



1. What kinds of special educational needs does the school make provision for?

Standhill Infants' School is a mainstream Infant School for pupils aged 4-7. At Standhill we cater for a range of needs and endeavour to do so in an inclusive environment so that all our pupils, irrespective of need, are provided with opportunities to allow them to make the best possible progress. The school supports pupils with a wide range of needs including communication and interaction, cognition and learning, sensory and/or physical, social, emotional and mental health difficulties and medical conditions.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Early identification of need is important and is done so in the following ways:

- Liaison with the child's previous settings
- Gathering of information from parents/carers prior to the pupil starting school
- If appropriate, the Head teacher/ SENCO/ F2 teacher will attend review meetings and visit the pupil prior to them starting at Standhill
- Concerns and information raised by school staff or parents/carers
- Concerns raised by other professionals e.g. paediatricians, school nurses, speech and language therapists.
- The progress of all pupils is monitored throughout their time at school. This can aid the identification of pupils with SEND.
- If you are concerned about your child please contact the school Head teacher/SENCO, on 0115 847 6787

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The provision for pupils with SEND is monitored through the tracking of pupil progress and attainment, provision mapping, observations, review meetings, Senior Leadership meetings and feedback from staff, parents/carers and pupils. An evaluation of SEND provision is undertaken by the SENCO and Head teacher and is overseen by the governors.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

At Standhill Infants' we continuously assess the progress of all pupils and use this information to set targets and inform future learning. Formal tracking of progress is undertaken termly. Children with additional needs may have



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involvement from outside agencies who wish to liaise with school, so the SENDCO and class teacher will keep a record of letters or conversations about a pupil's progress. Progress is shared with parents on a termly basis. This takes place in the form of 2 parent/carer evenings and 1 annual report. Most pupils on the school SEND register will have a provision map and specific targets that are reviewed termly. Informal discussions are welcomed if parents/carers require more regular updates.

c) What is the school's approach to teaching pupils with special educational needs?

Standhill Infants' pride themselves on their inclusive approach to teaching pupils with special educational needs.

Teaching staff adapt their teaching to meet the needs of the children. Examples of this include differentiation, use of resources and levels of support. Children can be taught as a whole class, small group or 1:1. The school follows the graduated response outlined in the 2014 Code of Practice. (Details can be found in the school SEND policy).

d) How will the curriculum and learning be matched to my child's needs?

At Standhill Infants we provide every child with access to a broad and balanced education. We teach from the Early Years Foundation Stage Statutory Framework (EYF) and the National Curriculum (KS1). B-Squared, Pre-Key Stage Standards and the Engagement Model are also used when this best meets the children's needs. Teachers make the curriculum accessible to all through recognising the need for differentiation and a range of different teaching approaches and experiences.

e) How are decisions made about the type and amount of support my child/young person will receive?

When a pupil requires additional support at school, the SENDCO, class teacher and parent/carers will discuss the type and amount of support needed whilst considering factors such as presentation of need, the progress being made, the area/s of need, the child's specific targets and advice from outside agencies. Support follows the 'assess, plan, do, review' process which is explained in the SEND Policy. For the school to receive additional funding to support a pupil, strict criteria should be met and the decision is made by the family of schools or the High Level Needs panel.

f) How will my child/young person be included in activities outside the classroom, including school trips?

The school provides opportunities for pupils to participate in activities outside of the classroom e.g. playtime nurture group, lunchtime clubs, after school clubs.



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Wherever possible, all pupils are given opportunities to participate in educational visits, ensuring risk assessments consider additional needs, resources and appropriate adjustments.

g) What support will there be for my child/young person's overall wellbeing?

Standhill Infants' pride themselves on their pastoral ethos and positive relationships with families. Supporting and promoting wellbeing is inherent in our teaching styles and is specifically supported during JIGSAW lessons, wellbeing lessons, assemblies, circle time, PE clubs, ELSA intervention, liaison with outside agencies e.g. CAMHS. The school has an 'open door' policy, and we strongly encourage parents/carers to inform staff of any concerns.

4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details?

Special Educational Needs Co-ordinator: Mrs Thompson

Special Education Needs Governor: Mrs K Keating

Headteacher (responsible for the overall effectiveness of SEND): Mr T Fennell

All contactable via:

Telephone: 0115 847 6787

Email: office@standhill.notts.sch.uk

Alternatively, please request an appointment through the school office.

5. a) What training have staff supporting special educational needs had and what is planned?

Training is reviewed to ensure that it reflects the needs of the pupils and staff.

Training includes:

- National Award in SEN Co-ordination
- Coping with Risky Behaviours (CRB)
- Switch on reading
- Numicon
- Emotion coaching
- Pre-key stage standards
- Boxall
- EHCP
- Theraplay



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- Autism training
- Nurture training
- Lego Therapy
- SIS endorsed interventions including Learning Sandwich and Intensive Interactions
- Medical training on appropriate needs e.g. epilepsy, physiotherapy
- Speech and Language
- Dyslexia in the Early Years
- ELSA
- A Basic Understanding of Sensory Processing
- ADHD training

The Local Authority SENCO network is also attended.

b) What specialist services and expertise are available or accessed by the school?

Springboard meetings are attended each term and are used to request advice and/or involvement from specialists. Agencies we may have involvement with include:

- Early Years SEND Inclusion Service Cognition
- SEND Inclusion Service for Visually Impaired and Hearing Impaired
- Educational Psychology Service
- Speech and Language Services
- Gedling Area Partnership
- Healthy Families Team (School nurse)
- Social Care
- Physical Disability Support Service
- Physiotherapists
- Occupational Therapists
- Family SENCO



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6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

The school complies with all relevant accessibility requirements. In addition, it has a range of specialist SEND facilities in place. These are:

- Around school there are quiet areas that children can access. These can be used as calm spaces where they can go for calm time, sensory play, 'time to talk' with an adult or peer or to complete work outside of the busy classroom.
- There is a small changing room with a changing bed next to the toilets by the playground. There is an accessible toilet.
- There is wheelchair access through reception and via a ramp from the playground.

7. What are the arrangements for consulting parents/carers of pupils with special educational needs? How will I be involved in the education of my child?

Standhill Infants' School believes that a close working relationship with parents is vital to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively.

Parents are kept up to date with their children's progress through parents' evenings, provision reviews (where applicable), and end of year reports. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Whilst considering the children's age and abilities, we endeavour to involve them in decision making and target setting. We gather pupil voice. We provide child-led learning to help stimulate and maintain their interest and in turn to attain the best outcomes.

9. What do I do if I have a concern or complaint about the SEN provision made by the school?

If parents/carers have any concerns regarding the provision that is being made by the school for their child, they should speak to the class teacher/SENCO. We will always do our best to respond to concerns raised with us. If parents/carers feel their concerns are not being responded to, they need to follow the usual procedures for complaint.

The complaints procedure is the same as for any other aspect of school policy.



For further instruction, please see the complaints procedure on the school website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

The school works hard to build positive working relationships with organisations and services that help us to meet the needs of pupils with special educational needs. The SENCO and Head Teacher can identify organisations and agencies who could offer support for families. Many of the services are accessed through termly Springboard meetings.

11. How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

The school will provide advice to parents/carers, along with information on organisations/services. Parents/carers will also be signposted to Nottinghamshire's SEND Local Offer at www.nottinghamshire.SENDlocaloffer.org.uk

12. How will the school prepare my child?

Pre-school/ Nursery to F2:

- 'Ready for school group' is ran in school during the summer term prior to the child starting at school
- Parent/carers are asked to complete a form on admission to provide information about their child
- School staff attend transition meetings where information can be passed from the pre-school setting
- Additional visits can be put in place to support pupils with additional needs
- Meetings can be arranged with school and parents prior to the child starting

Infant to Junior School:

- The SENCO works closely with the SENCO at the feeder Junior school (Porchester Junior School)
- A transition meeting involving the two SENCOs takes place in the Summer term before children move school in order to inform the feeder school of pupils needs.
- Children are identified who may need additional visits to the feeder school and these are arranged, with a TA supporting them on these visits.
- A transition book is made for any child needing one.
- Any funding bids for Y3 pupils are drawn up together by the SENCOs from both schools.
- If required, meetings are set up for the parents of SEND children to meet with the SENCO of the feeder school.



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- All records are passed on to the feeder school.

13. Where can I access further information?

Further information can be found in the Standhill Infant School SEND Policy which is accessible on the school website.

Nottinghamshire's SEND Local Offer can be accessed through www.nottinghamshire.SENDlocaloffer.org.uk