

Pickering Community Infant and Nursery School

SEND Information Report

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Our SEND information report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive, if you choose Pickering Community Infant and Nursery School for your child.

What kinds of SEND do we provide for in our school?

We welcome all children including those with SEND. We make our very best endeavours to meet the needs of all children including those with physical, learning, communication, emotional and social difficulties. Our school is accessible to children and adults with physical disability via ramps. We ensure that equipment used is accessible to all children regardless of their needs.



What is the SENCO's name and how can I contact them?



Hello, my name is Mrs Caroline Watson and you are welcome to contact me on 01751 472620. I am a teacher with the national SENDCo qualification and have worked within Special Educational Needs for over nine years. My working days vary but I am usually at Pickering Community Infant and Nursery school on a Monday. Please come and have a chat if you wish to discuss your child's needs. I can be emailed on - sendco@pickering-inf.n-yorks.sch.uk

What policies do we have for identifying children and young people with SEND? How do we assess their needs?

The class teacher will closely monitor the progress of your child and this will be discussed at regular pupil progress meeting with the senior leadership team and SENDCo. In addition, the class teachers supported by the SENDCo and the leadership team carefully monitor all pupils' wider developmental and social needs. Your child's teacher will carefully check your child's progress. If your child has a gap in their understanding and needs extra support to help them make the best possible progress, the teacher will discuss this with the SENDCo and Senior leadership team.

Any pupil not making expected progress will be identified and support, adaptations or interventions will be put in place. The SENDco will be involved in identifying the best level / type of provision, if necessary.

We will seek your views and those of your son/daughter. If, after half a term, your child is still not making the expected progress the Special Needs and Disability Co-ordinator will become more formally involved. You will be fully informed at every step.

At Pickering Community Infant and Nursery School we have a wide range of diagnostics and formative assessments, which we use to help us identify any child's barrier to learning or development.

If you have any concerns about your child don't hesitate to contact your child's class teacher to discuss your worries.

- **What happens next?**

School may feel that your child has additional needs. which means they have been identified by the class teacher as needing some extra support in school (booster/catch up groups/ interventions/specialist provision).

For your child this means:

- In discussion with you a plan may be put in place called an All About Me plan, which details your child's strengths, barriers to learning, desired outcomes and the type of support they will need to help them to make progress. This will be reviewed each term and entitles you to longer time during parent's evenings. For an All About Me example document please [click here](#).
- Your child will be added to the SEND register. This is only whilst your child is needing additional support and does not mean they will remain on the register for their school years.
- If a child is requiring external support, SENDCo and class teachers will complete relevant referral forms for you to sign.
- From time to time children may not make progress despite receiving additional support in school and from external agencies. In consultation with parents and other agencies, the school may decide to submit an ECHAR (Education, Health and Care Assessment Request) in order to provide the long-term support a child may need.
- School is not the only organisation who can request an ECHAR, parents can also make a request to the local education authority.
- Should this be successful then you and your child will have the support of an EHCP (Education, Health and Care Plan).
- The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.

Further information can be found in our Policy for Special Educational Needs and Disabilities.

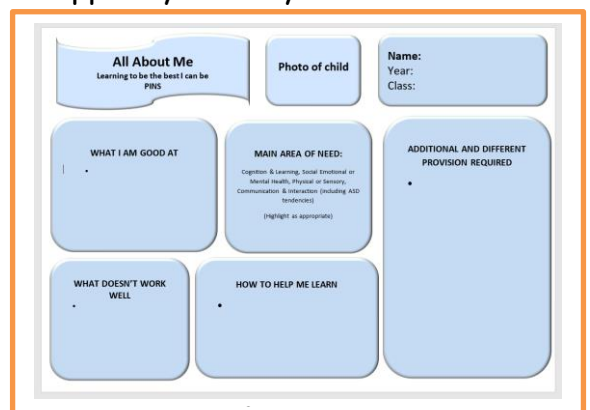
To access this, click on the link below:

[Link to SEND policy](#)

[What are our arrangements for consulting with parents of children with SEND and involving them in their child's education?](#)

At Pickering Community Infant and Nursery School we operate an 'open door' policy in which we want to work closely with you as 'a team' in order to support you and your child. Parents and carers are encouraged to speak with class teacher about any concerns they may have. They will be able to discuss any support your child is receiving.

We value and record our early conversations with you, as this enables us to provide support as early



The image shows a template for an 'All About Me' form. It is a light blue grid with several sections. At the top left is a header box with the title 'All About Me' and the tagline 'Learning to be the best I can be' and the school name 'PICS'. To the right of the header is a box for 'Photo of child' and another for 'Name: Year: Class:'. Below the header are six main sections: 'WHAT I AM GOOD AT', 'MAIN AREA OF NEED:' (with sub-points: Cognition & Learning, Social Emotional or Mental Health, Physical or Sensory, Communication & Interaction (including ASD tendencies) and a note '(HIGHLIGHT as appropriate)'), 'ADDITIONAL AND DIFFERENT PROVISION REQUIRED', 'WHAT DOESN'T WORK WELL', and 'HOW TO HELP ME LEARN'.

as possible for your child.

Regular contact with parents is important for children with SEND. All parents can discuss their child's progress and targets at parents' evenings and at review meetings. For some children, regular communication takes place daily with a home/school book or contact with the class teacher before or after school.

What are the arrangements at Pickering Community Infant and Nursery School to consult our young people with SEND and how do we involve them in their education?

Pickering Community Infant and Nursery School has an active School Council who meet regularly to discuss topics which have come both from adults and children alike.

Child views are very important to us and are gained via:

- Questionnaires for children to complete regarding a range of topics.
- Questionnaires to gain views prior to a SEND review.
- Regular verbal discussion and consultation with our children [Children's Voice].
- All About Me plans are initially set up with children and reviewed regularly in conjunction with children and their families.
- Involvement in the planning and delivery of transition into Y3 and Y6.

What are the arrangements for assessing and reviewing children' progress towards outcomes? What opportunities are available to work with parents and young people as part of this assessment and review?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a formal assessment given in reading, writing and maths.
- If your child is in the final term of Year 1 and above, but is not yet at age related expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress [PIVOTS].
- At the end of key stage 1 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. The SENDCO will ensure that reasonable adjustments are made to enable your child to access these tests.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.

What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEND?

Pickering Community Infant and Nursery School we can offer a wide variety of Personalised Targeted Support through a graduated response. This means that support for your child will be built up over time in order to respond to your child's developing needs effectively. These interventions support the specific needs of your child. Interventions are delivered by highly skilled teaching assistants or teachers and are carefully monitored in order to ensure that they help to accelerate your child's progress.

All interventions are recorded on our Whole School Provision Map and pre and post assessments are completed. Targeted provision in school is for children with:

- Cognition and learning needs
- Communication and interaction need
- Social, mental and emotional health

What sort of expertise for supporting children and young people with SEND do we currently have in school?



Our provision for children with SEND is co-ordinated by our SENDCo. SEND is taken very seriously with updates being implemented on a regular basis.

The School has a training plan for all staff to improve the teaching and learning of children including those with SEND. Staff access training courses run by outside agencies which are relevant to the needs of the children in their class.

Staff also access whole school training on SEND issues, for example communication and dyslexia.

How do we evaluate the effectiveness of the provision made for children with SEND?

The effectiveness of our SEND provision is evaluated by:

- Monitoring and evaluating the progress of children during interventions.
- Focused analysis of the progress of children with SEND via regular assessment.
- Learning walks and pupil interviews to evaluate the effectiveness of our provision. The governing body evaluate the work of the school by:
 - Monitoring data with respect to vulnerable groups.
 - Challenging the leadership through informed questioning.
 - Undertaking learning walks in school with a focus on SEND.
 - Meeting with parents and pupils.
- Ensuring there is appropriate continuing professional development taking place for all staff regarding SEND.

- Targets are created and reviewed termly.

Who is the School Governor for SEND?

Our School governor for SEND is Amanda Challis.

She is a champion for pupils with SEND. She is responsible for making sure that the necessary support is made for any child with additional needs and regularly feeds back to the Governing body.

How are children and young people with SEND enabled to engage in activities available with children in the school who do not have SEND?

Pickering Community Infant and Nursery School is committed to inclusion. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are equipped to meet the challenges of education, work and to achieve positive outcomes in life.

The school runs many clubs and activities to which all children are encouraged to participate. We work very hard to make all reasonable adjustments to ensure that this can happen.

Educational visits including residential are accessible and encouraged to all children. Extra risk assessments, arrangements and planning will take place as required on each individual basis.

How do you support children with SEND to improve their emotional and social development?

Pickering Community Infant and Nursery School has a number of staff who support both individual and groups of children throughout school regarding their emotional and social needs. Our staff have an expertise in listening to pupils in order to explore the reasons / triggers for any emotional and social difficulties. Although, from time to time a child may need a high level of individual support, our aim is always to help children to be more independent in lessons.

Some pupils may need additional support. This may be through 1:1 time with a trusted adult or through recommended interventions from the specialist



teaching team. We have many therapeutic programmes which support well-being and develop skills for recognising and managing emotions.

Recently, Pickering Community Infant and Nursery School has undergone whole school training in Emotion Coaching and are working towards being a recognised Emotion Coaching setting. This approach is built on developing relationships and understanding and supporting behaviour. It offers practical strategies and techniques for identifying and managing emotions and mental health. For further information on Emotion Coaching please [click here](#).

How does our school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children with SEND and supporting their families?

Sometimes it will be helpful for school to request some additional support from an outside agency. Pickering Community Infant and Nursery School has established excellent working relationships with professionals from the following agencies:

- The Educational Psychologist
- School Nurse and Healthy Child Team
- Early Help Team
- Sensory, Physical and Medical Team
- Speech and Language Therapists
- Physiotherapists
- Occupational Therapists
- Paediatricians
- Specialist Teaching Team [The Hub]
- CAMHS [Children and Adolescent Mental Health Services]

Professionals from all the above agencies regularly support staff and children in school. School. To find out more about the North Yorkshire SEND Local Offer [click here](#).

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

If you have reason to complain about part of your child's education or the action of another adult, then please follow the procedures outlined below. The Headteacher should be informed in all instances of a complaint being made. The Headteacher will attempt to solve the problem and all concerned parties will be kept informed of developments.

Our full complaints procedure can be viewed [here](#).

Last reviewed: May 2021

Next review due: May 2022