

**SEND Information Report**

**2024-2025**

*CEO: Mr Jamie MacIntyre*

*Principal: Miss Kerry Norman*

*Special Educational Needs and Disability Coordinator:*

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**A Message from the Acting CEO and Trustee with Responsibility for SEND**

As stated in the SEND policy, we aim for all children to thrive and be independent. This includes children with SEND. Although children will have differing levels of independence, the policy is designed to enable class teachers to provide an inclusive education for pupils with SEND and put in place the provision for children to access learning at their level.

Finally, teachers' expectations of children with SEND should be equally as high as for the rest of the children in school. In most cases, having special educational needs should not be a barrier for high pupil achievement and fulfilling future ambitions in life.

S. Trentini (Chair of Trustees)

J. MacIntyre (CEO)

## The Forge Trust's Definition of SEND



### **Ambition:**

To prepare children for the next phase of their education through effective differentiation as part of quality first teaching

### **Our Ultimate Goal:**

To help children to be independent

### **Our definition of children on the SEND register:**

Children that need:

***'additional to' and 'different from'*** support

## Provision of Special Educational Needs

At Maun Infant and Nursery School, we believe that all children, including those with Special Educational Needs & Disability (SEND), should be encouraged and expected to achieve the best that they can, in all that they undertake to help them to reach their full potential. We believe that this is best done in a supportive, caring context where children feel happy and safe.

In September 2024, 30 children in F/KS1 were on the SEND Register. This means that 15.6% of pupils are classed as having Special Educational Needs and/or a disability. (13% SEND support and 2.6% with EHCPs).

## Input Overview

Year Group	Cognition & Learning	Communication & Interaction	Sensory & Physical (& Medical)	Social, Emotional & Mental Health	Total SEND and %
Foundation 1	0	6	0	0	6/23=26%
Foundation 2	0	8	0	0	8/56=14.2%
Year 1	1	4	0	2	7/56=12.5%
Year 2	0	7	1	1	9/57=15.7%
Total	1/30=3.3%	25/30=83.3%	1/30=3.3%	3/30=10%	30/192=15.6%

## Identification of Pupils with SEND (we follow The Forge Trust's Policy)

### STAGE 1

All pupils receive **quality first teaching** and academic needs are met through differentiated and adapted learning opportunities. Learning behaviour is good.

### STAGE 2

- Class teacher identifies a concern with a child: they could be making poor academic progress or evidencing concerning behaviours.
- SEND Coordinator will hold a SEND Surgery with the class teacher where they will have a professional conversation about the child in question.
- Strategies will be out in place to support the child.
- Class teacher will communicate concerns with parents/carers.
- A 6 week monitoring period begins.

### STAGE 3

- SEND Coordinator will hold a review SEND Surgery with the class teacher where they will have a professional conversation about the impact of strategies that have been implemented. This includes discussion that considers what is ***'additional to and different from'***
- SEND Coordinator and class teacher meet with parents/carers to discuss outcomes of the monitoring period and next steps.
- If a need has been identified and support implemented is considered to be ***'additional to and different from'***, the child's name is added to the academies SEND Register.

### STAGE 4

Teaching is personalised to accommodate the child's needs.

Note: Paediatricians can make a medical diagnosis and recommend specific actions for schools to consider. School leaders will always engage with these health care professionals, but ultimately, we are trained to make educational decisions regarding each child. For example, whether a child needs 1:1 support.

The Code of Practice 2014 says that a young person has special educational needs if they have a learning difficulty or disability that means that they need additional support in school to carry out the same activities as other children their age.

Our SEN policy and our practice have been created alongside the Code of Practice 2014, the SEN and disability Act (amended 2001), Index for Inclusion the Equality Act (2010), as has the Accessibility Policy.

## Raising a Concern

Please see your **child's class teacher**. They will monitor the concern and ask for advice from SENDCO if necessary.



**The SENDCO and the class teacher** will be able to talk with all people who have contact with the child and decide the best course of action.

- Teacher observations.
- Tracking of progress using either Early Learning Goals (ELG) for children in Foundation Stage or National Curriculum for children in Key stage 1;
- Using standardised tests (BSquared, Boxall Profiles).



If the concern remains, support from **external support agencies** will be made through-

- Termly 'Springboard' meetings.
- Early Help Assessment Framework.
- Multi-Agency Safeguarding Hub.

**Parents are involved in all we do**

When children arrive from other schools the SENDCo ensures that any SEND records and assessments are shared with the new teacher and teaching assistant. Where necessary, further assessment is carried out.

## Assessment

We follow the Trust's policy regarding assessment:

- a. Where appropriate, the attainment of all pupils across the Trust is assessed using NFER (Year 1) or SATs test papers (Years 2) designed for their year group.
- b. Before each assessment week, a discussion will be had between the class teacher and SEND Coordinator about whether it is appropriate for a SEND pupil

to take the tests. In most cases, it will be appropriate.

- c. If a pupil's score means that they are assessed as 'B' (or if they do not take the paper) then they are to be assessed and attainment tracked against the small steps statements on the appropriate B-Squared year group, or progression steps.
- d. A pupil's B-Squared percentages are updated regularly and will, as a minimum, be reported termly by staff as part of pupil progress meetings where discussions will be had around whether or not good progress has been made.
- e. Successes, targets and next steps are shared with parents of SEND pupils termly as a minimum.
- f. At the end of the academic year, SEND pupils in FS2 and Year 2 who are working significantly below the standards expected for their year group, will be assessed appropriately e.g. using the Pre-Key Stage Standards.

We also use the following tools:

- Wellcome Early Years Toolkit (speech and language screening tool 6 months-6 years).
- BSquared.
- Boxall Profile.
- Sensory checklist.
- Environmental Audit.
- AET Autism Progression Framework.
- ELSA Tracking

## **Effectiveness of Provision**

The SENDCo at Maun Infant and Nursery School works closely with a range of support services in Nottinghamshire and colleagues within the trust. This enables us to call upon to advise, support and train on SEND to ensure effective support and provision.

In our school we work with the following agencies:

- Schools and Families Support Service.
- Occupational Therapy.
- Physiotherapy.
- Sherwood Area Partnership
- Education Psychology Service.
- Physical Disability Support Service.
- Specialist teachers for sensory impairments.
- CAMHS & MHST.
- Targeted Support.

- Children's Bereavement Centre.
- Early Help Unit.
- CASH Counselling.
- The Family Service.
- The Children's Centre.
- Children's Social Care.
- Health (school nurse, feeding, community paediatricians, epilepsy, and diabetic specialists).

## **Other Schools and Colleges**

Schools in Nottinghamshire are grouped together in what we call 'families' of schools. Maun Infant and Nursery School is part of the Dukeries Family and the SENDCO works closely with Kate Munnoch who is the Dukeries Family SENDCo. The aim of the Family of School network is to:

- Secure successful transition.
- Develop links across subjects.
- Plan training events for staff.
- Share expertise and good practice.
- Ensure that there is moderation across the family in terms of funding for children with SEND.

The SENDCo is also responsible for reporting to the Head, SEND Trust Leader and SEND Trustee each term on the progress the children have made. Training issues that have been identified or completed are also reported.

The SENDCO is responsible for the management of teaching assistants in school, and they meet each half term to discuss new developments, training opportunities or issues that may have arisen. This is overseen by Miss Norman who is the Head at The Maun Infant and Nursery School.

## **Working with Parents**

Communicating with parents is essential, as a team around the child is better placed to provide support and encouragement than an individual.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents/carer at all stages. We encourage parents to make an active contribution to their child's education.

This is done by a number of ways.

- Home/school diaries.
- Meet and greet before and after school.
- Termly structured conversation meetings with the class teacher.
- Termly SEND review meetings with SEND Coordinator and class teacher

- Telephone/text contact.
- On Marvellous Me

### **Inclusion of all Pupils**

When planning units of work, all teachers plan work with the individual children in mind. A work scrutiny takes place at least every term to assess the learning that is taking place.

All children are assessed formally (every 6/7 weeks) and informally (lesson by lesson) and this provides the school with detailed information on progress and attainment.

The school curriculum is regularly reviewed by the school leadership team to ensure that it promotes the inclusion of all pupils. This included learning outside the classroom. **All** pupils were encouraged to participate in the school residential programmes.

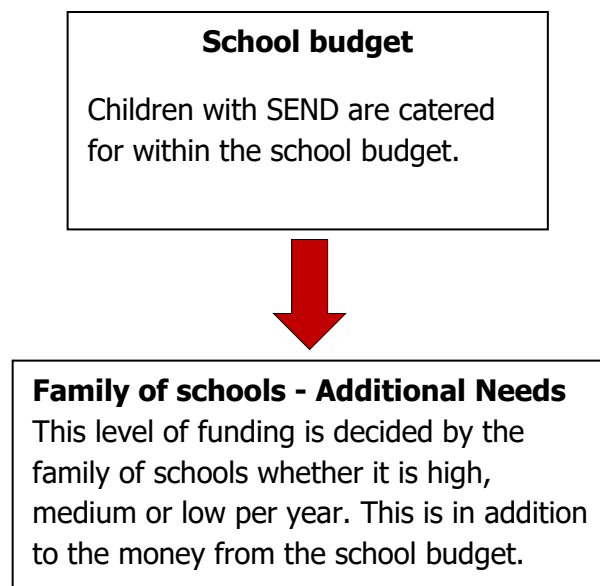
### **Support for SEND Pupils within School**

The Head and SENDCO have the responsibility for deployment of staff and allocation of resources.

If any member of staff or parent is worried or has a concern about a pupil/their child, a Individual Learning Plan will be created by the class teacher and SENDCO.

The deployment of teaching assistants will be decided by the Head and SENDCO and will be flexible and altered accordingly, responding to the child's need.

If a child is classed as having a SEND, then school will be able to provide support through the following ways:





**Local Authority – High Level Needs**

For children with more complex and severe needs, school maybe able to access further funding. A decision about this funding is the responsibility of the local authority.

**Pupil Voice**

At Maun Infant and Nursery, ***all*** pupils are encouraged to take part in school life. The school council meet each half term to decide on any issues and pupils with SEND are often chosen to represent their class.

**Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCO or a member of the Senior Leadership Team who will be able to advise on formal procedures for complaint. A copy of the school's complaint procedure can be found on the school's website.

**Links to Support Services**

The school continues to build strong working relationships and links with external support services to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo, who will then inform the child's parents.

The following services will be involved as and when necessary:

- Schools and Families Support Service.
- Occupational Therapy.
- Physiotherapy.
- Sherwood Area Partnership
- Education Psychology Service.
- Physical Disability Support Service.
- Specialist teachers for sensory impairments.
- CAMHS (emotional health and well-being).
- The Early Help Unit.
- CASY Counselling.
- MHST (Mental Health Support Team).

- Children's Bereavement Centre.
- Early Help Unit.
- Health Families Team (HFT) (school nurse, community paediatricians, epilepsy and diabetic specialists).
- The Family Service.

## **Transition**

Successful transition between key stages is fundamental in ensuring children settle happily and well into their new class. We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE of the transition and in most cases, a planning meeting will take place with the new teacher.
- All Provision and Learning Maps will be shared with the new teacher.
- Transition days give children a chance to become familiar with the environment they will be moving to; as well as the adults in that class.
- Depending on the needs of the child extra visits will be arranged to support the transition process.
- A 'passport' will be made for each SEND learner, linked to their new environment. It will contain pictures and information about staff members, where to hang their coat or put their water bottles etc. Your child will receive them during the summer holidays so that they can become familiar with things whilst they are not at school.
- Where possible the SENDCo will arrange a meeting with you and the new class teacher and TA so that your child's needs can be discussed.

When starting at Maun during the academic year:

- We will meet with you and your child to discuss their needs and decide how to best transition into our school.
- We will liaise with previous school SENDCo to discuss your child's level of development, provision and to obtain records from external agencies.

When moving to a new school:

- We will meet/speak to your child's new school to discuss their needs and to create a transition plan between schools.

Planning for transition is designed and implemented depending upon the child's varying needs. Additional transition visits are arranged where it is deemed necessary and include new staff visiting the child's existing classroom prior to visits to the new classroom or school.

## **Local offer**

The Local Offer is part of the Special Educational Needs and Disability (SEND) reforms from the Children and Families Act 2014.

There are two main purposes for the Local Offer:

- to improve information about services and provision available for families, children and young people with Special Educational Needs and Disabilities, and to make it easier for all families to find this information by making it available in one place.
- that by working directly with families, children, and young people on developing the Local Offer, Local Authorities and Health partners can improve provision.

Nottinghamshire's Local Offer includes leisure and activity providers, health and care services, education providers and support groups.