

RAMSDEN INFANT SCHOOL

SEND REPORT 2017



What are Ramsden Infant Schools admission arrangements for children with Special Educational Needs or a Disability ?

Ramsden Infant and Nursery School is a mainstream school which is committed to a policy of inclusion, recognising that all children, regardless of their ability, are entitled to equal access to learning. Admission of children with special educational needs is considered in line with our Admissions Policy (see 'Information for Parents' on our website or you can request a hard copy from the school office). Children with needs additional to, or differing from, the needs of most children may be considered to have a Special Educational Need and provision may be considered under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

We do our best to ensure that necessary provision is made for any individual who has special educational needs or disability (SEND), in co-operation with our local authority and with the support of other agencies.

Local Authority advice and guidance about SEND provision in schools in Cumbria can be found in the Cumbria County Council website, search for 'Local Offer'.

How are children's Special Educational Needs identified by the school?

We believe that *all* children are entitled to an education that enables them to become:

A successful learner who believes 'I CAN'

A confident individual who will 'TRY'

A responsible citizen who know they 'MAKE A DIFFERENCE'

Parents/carers and their families know their children best and we always start with any concerns you may have about your child's development. If you have noticed any differences or additional needs or you have already sought specialist advice or your child has a diagnosis, please talk to us about it. Learning occurs best when there is a real partnership between home and school.

Each pupil's current skills and attainment are assessed on entry to school or nursery, which may include liaison with their previous school or setting. Children are regularly assessed to check on the progress they are making and, where pupils may be struggling with their learning, social interactions or emotional wellbeing they will be given extra support. Where pupils continuously struggle to make expected progress, the teacher and the Special Educational Needs Co-ordinator (SENCO) work together, with parents/carers, to assess whether the child has a different or additional need that may require adaptations to the physical environment, resources, the curriculum or level of support. Identification may include more specialised assessments from external agencies and professionals, e.g., the Speech Therapist or the Educational Psychologist.

How are children's Special Educational Needs accommodated by the school?

We try to ensure that the needs of all children are met, regardless of ability. *All* our children engage in *all* school activities whether they have a special need or not. Where children have a specific need we adapt our provision to ensure they can be included in everything we do.

Where a child has a special need identified, the class teacher, SENCO and Headteacher will work with you, your child and any specialists involved, to decide upon a plan that targets specific challenges, and this is called an Individual Education Plan (IEP). This plan helps to focus our support and any interventions to help each child make expected progress. Children with an IEP may work in small groups or have one to one support for certain areas of

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learning or at certain points in the day, provided by the teacher or teaching assistants in school. These IEPs are reviewed with the parents and children on a termly basis but we have an 'open door' policy and you are always welcome to discuss progress or any concerns with the class teacher, SENCO or Head.

If your child's needs significantly differ from the needs of other children, they still struggle to make expected progress or they receive a diagnosis of a specific difficulty from a specialist then it may be necessary to try and provide more targeted one to one help, sometimes this involves seeking financial support from the local authority. This may result in a child having an Education, Health Care Plan (EHCP) which looks at your child's and your aspirations and the long term provision your child may need. This is reviewed annually by school, in collaboration with the Local Authority and any specialists involved.

Children are assessed according to age related expectations and their progress tracked throughout the year. Different assessments for those children with SEND may be necessary. Your child's progress and attainment will be shared with you at least termly, but the class teacher will have more regular general discussions with you as to how your child is getting on. You can make arrangements to see the SENCO (Mrs Pooley) or Headteacher (Mrs Brewerton) at any time, through the school office on 01229 940950 or you can pop in and organise a day and time.

We have an Access Plan that aims to ensure the school building and resources meet the needs of all pupils, but particularly needs of disabled pupils and their families. We have a 'disabled' toilet and wheelchair access at the front of the building, which is all on one level internally.

What experience or training do the staff at Ramsden have?

Many of our staff have been working in education for a significant period of time and have had experience of children with a range of differing or additional needs, including visual and hearing impairment, speech and language difficulties, Autism, ADHD, moderate learning difficulties, global delay, cerebral palsy and gross and fine motor difficulties. We have also invested a considerable amount of energy in understanding the impact of attachment and trauma on child development. Training for staff relates to the needs of the school and its current pupils and is done both in school and through external course providers.

What specialist advice can be accessed by school?

Wherever possible our staff work with the support of specialist advice and guidance. We have strong relationships with, and access to, School Health and local Health Visitors. We have contacts with the Speech and Language Therapy team and an Educational Psychologist. We also access advice and guidance and assessments from specialist nurses, consultants, paediatricians, occupational therapists etc where necessary. Who we contact very much depends on pupils needs and discussions with parents/carers.

Who can I talk to if I have concerns about SEND provision?

The class teacher is the person to talk to in the first instance. If you still have concerns you can speak to our SENCO (Mrs Pooley) or the Headteacher (Mrs Brewerton).

For Local Authority help and support you can contact 'Parent Partnership' through the Cumbria County Council website

The SENCO is a member of our Governing Body and one of our governors is responsible for SEND. The Governing Body's overall aim is to ensure that all children receive the support they need in order to make good progress. If you still have concerns despite talking to staff in the school, you can contact the SEND Governor (Miss Clare Johnson) or the Chair of Governors (Mrs Phil Solloway), contact details available from the Clerk of the Governing Body (Mrs Mackay) on 01229 840950.

If you have a complaint a copy of our complaint procedure is available from the school office, contact Mrs Mackay on 01229 840950 or email admin@ramsden.cumbria.sch.uk.

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