Health partners (such as School Nurse, Occupational Health, Physiotherapy Services, Child & Adolescent Mental Health Service, Healthy Minds)
- Early Help
Compass Go
- Children's Services

12. What training do the staff supporting children and young people with SEND, undertake?

In the last academic year school staff at Scartho Infants School and Nursery have received a range of training, including, but not restricted to;

- Read, Write, Inc. training,
- Understanding and supporting learners with Specific Learning Difficulties (SpLD / Dyslexia),
- Understanding and supporting learners with Moderate Learning Difficulties (MLD),
- Understanding the impact of childhood trauma on learning,
- Understanding and supporting the CYP with sensory processing difficulties – an introduction,
- Quality first teaching and differentiation,

The SENCo is fully qualified and has achieved the National Award for Special Education.

The school has termly visits from the Specialist Advisory Service (SAS) and the Educational Psychology (EP) team who provide advice to staff to support the success and progress of individual pupils. The NHS Speech Language Therapist liaises regularly to assess and plan support for targeted pupils.

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

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

14. How accessible is the school environment?

Adaptations have been made to the school environment to ensure accessibility.

- School has a designated medical room (with toilet) and a wide door for easy access.
- Doors linking corridors have recently been adapted to ensure easy access through the school

- We have a designated disabled parking area.
- Parents and visitors can request access to the school site by contacting the office.
- Access to the playground has graduated slopes.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information which is available via the school website.

15. How will the school prepare/support my child when joining or transferring to a new school?

School welcomes and encourages visits from parents of potential pupils before applying for a place. A number of strategies are in place to enable effective pupils' transition. These include:

- An extensive and planned introduction program is delivered in the summer term to support transfer for pupils starting school in September,
- Parent/ carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine,
- The SENCo is available to meet with the parents of any new pupils (with or without concerns of SEND), to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry,
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school:

- The planned transition program in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school.
- These opportunities are further enhanced for pupils with SEND according to specific requirements.
- The annual review in Y2 for pupils with an EHCP begins the process where parents are supported to make decisions regarding junior school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENDCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit,
- The Notional SEND budget. This is a fund devolved to help schools to support them to meet the needs of pupils with SEND,
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation,

- This funding is then used to provide the equipment and facilities to support pupils with SEND through support that might include:
 - Targeted differentiation to increase access to the curriculum,
 - In class, adult or peer support aimed at increasing skills in specific area of weakness,
 - Out of class support,
 - Access to our new alternative provision; Stepping Stones, a setting within school dedicated to supporting children with significant communication and language difficulties,
 - Small group tuition to enable catch up (subject or targeted at additional need),
 - Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc.),
 - Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc.),
 - Partnership working with other settings,
 - Access to targeted before/after school clubs,
 - Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs),
 - Access to support from in-school sources e.g. learning mentors (peer or adult),
 - Implementation of strategies from support agencies e.g. Behaviour Support/Educational Welfare Support

In addition, the Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.

The deployment of this funding is published on the school website. If parents wish to discuss the options available for their child, they are welcome to make an appointment to see a member of the Senior Leadership Team.

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken at meetings with the SENCo and the class teacher who will follow guidance provided by the governing body regarding SEND Funding deployment. Parents will be involved at every stage.

For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

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

This will be through:

- discussions with the class teacher and/ or the SENCo,
- during parents' consultation evenings,
- meetings with support and external agencies.

21) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

1. Your child's class teacher,
2. The SENCo,
3. The Head teacher.

For complaints, please see the Complaints and Procedures Policy on the school website.

22) Support services for parents of pupils with SEND include;

SENDIASS offers independent information, advice and support for parents and carers of all children and young people with SEND in North East Lincolnshire and can be found at;

Telephone:	01472 326363
Website:	www.nelsendiass.org.uk- external site
Email:	ask@nelsendiass.org.uk

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs.

23) Information on where the Local Authority's Local Offer

The North East Lincolnshire local offer, which directs families to local services can be found at: <https://www.nelincs.gov.uk/children-and-families/send-and-local-offer/>

24) Which school policies support the SEND Information Report?

- SEND,
- Intimate Care,
- Management of First Aid, Medicines and Illness,
- Health and Safety,
- Accessibility,
- Equal Opportunities Statement.

25) Parental Voice

Contributions from the 2023-24 Parent/ Carer Questionnaire to gauge parent voice highlighted the following;

Question	Year Group	Strongly Agree	Agree	Disagree	Strongly Disagree	Other / I have no concerns
I know how the school provides for children with SEND	FS2	36%	26%	5%		36%
	Y1	53%	15%			30%
	Y2	18%	43%	17%		18%
My child has SEND and the targets and strategies on their My Plan is appropriate to their needs	FS2	50%	50%			
	Y1	66%	33%			
	Y2			100%		
Everyone is supportive and actively supports my child	FS2	100%				
	Y1	100%				
	Y2					100%
SIS policy on SEND is clear and I have access to a copy if needed	FS2	100%				
	Y1	100%				
	Y2					100%

References

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations

<http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014

<http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance

<http://preview.tinyurl.com/otma4gi>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice

<http://preview.tinyurl.com/nenth62>

Date: November 2023

Date to review: November 2024