



Iver Village Infant Academy and Nursery Special Educational Needs Regulation Annual Report **2023/2024**

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, special Educational Needs (Information) Regulations Clause 65.

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

To avoid duplication of information the Special Educational Needs Report will form part of the school's Local Offer.

At The Iver Village Infant Academy and Nursery we strive to support **all** children to enable them to achieve their highest standards in a secure, safe, stimulating environment. Quality teaching is vital however for some children there are occasions during their school life when additional support may be needed to help them to make progress and achieve their targets.

SEN (Special Educational Needs) provision at Iver Village Infant Academy and Nursery is on an individual needs basis and accessible after identification by the School. This comes from interaction in lessons; work in books, homework, pupil understanding, poor personal progress and from assessments.

Pupils are identified as needing extra support from information such as:

- Concerns raised by parents/carers
- Information provided by other settings
- Termly pupil progress meetings
- Regular assessments and tracking of pupil progress
- Teachers monitor children's progress through marking their work and discuss any concerns over lack of progress or particular difficulties with the SENDCo
- Throughout the school, children are regularly assessed and SMART targets set accordingly
- Standardised testing is used to provide reading ages and cognitive skill
- SENDCo can assess children for behaviour, social or emotional difficulties using The Boxall Profile
- For behaviour, social or emotional difficulties the SENDCo may refer pupils to the Pupil Referral Unit (PRU), School Nurse or Child and Adolescent Mental Health Service (CAMHS) for further advice or seek support from the school's ELSA
- SENDCo may refer to outside agencies for assessment e.g. Speech and Language, Occupational Therapy or the Specialist Teaching Service
- Diagnostic screening by the SENDCo

Pupils with medical needs

- If a pupil has an additional medical need a detailed care plan will be compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support is put in place.

Monitoring and evaluating the effectiveness of provision for pupils with SEND is carried out by:

- Those children on SEND register who have an Educational Health Care Plan or are at Additional Support have a Support Plan which details provision and is reviewed termly
- SMART targets/outcomes are identified for each child and progress towards them is assessed regularly
- If a pupil has needs related to a more specific area of their education then they will be given small group/1:1 support to address this. The length of time the intervention will run will vary according to the need. The effectiveness of all interventions is monitored regularly by the class teachers, staff who run them and the SENDCo
- Termly data and information from class teachers, parents, learning support assistants and the pupil, where appropriate, is all used to assess the effectiveness of the provision and the progress of pupil with SEND
- Social, Emotional and Mental Health interventions are monitored termly using The Boxall Profile
- Termly data and information from teachers is used to assess the effectiveness of the provision and the progress of pupils with SEND
- Termly observations of LSA's/teachers ensure provision is as effective as possible/ensuring SEND children are making progress in lessons

The school's approach to teaching

- Teachers are teachers of all pupils including those with SEND. This is achieved by quality first teaching which includes effective differentiation and monitoring of all pupils
- The school has a growth mind-set approach to teaching and learning
- We promote inclusion to include children with SEND both inside the classroom and during extracurricular activities and trips (wherever it is deemed safe.)
- Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of support is required or that a child's safety may be at risk then parents will be contacted to discuss options available.
- Teaching staff are given training on strategies to use in the classroom with students who have specific needs.
- Emotional and social development is supported through various avenues including class teachers, SENDCo, LSAs and key worker. Some pupils require more targeted support which is offered through nurture groups and in a small number of cases CAMHs support may be needed.

We have interventions such as:

- Programmes such as focussed Writing, phonics and reading are carried out by trained LSA's for pupils who are identified by the School as having weak literacy skills.
- Interventions for basic Numeracy skills
- Reading intervention as resources allow increasing reading accuracy and fluency for students making slow progress in reading.
- Phonics, following the Read, Write Inc resources
- Additional 1:1 support in specific subjects in exceptional cases as deemed necessary by the school
- Nurture group sessions are provided for pupils who need more targeted support
- Fine and gross motor skills including handwriting support
- Where a student needs more specialised support, external agencies and other professionals may become involved (**see school's partnerships**).

Iver Village Infant Academy and Nursery's facilities

As a school we are happy to discuss individual access requirements. Facilities we have at present are:

- Front door access for wheelchairs
- Disabled parking bays

Training for staff to help them support pupils with SEND

- Specialist training/advice and support is available if needed and can be accessed through the specialist teaching service, the Educational Psychology service and Cognition and learning.
- Individual staff have had further or more specific training on how to support students with individual needs from specialists or through external training courses.
- Training in specific medical needs is also provided by School Nurse and other relevant medical staff e.g. epilepsy, maintain hearing aids
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The School's arrangements for consultation

- If parents have a concern they should contact the class teacher in the first instance who will liaise with the SENDCo. Specific concerns which relate to the pupils special need or disability should be raised with the SENDCo
- Each pupil who has been identified as having special needs will have a Assess, Plan, Do Review (ADPR) that is written by the Class Teacher and shared with their parent/carer
- Assessment data is collated out on a termly basis and can be discussed with parents/carers at parents' evenings
- Parent evenings are held twice a year when parents/carers can meet with class teachers

The School's partnerships

The school involves other bodies (including health, social care) to meet the needs of students with SEND and their families by using the following outside agencies:

- Local feeder schools
- Specialist Teaching service to support students with Autism, Visual impairment, Hearing impairment and Physical Disabilities, Speech and Language needs.
- Child Safeguarding Services
- Educational Psychology
- CAMHs (Child and Adolescent Mental Health Service)
- School Nurse
- Community Paediatrics
- Social Care
- Family resilience
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Education and Welfare Officers
- Counsellors
- Pupil referral Unit
- County SEND Team

Iver Village Infant Academy and Nursery's transition arrangements

Many strategies are in place to enable the transition to be as smooth as possible for pupils with or without SEND. These include:

- Discussions between the previous or receiving schools, prior to the pupils joining/leaving
- All pupils attend a transition session where they spend some time with their new class teacher
- New Reception pupils are invited to attend a number of transition sessions
- Home visits for Nursery and Reception children
- Reception class teachers visit Nurseries to discuss children.
- Additional visits are also arranged for pupils who need extra time
- SENDCo is always pleased to meet parents/carers prior to starting school
- SENDCo liaises with schools to pass on information regarding SEND pupils
- Additional transition support is provided by specialist agencies when appropriate

The school communicates the contact details for the support listed above to students with SEND and their families via:

- The School website
- 1:1 discussions.
- Annual reviews
- Newsletters
- Website

Iver Village Infant Academy and Nursery key contacts

The name and contact details for the school:

Name: Kate Sibley (SENDCo) & Gill Gooch (Principal)

Email: iviaoffice@theparkfederation.org

Tel: 01753655104

The contact for compliments, concerns or complaints from parents of pupils with SEND

Name: Gill Gooch(Principal)

Email: iviaoffice@theparkfederation.org

Tel: 01753655104

The school's Complaints policy can be found on the school website. The School's link to the Bucks Local Offer Information for the Local Offer for Buckinghamshire is available at

www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email

familyinfo@buckscc.gov.uk