









Tibshelf Infant and Nursery School SEN Information Report 2022-23

<p>1. Kinds of Special Educational Needs that are provided for at Tibshelf Infant and Nursery School</p> 	<p>Our School provides support for pupils across the 4 areas of need outlined in the SEND Code of Practice 2014</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health difficulties • Sensory and physical needs
<p>2. Identifying pupils with SEN and assessing their needs.</p>  <p><i>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN</i></p>	<p>Pupils are identified as having SEN, and their needs assessed through:</p> <ul style="list-style-type: none"> • Transition information passed on from Tibshelf Playgroup and previous schools/nurseries. • Baseline testing, progress data, KS1 assessments, flagging on Tapestry (Foundation Stage) • Feedback from teaching staff and observations from SENDCo • Initial Cause for Concern forms • Universal (Whole class or Quality First Teaching) Interventions not showing any impact (following assess, plan, do, review cycle) • Referrals from parents • Pupil voice • Tibshelf Infant’s Graduated Response – Universal, Targeted and Specialist level (See end of report) • Use of Derbyshire County Council’s Graduated Response (May 2022) https://www.localoffer.derbyshire.gov.uk/site-elements/documents/education-and-learning/graduated-response-may-2022.pdf
<p>3. The arrangements for consulting parents of children with SEND.</p> 	<p>We recognise the importance of placing the child and their families at the centre of our child-centred approach to SEND through:</p> <ul style="list-style-type: none"> • Participation of all stakeholders in decision making as outlined in the Children and Families Act 2014. • Parent Meetings (Open Evening Autumn 1) Parent Evening (Spring Term 2) • Telephone conversations • Parent Views • Parent questionnaires





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	<ul style="list-style-type: none"> • My SEND Learning Programme, GRIP, TAPS, EYIF and EHCP reviews
<p>4. The arrangements for consulting young people with SEN and involving them in their education.</p> 	<ul style="list-style-type: none"> • Pupil voice • One Page Profiles updated with child • My SEND Learning Programmes • School Council • Invitation to Annual reviews • School surveys
<p>5. The school's approach to teaching pupils with SEN</p> 	<p>Provision for Pupils with SEN at Tibshelf Infant and Nursery School includes:</p> <ul style="list-style-type: none"> • Quality first teaching with appropriate differentiation • Extra adult support in classrooms where appropriate • Reduced group size where appropriate • Pre-teaching of key vocabulary, concepts, or skills. • Personalised provision through time limited programmes such as Talk Boost • Personalised provision through adapted resources and interventions • Use of Derbyshire County Council's Graduated Response (May 2022) to suggest a variety of approaches • Use of Derbyshire County Council's Sensory Processing Toolkit
<p>6. Evaluating the effectiveness of the provision made for pupils with SEN</p> 	<ul style="list-style-type: none"> • Progress tracking is completed and adaptations to provision are made considering these findings. • Intervention progress kept up to date and accessible to all staff. • Progress and evaluation is reported to the Governor with responsibility for SEN annually. • SEN information report posted on the school website. • My SEND Learning Programmes and Provision Maps reviewed regularly. • Evidence toward outcomes sheets completed by staff working with children on individual targets to monitor progress.
<p>7. Arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents</p>	<p>These arrangements include:</p> <ul style="list-style-type: none"> • Data tracking for pupil progress • My SEND Learning Programmes, One Page Profiles, EYIF, TAPS, GRIP and EHCP reviews






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<p>and pupils of part of the assessment and review</p> 	<ul style="list-style-type: none"> • Observations • Parent meetings • Half Termly Team SEND review meetings for Teachers and Teaching Assistants • Half Termly Pupil Progress Meetings with Class Teacher and SENCO • Assess, plan, do, review cycle • Use of Derbyshire County Council's Graduated Response (May 2022) to suggest a variety of approaches to review process.
<p>8. Adaptations are made to the curriculum and learning environment of pupils with SEN (in line with the equality act SEND COP)</p> 	<p>All children at Tibshelf Infant and Nursery School have access to Quality First Teaching which means targeted and personalised teaching when appropriate. At Tibshelf Infant & Nursery School, the curriculum is designed to recognise children's prior learning, provide first hand experiences, allow children to develop interpersonal skills and build resilience to become creative, critical thinkers. We have:</p> <ul style="list-style-type: none"> • High expectations for all children • Visual timetables in each classroom with Makaton or widget symbols. • Carefully planned curriculum and lessons, differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. • Recognised the need to develop and extend every child's vocabulary. We recognise the fact that 'knowing more words makes you smarter'. • Different teaching methods to promote full involvement and motivation, such as practical or real-life learning • Specialist equipment (if appropriate) may be given to the pupil e.g. writing slopes, wobble cushions, pen/pencils grips or easy to use scissors, recording devices and fiddles etc. • Use of Derbyshire County Council's Graduated Response (May 2022) to ensure a range of quality first teaching methods are used.
<p>9. Support for improving emotional and social development.</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • A strong focus on safeguarding and liaison with outside agencies. • An anti-bullying policy that is supported by all members of staff. • Daily Assemblies. • Jigsaw PSHE Curriculum


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 <p>The image shows two educational charts. On the left is the 'Jigsaw' approach to PSHE, featuring colorful cartoon characters. On the right is 'THE ZONES OF REGULATION' chart, which is a colorful diagram with four zones: Blue Zone (Calm), Green Zone (Content), Yellow Zone (Alert), and Red Zone (Overstimulated). Below the diagram are four columns with headers: 'Blue Zone Tools', 'Green Zone Tools', 'Yellow Zone Tools', and 'Red Zone Tools', each with a list of activities.</p>	<ul style="list-style-type: none"> • Regular Online Safety discussions and annual Online Safety Day. • A whole school approach to emotional literacy and regulation – Zones of Regulation. • School council and pupil voice used regularly to address areas of worry or concern amongst students. • Worry Box • Celebration and awareness of different needs raised through celebrating days such as Bright for Sight Day, Whole School Sports Activity Day.
<p>10 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Co-ordinator and the Name and contact details for the SEN Governor.</p> 	<p>Mrs Megan Ashall - SENDCo Telephone: 01773 872571 Email: mashall@tibshelf-inf.derbyshire.sch.uk</p> <p>Mrs Karen Waring – SEND Governor Telephone: 01773 872571 Email: kwaring@tibshelf-inf.derbyshire.sch.uk</p>
<p>11 Information about the expertise and training of staff in relation to children and young people with SEN including how specialised training will be secured.</p> 	<ul style="list-style-type: none"> • Audit of staff expertise in SEN undertaken annually. • Performance Management meetings with Headteacher – twice yearly. • SENDCo is currently working towards the national award for SEN qualification • SENDCo attends Cluster SENDCo network meetings to keep up to date with latest SEN updates • SENDCo attends Derbyshire Inclusion Leaders Network Meetings. • Zones of Regulation training for all staff (September 2022) • Specialised expertise engaged from external services – EP support, SALT support, SSEN support, Behaviour support • SENCO keeps a list of training attended by staff.
<p>12 Information about how equipment and facilities to support children and young people with SEN will be secured.</p> 	<ul style="list-style-type: none"> • Local authority SEND • Derbyshire Local offer • Support Services • Charities • Volunteers

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<p>13 Complaints from parents of pupils with SEN concerning the provision made at school.</p> 	<p>Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.</p> <ul style="list-style-type: none"> • See complaints procedure on the school website. • https://www.tibshelf-inf.derbyshire.sch.uk/policies/#elf_l1_Lw
<p>14. Working with outside agencies to meet the needs of pupils with special educational needs and in supporting the families of such pupils.</p> 	<ul style="list-style-type: none"> • Dates of all meetings, visits and reports given to relevant professionals. • Regular meetings with health, SALT, EP, SSSEN.
<p>15. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance to the SEND code of practice.</p> 	<ul style="list-style-type: none"> • https://www.sense.org.uk/get-support/information-and-advice/support-for-children/send/ • https://www.nhs.uk/conditions/social-care-and-support/services-for-children-and-young-people/ • Derbyshire Local Offer https://localoffer.derbyshire.gov.uk/#/directory • DIASS – 01629 5333668
<p>16. Arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p> 	<ul style="list-style-type: none"> • Transfer of SEN files and My SEND Learning Programmes to Town End Junior School/or new schools attended by pupils. • Transition week (Summer Term 2) • Additional visits for pupils with SEND and parents arranged • Transition meeting with SENDCo • Early transition for children with SEND • Photographs taken of new school to be used to support children during transition period.
<p>17. Arrangements for supporting children who are looked after and have SEND</p> 	<ul style="list-style-type: none"> • The Designated Teacher for Looked After Children is Zoe Andrews • The Designated Leads for Safeguarding are Zoe Andrews and Lea Alton. • They ensure that all teachers in school understand the implications for those children who are looked after (in Local Authority care) and have SEN and or emotional/well-being needs. • All Looked After Children have a statutory care plan, which is drawn up and reviewed by the Local Authority. Looked After Children also have a Personal Education Plan (PEP), which is a statutory requirement for

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	<p>Looked After Children in educational provision.</p> <ul style="list-style-type: none"> • If a Looked After Child with SEN requires further assessment for an Education, Health and Care Plan (EHCP) we are particularly aware of the need to avoid any delays for Looked After Children and carry out the EHC needs assessment in the shortest possible timescale. We will work closely with the Virtual School, external agencies, carers and other professionals. • The designated teacher will monitor each child's achievement and ensure that they have the support they require within school by: <ul style="list-style-type: none"> - meeting with the child - ensuring that each child has a PEP - working closely with the SENDCO to request support from outside agencies when needed
<p>18. Information on where the local authority's Local Offer is published.</p>  <p>DERBYSHIRE LOCAL OFFER</p>	<ul style="list-style-type: none"> • Derbyshire offer - http://localoffer.derbyshire.gov.uk/ • We promote the local offer in school • We will always help parents access the local offer for out of school activities

Graduated Response at Tibshelf Infant and Nursery School

UNIVERSAL

- Data and observations used to identify children who are not making the expected progress.
 - No specific SEND intervention: Reasonable adjustments as part of Quality First teaching expectations.
 - Children added to Universal Support list
- NEXT STEP: Class teacher initial concern form, SENCO involvement.

TARGETED

- My SEND Learning Programme created (To be reviewed and updated half termly)
- Extra provision such as small group work or specific interventions are identified (provision map)
 - Meeting with class teacher and parents
- NEXT STEP: further assessments within school and possible request for support from external agencies

SPECIALIST

- External agencies provide recommendations
 - Recommendations implemented in school
- My SEND Learning Programme created/updated in more detail. This is reviewed and updated half termly
- NEXT STEP: Further external specialist advice. Possible application for EHCP (Education, Health and Care Plan) or EYIF (Early Years Inclusion Fund).

- EHCP (Education, Health and Care Plan) granted
 - School implements recommendations
- Annual review (3x review meetings per year – Autumn Term 2, Spring Term 2 and Summer 2)
- NEXT STEP: Further external advice, possible amendments to EHCP.



Children's SEND provision can be reduced if progress is sustained, without needing specialist support or specific interventions. Provision and progress are reviewed regularly, and this is shared with parents.