[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=2ahUKEwiD8ZeD2sHaAhWDCsAKHT6OBxMQjRx6BAgAEAU&url=https://en-gb.facebook.com/events/153344305459491/&psig=AOvVaw2s4L8zRNTlUuMCKSWOnNCA&ust=1524068034595195)

**SEND information report for Royd nursery Infant School 2022-23**

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| **Names and contacts** | Headteacher – Louise Jones  SENCO Joanne Swales  SEN Governor – Nicola Pearce |

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| **Current OFSTED rating** |
| **Our current OFSTED rating is Good** |
| **Ranges of SEND provided for** |
| Royd Nursery Infant School caters for a range of needs. These include -  ADD  ADHD  Autistic Spectrum Disorder  Dyslexia  General learning difficulties  PMLD - Profound and Multiple Learning Difficulties  Hearing impairment  Mental Health  Social, Emotional and mental health difficulties  Physical disabilities  Communication difficulties  Speech & Language  For full details contact the school or access Sheffield’s Local Offer website. |
| **Policy information** |
| Royd Nursery Infant School has a full detailed SEND policy. Please see the school website for details. This includes current contact details. |
| **How many children in the school have special educational needs?** |
| The current number of children on our SEND register is 26 though this number can change regularly.  We also have additional children who are not currently on the SEND register but we are monitoring their needs in school. |
| **How does the setting identify learners with SEND?** |
| Each class teacher meets with the SENCO formally and informally to discuss any possible SEND needs in their class.  If the child isn’t making relevant progress after wave 1 quality 1st teaching then we look to (wave 2) and offer small group interventions or additional support. If the child’s difficulties remain and they are still not making expected progress then referrals will be made to outside agencies if we feel this is necessary. At this point specific outcomes will be set in order to support the child. All progress of pupils is monitored continually. |
| **Consulting and involving parents** |
| Royd Nursery Infant School values the involvement of all parents. Parents of pupils with SEND access the same consultation processes as other parents but also have the opportunity to review their child’s additional needs with the class teacher and SENCo at least termly. Parents are also invited to attend a lengthier, structured conversation to talk in more depth about their child and their needs where outcomes and targets are set and reviewed. Parent’s views are always recorded and acted upon. |
| **Consulting and involving young people** |
| Where possible pupils are involved in their learning, talking about outcomes and future needs. All pupils with SEN contribute to a 1 page profile of themselves. |
| **Arrangements for assessing and reviewing children** |
| All children’s progress is monitored continually and assessed using the appropriate assessment tool each term. Parents of children on the SEND register are invited to a meeting each term to discuss their child’s progress. During these meetings parents and staff look at outcomes set and review progress against each of these outcomes.  Professionals involved are also invited to meetings where appropriate. |
| **Transition arrangements** |
| Every child on the SEND register has a transition timetable to assist with the smooth transition to their new school or class. These transition visits begin early in the Summer term so that time allows any additional support needed. |
| **Whole school approach to SEND** |
| All staff are responsible for children with SEN and the school works as a team to support children with Special Educational Needs and Disabilities.  All staff have relevant SEND training each year as necessary and deliver quality first teaching throughout the school day.  All classrooms and learning environments are labelled with communication in print l to enable all learners to participate fully, including daily class and individual timetables (when needed)  The SENCO meets with all class teachers on a regular basis to discuss children with SEND and advises on next steps and adaptations.  All staff attend SEND staff meetings and training each year. This training is delivered to meet the needs of the children and staff at any given time. |
| **Adaptions for pupils with SEND** |
| Royd makes many adaptations for children with SEND within our school.  The local offer for Sheffield details physical adaptations such as ramp accesses. Curriculum planning and resources are also adapted as required to meet the needs of all pupils. These include individual timetables and support as needed.  At present we have a small provision for children with more complex needs who are supported with communication difficulties and sensory needs. These children access this provision each morning working in small groups in a highly structured and differentiated environment.  Equipment for children with SEND is ordered specifically for each child’s individual needs, for example special cutlery, seat adaptions. Generic equipment for all children involves the use of ICT such I-Pads, computers and interactive whiteboards, adaptions for pencils such as grips or stabilo pens and use of a programme called Communication In Print to provide picture aids.  Each classroom has it’s own cloakroom and toilets leading directly on to the playground. Our school has a disabled toilet with changing facilities for any child who should need it.  We have 2 wheelchair accessible entrances to the school building.  The playground is fully secure with rigorous adult provision at play and lunch times.  Parts of the yard are sectioned off for activities such as football, skipping and dancing. Children are supervised during these activities.  The ratio of Lunch Supervisory staff to pupils is high.  Most children cope well in the dining hall as noise is kept to a sociable level and the hall is fully staffed. Children unable to cope with the dining hall would be supported sensitively with the aim of eventually joining the other children in this part of the school day when appropriate. Children are also be timetabled to eat at the beginning or end of lunchtime when it is not as busy and therefore quieter.  All children including those with physical difficulties have access to outdoor learning and will be supported accordingly. Appropriate play equipment, including trikes have been purchased to enable children with motor difficulties to develop these skills. |
| **Staff training** |
| Staff are trained in aspects of SEN. Training is developed according to current needs and shared amongst staff. Most staff have received Autism tier 1 and 2 training. They have also received training from the Speech and language team on speech sounds and shape coding. Staff have all accessed training on Zones of regulation ready to implement post lockdown. Some teachers and teaching assistants have received training form an educational Psychologist around emotional regulation.  The Head, deputy head and SENCO have been trained on how to use the Birmingham tool kit assessment tool.  Two members of staff are trauma informed practotioners. |
| **Evaluating provision** |
| Provision is evaluated regularly and pupils’ needs and progress are monitored to ensure the provision is tailored correctly to needs.  The SENCo and senior leaders have regular meetings with class teachers to ensure the provision meets the needs of all pupils.  The SENCO visits classrooms to monitor and evaluate provision for children with SEND. |
| **Engaging pupils with SEND in school life** |
| Pupils with SEND are entitled and expected to engage fully in school life. Flexible arrangements are made when necessary to ensure all pupils reach their full potential.  Children with SEND are included in all non-classroom based activities, redeploying staff as appropriate to provide additional support. Parents and carers are welcome on visits and feedback is taken from parents about the trips and adjustments are made as necessary. Children with SEND are represented in all aspects of school life |
| **Emotional and social development** |
| The school places importance on the social and emotional development of all pupils, including children with SEND. This may involve quality first teaching approaches, small group or 1-1 support as necessary. We also run a nurture provision each afternoon for children identified as needing support in this area.  Some children are invited to attend a breakfast club each morning to ease the transition from home to school. |
| **Involving outside agencies** |
| The involvement of outside agencies is requested when necessary to ensure provision meets the needs of children with SEND. We work on a regular basis with learning support services, speech and language therapy services, the autism team and the early years inclusion team and Educational psychology amongst others. |
| **Complaints procedures** |
| If there are any concerns, we encourage parents/carers to approach the class teacher in the first instance. The Head Teacher, SENCo or the SEND Governor can also be contacted. Parents are informed about the Sheffield SEN and Disability Information Advice and Support Service so that they can obtain advice if they wish.  For complaints and concerns please see the section titled ‘resolving disagreements’ in the SEND policy. |
| **Local offer** |
| The Sheffield Local Offer is an important website to access information regarding SEND. It offers a wealth of information from childminders, to school provision, respite and out of school activities and other issues related to SEND. Parents are signposted to the Local Offer and it is also detailed in the SEN policy. |

Updated November 2022