

Norton Infant School

Brief description of the school

At Norton Infant School we believe that every child is entitled to enjoy their childhood and be valued for their individuality.

Each child will be encouraged to develop their full potential in a safe, happy, caring and stimulating environment.

Aims

- Aim high and learn together
- Promote a lifelong love of learning
- Provide an enriched, personalised curriculum
- Encourage independence and confidence
- Create an atmosphere of mutual trust, respect and support

We want our children to be, ready to learn, motivate and have a positive attitude to learning. We believe children learn from and with others using their own initiative and we encourage them to think for themselves.

We encourage resilience by expecting children to rise to a challenge and keep on trying. All members of our school community share responsibility within school which in turn helps children learn to be a good learning role model, learn the consequences of their words and the actions of themselves and others and take responsibility for their environment and belongings. Reflectiveness underpins everything we do and we all work hard to recognise what we have done well and how we can improve.

Head teacher

Miss Andrea Tunney

How we identify if your child may need additional help and/or has special educational needs (SEN)

All our children are carefully monitored and tracked throughout their school life and are observed in their work and play. If we have any concerns about the development, behaviour or progress of a child, we will discuss them with parents and seek the expertise of our SENCO, colleagues and outside agencies where necessary to develop strategies to support them. This may result in the child being part of a Support Plan group who will have specific interventions or support to meet their needs which are reviewed regularly as part of a plan-do-review cycle.

How we involve parents and carers in meeting the needs of their child and in whole school developments

At Norton Infant School we have an open door policy where parents can feel comfortable to discuss any concerns with staff in school. We will endeavour to answer any questions and discuss concerns with parents, making an appropriate time to do this. Class teachers will be able to discuss how each child is progressing towards their targets, and difficulties they may be experiencing and how parents can support at home. Mrs Ponsonby, as SENCO, will also be able to meet to review their progress and next steps in how the school can further support each child. Parents of children with SEND are involved in the planning and reviewing the

Support Plan each term or more frequently if required. They are also consulted through a questionnaire to seek ways to improve.

How we will involve your child in the planning and review of their support

Children usually understand what they can do well and what they need help with. Although our children are very young, they are a part of the planning of support and feedback of their learning in school. Where they can give their opinions on their learning and support, we can develop a one page profile, which can be used by all adults who work with them.

How we match the curriculum, teaching and learning approaches if your child has SEN

We believe strongly in inclusive practice and want every child to be a part of a broad, rich and exciting curriculum. We offer differentiation, where teachers adapt teaching and tasks to meet the needs of all pupils, either by providing additional resources, support or tailoring the planned activities in order for all children to work towards an objective. There may be times when a more intensive intervention programme is offered to boost, scaffold, consolidate and support children in small groups/individually in order to meet their needs. We monitor each child's progress throughout. It is important for children with SEND to fully integrate with children who do not have SEND. We offer continuous provision throughout school for children to develop their skills and independence in cross curricular contexts using the Learning Challenge Curriculum.

How we provide additional support if your child has learning needs

As with all pupils in school, progress is continually monitored and informal as well as formal assessments take place frequently, building up a picture of each child's strengths, areas for development and next steps. These are shared with parents regularly, from class targets shared each half term to individual specific targets shared for children with SEND and reviewed formally in a meeting each term or as required. This meeting gives all parties a chance to share success, identify ongoing needs, ask questions, review support strategies and identifies what the next steps will be and how parents, school and the child can work together to achieve them. These are recorded on a 'Support Plan' as a record of the conversation. Our school support team can be part of this meeting alongside outside agency support where required.

We identify need and develop interventions to scaffold and support key skills in Phonics, reading, writing and Maths as well as having a specialist HLTA; Mrs Greenwood, who will support children with a range of speech, language and processing skills. We use quality first teaching, small group support and individually tailored programmes where needed to ensure every child achieves their potential.

How we provide additional support if your child has social and communication needs

Children who need additional support with social and communication difficulties are observed carefully and a profile of the child's strengths and interests is used to support the child's development. We have the benefit of a specialist speech, language and communication HLTA who tailors bespoke programmes to support the areas of development the child's need. In class, boundaries, consistency and positivity are used throughout to scaffold learning and play. Classes use visual timetabling and the children are involved in the planning of their learning which minimised anxieties and strengthens the engagement of all pupils. We work closely

with outside agencies such as the School Nurse, Educational Psychology, SALT and the ASCETs team to fulfil individual plans for our children. The SENCO has completed CYGNETS training to develop a greater depth of understanding and support staff and families in school to promote good practice.

How we provide additional support if your child has physical, sensory and/or medical needs

We have a fully inclusive policy and support children with a range of physical, sensory and medical needs in school. We seek training and advice from professionals in order to support staff in meeting the needs of our pupils. We endeavour to help all pupils participate fully in all aspects of the curriculum and in school life. Regular contact is maintained with parents so that a consistent approach is developed between home and school.

How we provide help to support your child's emotional health and well being

Children who need additional support with emotional health and well-being are observed carefully and a profile of the child's strengths, anxieties and interests is used to support the child's development. We have a healthy school approach where there is a culture in school which allows children to feel a sense of belonging and enables talking about problems in a non-stigmatising way. In class, boundaries, consistency and positivity are used throughout to scaffold learning and play. Staff are sensitive to the needs of all children and support children through the PSHE curriculum. Children are given opportunities to access nurture groups, in particular Sunbeams which is highly successful in supporting those children who have suffered loss and bereavement. We work closely with parents, outside agencies such as the School Nurse, Educational Psychology, CAHMS to develop individual plans for our children. The Thrive Approach is being introduced throughout school in order to support children with their emotional health and wellbeing through creativity and the arts.

How we promote developing independence

Children are provided with opportunities to succeed and feel a sense of pride and are encouraged to speak confidently about themselves. We promote independence through daily challenges which are differentiated according to children's needs. The Learning Challenge Curriculum provides opportunities for children to ask questions and take the lead in their learning. Staff organise the classroom environment so that children can access resources independently in order to support their learning. Children's interests are captured and used to enhance the learning environment. Resources are sought on an individual basis so that all children can access the curriculum. The SENCO works closely with parents to develop Care Plans in order for children to access school independently.

How we measure and review your child's progress against their targets and longer term outcomes

Staff, parents, and children are involved at their own level in the planning and reviewing process. Consultation is key and high expectations for learners. Parents' views about their children's strengths and next steps are fully embraced as they know their children best. SMART achievable targets are established together with parents so that school and home are working in partnership. Targets are reviewed at least termly with parents and outside agencies are invited to share their observations and expertise during the review and next steps for learning. Parents

are fully informed about the ECHP process and supported throughout by school and are sign posted to SAIDSEND.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

All staff are involved in creating a welcoming and safe environment. We encourage feedback from parents and children. Classrooms are inviting and well maintained. Health and Safety of pupils is high priority for all learners. Sites and premises checks take place weekly lead by Andrea Tunney Head teacher. SEND and Health and Safety are items on the staff meeting agenda weekly, which focus on good practise and concerns which are acted upon.

How we include children with SEND in the life of our school

We are a fully inclusive school. Children's needs are shared with all staff where appropriate so that children can move with ease through school. Opportunities to access the whole curriculum are planned by staff for all learners in school. Every child is valued and made to feel part of the school community this is visible in the classroom, assemblies, outdoor learning, non-structured parts of the day such as playtime and lunchtimes and educational visits. Every child is a learner.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

Whole staff training and support is are provided as and when necessary in order to meet the needs of individual learners. Staff are fully supported by the SENCO through Pupil Progress meetings and Transition meetings in school. Staff meetings provide opportunities for staff to give feedback on training and share good practise. Training from the local authority or Community Nursing Service is sought to support individual children. Educational Psychology service provides training to address whole school needs when requested. Outside agency training has been sought to enhance the understanding of Autism through CYGNETS training and Emotional Health and Wellbeing through Thrive.

External support and expertise we can call upon to help us to meet children's needs

Early intervention is essential. School staff, together with the SENCO is proactive and will seek support and expertise from other settings, School Nursing service, ASCETS team, SALT, Occupational Therapy, Physiotherapy and Visual Inclusion. School staff, work alongside outside agencies to provide provision which meets the needs of children.

How we prepare children to join our school

Parents are invited to take part in a home visit when their child is ready for Nursery. Staff visit other settings of those children who are in a pre-school setting before children are admitted to Nursery or Reception. Staff and the SENCO have professional conversations with other providers to establish strengths and needs so that the classroom environment can be prepared for a happy transition. The SENCO works closely with pre-school SENCO's where children are being supported through an Early Years Child Centred Plan. Parents are invited into school to discuss their children's needs prior to their start date, in order to establish whether children need additional visits to their new class or a transition to a new setting book will be prepared.

How we prepare children to move on from our school

We have well established links with Norton Junior School. Both schools work together taking into consideration views of parents, class teachers, Head teachers, SENCOs prior to children moving on in order to promote a well organised journey of activities to prepare children for moving on in their learning. Small group work and moving on books are planned. Observations are made throughout the transition process this is communicated to all involved. Adjustments are made to ensure the process is meeting the needs of the children. Parents are invited to meet with other setting staff along with staff from Norton Infant school so that children and parents can be prepared for moving on during the school holidays.

How we deploy our resources to meet the needs of children with SEND

School Provision Map identifies groups of learners, need, intervention and outcomes. These are reviewed half termly. Resources are identified and deployed to those classrooms where they are needed. Resources boxes to meet individual children follow them through school.

Contacts for more information

Head teacher/ Principal: Miss Andrea Tunney

Governor Leadership Group: Mrs Suzanne Jobson

Address: Norton Infant School, Campsall Balk, Norton, Doncaster, DN6 9DG

Telephone: 01302 700743

Email: administrator@norton-inf.doncaster.sch.uk

Website: <https://norton-doncaster.frogos.net>

SEND Policies and SEN Information Report link(s):