



Rokesly Infant and Nursery School SEND Information report

Date	Review frequency	Next review
September 2022	Annually	September 2023

Welcome to the Rokesly Infant and Nursery School's SEND information report. The following information describes how we support children with special educational needs or disabilities at Rokesly Infant and Nursery School.

This report sets out in one clear document what we provide for children with Special Educational Needs (SEND) during their time within our setting.

Haringey as our Local Authority also publishes a Haringey Local Offer, <https://www.haringey.gov.uk/children-and-families/local-offer> this sets out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children with SEND. It explains the procedures for requesting an assessment for an Education Health and Care Plan (EHCP).

Definition of SEND: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made.

Rachel Turnbull is our Assistant headteacher and school leader for SEND. Rachel can be contacted through the school admin email and phone number at the bottom of this page.

The Rokesly Infants School SEND policy is a separate document to be read in conjunction with this report.

Our vision and how we work to achieve it

At Rokesly Infants, every child matters in every way. At Rokesly Infants we are committed to helping every child reach their full potential by providing them with a broad, creative curriculum that values and reflects our diverse community; enhances links between home, school and the wider community through fostering a calm, caring, respectful atmosphere where every child matters. Our goal at Rokesly Infants is to provide an inclusive environment. We aim to welcome and integrate children with Special Educational Needs into the school community.

At Rokesly Infants school;

Our community is warm and welcoming.

Learning is fun and fascinating.

We celebrate the things that make us special

We challenge ourselves to go further

Rokesly Infant and Nursery School



We recognise the benefits of early identification of Special Educational Needs and know that alongside this; making effective provision improves long term outcomes for children. **SEND Code of Practice 2015**

We know that the involvement of parents/ carers and children in planning and reviewing progress, as set out in the **SEND Code of Practice 2015**, is integral to give a full picture of the child/ young person.

At Rokesly Infants School, we are committed to making reasonable adjustments to the learning environment, so that students can benefit from and access the curriculum. These are the principles that are set out in the **Equality Act 2010**

Type of school we are and OFSTED rating

Rokesly Infant school is a mainstream nursery and infant school for the 3-7 age range. We have part and full-time nursery places for children aged 3-4. Children start school in the year they are 5 in our reception classes. Each year group has three classes. There are 340 children in the school

In our last Ofsted inspection (June 2019) Rokesly Infant and Nursery School was awarded a rating of GOOD.

Our school environment

The school building is on one level and all classrooms and school areas are accessible to children with physical disabilities. There is a lift available to provide access to the dining room. There are two disabled toilets within the school and changing facilities.

We ensure that, where possible, equipment used is accessible to all children regardless of their needs.

How we include children/young people in activities and school trips

Any trips or outings we plan always include children with special educational needs and/or disabilities. We use part of our budget to make sure that any support needed can be provided.

How we know if a child/young person has special educational needs

During the summer term before your child starts at the school or nursery, parents and children have an opportunity to come to visit their class. It's a time to meet the staff and find out more about the school.

We ask parents to let us know if their child has a disability or they feel their child has any Special Educational Needs so that we can discuss this and make sure the appropriate support is in place for their child. If a child has Special Educational Needs or a disability it is



very important that they get the help they need as soon as possible. This includes support and reasonable adjustments from school and observations, advice or a block of therapy from outside agencies such as Educational Psychologists, Speech and Language Therapists,

Occupational Therapists, the Language and Autism Support Team (LAST), or Children's and Adolescent Mental Health Services (CAMHS).

Our regular assessment and monitoring procedures continue throughout the children's time at the school to look out for any special needs that develop later.

We work hard to maintain good home/school links and parents are always welcome to speak to us if they have any concerns. Initially a discussion with the class teacher is a great place to start, to see how your child is settling into their class routine and how they are working within class. If you continue to have concerns, then please contact **Rachel Turnbull, Assistant head for Inclusion and SENDCO** via email to rturnbull5.309@lgflmail.org or a phone call.

What we do to help children/young people with Special Educational Needs or Disabilities

Rokesly Infant and Nursery School has developed a wide range of ways in which to meet the needs of children with Special Educational Needs or disabilities. This is the usual procedure for planning support:

Once it has been identified that a child is not making expected progress school staff will meet with parents to discuss his/her needs, in the first instance this would usually be the class teacher

The child's needs will be assessed (either formally or informally).

Provision will be agreed that is carefully targeted on the particular area of need. This will describe which intervention will support a child and what we hope to achieve.

The intervention is carried out.

To see whether the intervention has helped we set a time-frame and we review progress. The nature and success of the intervention are recorded in order to inform future planning for the child.

Where children do not make satisfactory progress or in the case of children with a higher level of need the Special Educational Needs Coordinator (**SENCO/Inclusion Manager**) will be involved in planning and monitoring the provision in place for the child.

The Inclusion Manager uses a provision map to record and review the impact of the provision in place.



Provision Mapping: A document that is used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum. This is also used for children who have fallen behind and need a boost to accelerate progress. For some children this support will remove the need to be identified as SEND on the school register.

Individual Plan: This contains a profile and an action plan listing the goals and provision to meet the SEN. It also includes parents and pupil views.

Referrals to, and support from, outside agencies: Where the school and parents feel that a higher level of support is required, a referral may be made to an outside agency, to assist us in putting in the best provision to support a pupil with SEN. This may include the speech and language team or Educational Psychologist. We can then put into place expert advice and recommendations.

Education Health and Care Plan (EHCP): Where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHCP assessment in Haringey can be found on the council's website.

Parents and carers can also request access to further support by emailing Haringey via one of the below emails.

SEND Statutory Assessment Teams:

Up to Years 5: SENDETeam1@haringey.gov.uk

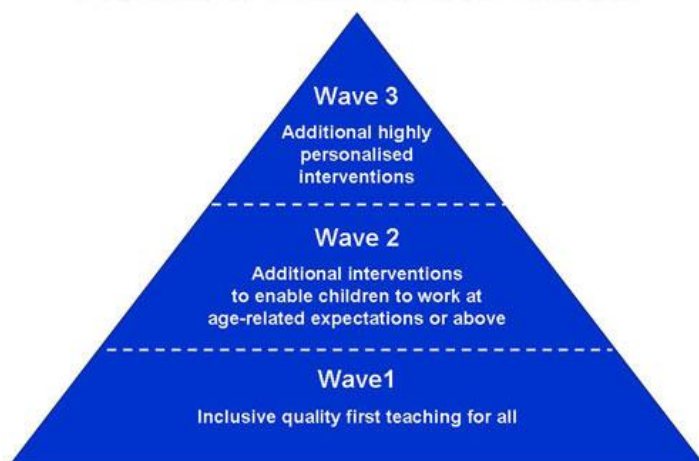
Years 5 to 11: SENDETeam2@haringey.gov.uk



How we adapt our teaching for children/young people with Special Educational Needs or Disabilities

Children with Special Educational Needs or Disabilities are taught together with other children and lessons are designed so that all the children in the class learn and make progress. We do this by planning what are called 'differentiated' lessons in which for example both a child with special educational needs and a very able child has different learning goals within the lesson. This could involve small group or individual work. Every class teacher is involved in planning, monitoring and providing support for pupils within their class including children with special educational needs and disabilities.

Waves of Intervention Model



Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.



How we decide what resources we can give to a child/young person with special educational needs

Part of the school's budget is for support for pupils with special educational needs and disabilities. This is a fixed amount and so we have to use the money as cost-effectively as possible and make sure we can give help to all the children who need it. We have costed all the ways we support children. Decisions about which support programme is best for a child are made by the teachers in consultation with a child's parents /carers. In exceptional circumstances, where we feel we are not able to meet a child's needs from our own funds we will apply to the local authority for additional support for a child. This could take the form of an Education, Health and Care plan. Parents can do this too. We are happy to discuss all of this in more detail with parents.

How we check that a child/young person is making progress and how we keep parents informed

The progress of all children is formally reviewed once a term, any concerns about progress are discussed by staff at pupil progress meetings. Progress is discussed with parents at termly parents' evenings and additional meetings are arranged if there are concerns or if a child has Special Educational Needs. The impact of interventions is regularly reviewed to ensure that they are moving the child on with learning. Additionally, parents are kept informed via the school website, newsletters, meetings, parent workshops and the end of year report.

Support we offer for children's/young people's health and general wellbeing

Children need to be happy and be able to behave appropriately to learn well so all our class teachers work with children in their class on social skills, behaviour and well-being. Systems to promote positive behaviour are in place in all classes. If a pupil has particular behavioural difficulties, we put together a behaviour support plan designed to identify the cause of the problem and implement strategies to avoid the pupil disrupting his/her own or others' learning and prevent exclusion. We also have a 'Buddies' scheme which is a group of older children from the junior school who have been specially trained to offer support to younger children at playtimes and lunchtimes. Our School Council is formed of class reps from each class. in order to give the children a voice. Class reps meet with the Headteacher regularly to discuss issues that pupils wish to raise about any aspect of school life. Rokesly Infant School has clear behaviour, anti-bullying and diversity policies.



Specialist external services we use when we think extra help is needed

Sometimes a child will have needs that will benefit from additional help from specialists. Depending on a child's needs we may draw on support from the following services:

Available within school

BSL trained staff member

Teaching assistants trained to deliver: Social skills groups, Motor Skill united, Lego Therapy, Talk Boost

External services available to the school

Speech and language therapy

Occupational therapy

Physiotherapy

Educational Psychology Service

Educational welfare

Child and Adolescent Mental Health Service

Autism team

Hearing-impaired service

Visually Impaired Service

School nurse

Social services

We always meet with parents if we think additional support is required and before we contact other specialists.

Staff Training

The Inclusion Manager's job is to support the class teachers in planning for children with Special Educational Needs and Disabilities (SEND). The school provides training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Speech and Language needs. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. These have included social skills, motor skills, sensory processing, memory, emotional and mental health issues, Zones of Regulation and many more.



How we prepare for children/young people joining our school and leaving our school

Children joining our school have opportunities to visit before they start to help staff to become familiar with their strengths and needs. When children start in nursery or reception, they all have a gradual beginning, building up to a full day (or half day in the nursery). This approach makes sure children are confident in their new surroundings. We also have close working relationships with other pre-school providers in the local area and liaise with them to support children with the transition. We ask parents to let us know if their child has a disability or they feel their child has any special educational needs so that we can make sure the appropriate support is in place for their child. 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. We help older children prepare for our junior school through visits, shared events and schemes such as 'buddy readers' through which junior children share books with infant children.

How parents are involved in school life

At Rokesly Infants we believe in working with parents/carers as partners and we hope that our parents will share that belief. We are always ready to speak to parents about any concerns they have about their child. In the first instance parents should speak with the class teacher who is regularly available to discuss a child's progress or any concerns. The Inclusion Manager is also available to meet with you if necessary to discuss your child's progress or any concerns/worries you may have. There is an active Parent Staff Association and parents/carers are represented on the school's Governing Body. We will provide interpreters for meetings with parents when necessary.

Who to contact for more information or to discuss a concern:

Your child's class teacher

Inclusion Manager: Rachel Turnbull – rturnbull5.309@lgflmail.org

Head teacher: Grant Bright - grant.bright@rokesly-inf.haringey.sch.uk

Parent/Carer governors:

Jonathan Mackay (Chair of Governors)

Ellie Northam (SEND governor)

admin@rokesly-inf.haringey.sch.uk

If in doubt, ask the school Reception. The school telephone number is 020 8340 7687. More information is included in the **SEND policy**, available on the school website or from the office.