

# TWERTON INFANT SCHOOL & NURSERY



## ***Our School Offer – to be read alongside the SEN Policy***

***Twerton Infant School and Nursery is committed to the inclusion of children with Special Educational Needs (SEN). We believe that all children should be equally valued in school and we are constantly striving to ensure that all of our children reach their full potential. We pride ourselves on creating a caring and safe environment where all children can thrive. We treat each child as an individual and take into account their different needs and backgrounds.***

***We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.***

***We believe that all children are special and that meeting a child's needs is a shared responsibility. We value and endeavor to constantly promote the role of parents/carers as partners in ensuring their children make optimum progress.***



## 1. How will Twerton Infants know if children need extra help?

Approximately 1 in 5 children across the country are identified as having a Special Educational need and a similar number of children will have some kind of special educational need during their time at Twerton Infant School and Nursery. Every child's progress is monitored carefully in Reading, Writing, Maths and Personal & Social Development.

Twerton uses Assess-Plan-Do-Review as part of the Graduated approach, which is outlined in our *Special Educational Needs Policy*. The progress of all our children is discussed at Pupil Progress meetings which are held regularly through the year. Any child who seems to be struggling either academically or emotionally, will be discussed and a plan of action will be put into place such as an additional intervention and parents will be informed. If there are still concerns following an intervention a child may be put on the Special Needs Register.



## 2. What should I do if I think my child may have special educational needs?

If you have any concerns about your child's progress please talk to your child's Class Teacher first. You may also speak to Mrs Langan our SENCo and Inclusion Leader. You can ask your child's Teacher or the Office to book you an appointment or catch Mrs Langan on the playground doing morning duty. You can also come along to the Coffee Mornings which are attended by the School Nurse and the Parent Support Advisor.

### 3. How will my child be supported?



It is very important that all children have access to Quality First Teaching from the Class Teacher, however if your child is identified as having a special educational need, they may be supported by taking part in an additional intervention such as Rapid Phonics, 1<sup>st</sup> Class@Number or Forest School. They may also be referred to our Speech and Language SLIP Therapist who visits the school once a week. Mrs Langan (SENCo) and Mrs Patterson (Deputy Head) are also Thrive trained and may carry out an individual Thrive assessment (with your permission) if there is concern about a child's social, emotional and mental health. Your child may also have an Individual Plan - which may be a Targeted Outcomes Plan, a Speech and Language IEP or a Thrive Action Plan. These plans are regularly reviewed and will be shared with parents at Parent's Evenings or at other points in the year as necessary.

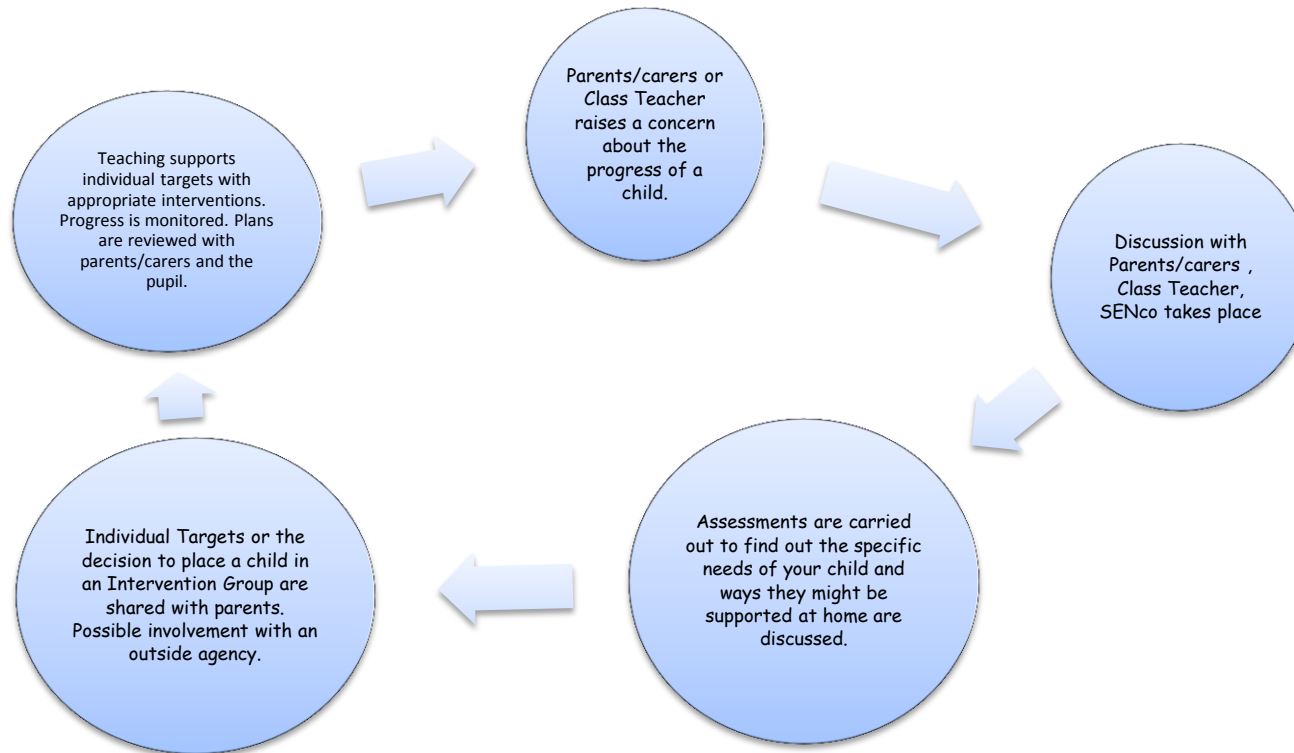
If it is thought to be necessary, your child may receive additional support from one of our TA's. Subsequently, the decision may be made (jointly with the parents) to apply for an Educational Health and Care Plan. This used to be called a Statement of Special Educational Need.

## 4. How will Parents and Carers be involved in decision making and be informed of their child's progress?

### *A Partnership Approach*



Twerton Infant School and Nursery will involve you in decisions and listen to your views.



## 5. How will my child be involved in decisions about their learning?



The child's voice is very important. Some of the ways we work towards this are -

- One Page Profiles - a short introduction to a child, which captures key information on a single page which gives others an understanding of the child and how best to support them.
- Person Centred Reviews - children will be asked to contribute towards their EHCP reviews.
- Children are involved in reviewing their own progress
- Children are encouraged to speak to any member of staff as well as their Class Teacher about any concerns or worries.

## 6. Which outside agencies may be involved with my child?

Some of the Outside Agencies that may be consulted to help support your child are :



SLIP Service Speech and Language Therapy

ASC Outreach Service (Autistic Spectrum Condition)

Area SENCo ( Early Years )

Paediatricians

Educational Psychologist

Brighter Futures - Social, Emotional & Mental Health support

CAMHS - Child and Adolescent Mental Health Services

School Nurse Services

Nurture Outreach - Reception

Occupational Therapist

Physiotherapist

## 7. What is the role of the School Governors?

Our Governing Body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014 and also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEN. A governor is specifically responsible for SEN to ensure that the school and the SENCo carry out their duties. If you have a concern about the provision provided for your child please follow our complaints procedure. Our governor for SEN is **Sara Willis**.

## 8. Where else can I go for information?

The Local Authority has a Local Offer which sets out support available for support facilities which are available but external to the school <http://www.bathnes.gov.uk/services/children-young-peopleand-families/send-special-educational-needsdisabilities-0-25>.