



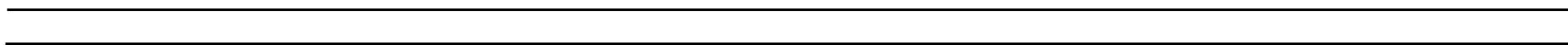
## Minet Nursery & Infant School- School Offer

Questions	School Response
<p><b>1</b> <b>How does Minet Nursery &amp; Infant School know if children need extra help?</b></p> <p><b>What should I do if I think my child may have special educational needs?</b></p>	<ul style="list-style-type: none"><li>• When children have been identified as having special educational needs or disabilities before they start at Minet Nursery &amp; Infant School, we work with those who already know them and use the information already available to identify and manage their needs within our setting.</li><li>• The progress of all our children is monitored regularly by class teachers and the senior leadership team through on-going assessment and effective data tracking systems.</li><li>• Any children not making expected progress in particular areas of learning are easily identified and a review of their learning needs will take place, as well as plans to support learning and improve progress. Parents/ carers and children are fully involved throughout this process.</li><li>• If you have any concerns about the progress or attainment of your child, you should speak to the class teacher in the first instance. The class teacher will then follow this up with the Special Educational Needs Co-ordinator (SENCO) as necessary. Should support from an outside agency e.g. Speech Therapy, Educational Psychologist, be needed the SENCO will work with you and the class teacher to gather the relevant evidence to process a referral.</li></ul>

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**2**      **How will school staff support my child?**

- Our team at Minet Nursery & Infant School work together towards meeting the emotional, social, physical and academic needs of individual children. Teachers, teaching assistants, welfare and administrative staff all care deeply about providing the best care and challenge for all children.
  - Good quality learning and teaching for all is at the heart of our inclusive ethos and values. Our first level of additional support is within the classroom with differentiated learning and appropriate scaffolding to promote independent learners. Our second level of additional support may involve more focused intervention which is often small group work following a specific intervention programme. Finally, our third level of additional support is aimed at more specific learning needs potentially with direct support from specialists or advisors. It is important to us that all interventions are monitored to ensure they have an impact in terms of developing a child's independence within the classroom and in real life.
  - Our class teachers and SENCO work together to determine what additional support may be needed and share this with parent/ carers through parent consultation meetings, or additional progress meetings as required.
  - Our whole school provision map outlines the range of intervention programmes we use to support children with specific aspects of learning. All intervention programmes in place have been carefully selected due to past success where children have made accelerated progress. Some programmes are long term, whereas others are more short term. The progress made is monitored half termly to ensure the additional support is having the expected impact.
  - Our additional provision plans detail what sort of provision (support) is in place for your child if they have special educational needs. It will record what outcome is expected, who is providing the support and for how long. Children and parents/ carers are encouraged to comment on the plan.
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**3 How will the curriculum be matched to my child's needs?**

- Our teachers are skilled in meeting the needs of different learners with a strong knowledge about the specific next steps in learning. They are clear on the expectations of quality first teaching – and this is regularly monitored by the leadership team. Through whole class learning and teaching we ensure effective inclusion of all pupils in high quality, everyday personalised learning including:-
  - Effective planning based on prior learning
  - Clear learning objectives which are verbally and visually shared with the children
  - High levels of pupil involvement and engagement with their learning
  - Effective questioning, modelling and explanation from the teacher
  - Talk for learning
  - Assessment for learning
  - Encouragement and specific praise
  - Reviewing learning and sharing next steps with children
- All teachers are provided with information outlining the needs of individual children. This is used to plan learning support for individuals and groups so that all pupils can fully access the curriculum and be challenged to make the best possible progress.
- All pupils have access to a range of resources to help support them within all lessons, for example word banks with high frequency words or topic words, practical mathematical equipment (Dienes, unifix, hundred squares, number lines etc.,)
- All teachers are encouraged to use a range of groupings to ensure that all pupils achieve to their highest ability.

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**4 How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- Children receive daily feedback on their learning, verbally and through the marking of their work. There is an ongoing dialogue between your child and their teacher about their next steps and if they need additional support in specific areas we work together to build in opportunities to address these needs. We occasionally use home contact books when we feel we need to provide more regular feedback about how your child's learning is progressing. This also provides an opportunity for you to tell us how your child is feeling about their learning at home.
  - Parents/ carers are invited to a consultation meeting with the class teacher to discuss the support that the school is providing and how you can help your child at home.
  - At this meeting we will talk about the progress your child is making and share ideas about how you can help them to do even better.
  - We offer support for parents when completing forms; often completing them together with SENCO. We will also help with reading and understanding reports from professional services when requested.
  - We share updates on the curriculum through our newsletters and/or website. Furthermore we forward any useful information to parents/ carers about local support groups or courses.
  - Parents/ carers are invited in to school to attend learning workshops or meetings so you can help your child at home.
  - We have a Family Support Worker so you can access support at home and develop the links between behaviour at home and behaviour for learning in school.
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**5 What support will there be for my child's overall well-being?**

- All children are supported with their social and emotional development through the curriculum, assemblies and at social times such as playtimes.
- We have two Welfare Assistants who the children are confident to visit when they need some attention or/ and First Aid. They supervise the administering of any prescription medicines, take care of pupils when they feel unwell. They liaise with parents to keep them fully informed.
- Pupil well-being is discussed with Learning Mentors during half termly inclusion meetings, in whole school staff briefings as needed. This is highly successful in sharing concerns about pupil well-being and whole school strategies of support specific pupil needs.
- Many staff are trained to support medical needs and many staff receive additional training, (e.g. Epi pens, Diabetes, Asthma).
- Pupil behaviour is managed in accordance with the school's behaviour policy (see **Behaviour Policy**) following an assertive discipline approach. Consistent behaviour management leads to good behaviour throughout the school. Behaviour Plans may be created for individual pupils.
- Pupil voice is encouraged in a variety of ways, including: School Council, Circle Time and regular discussions.

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- 6**      **What specialist services and expertise are available at or accessed by the school?**
- We have wide experience of liaising with a range of outside agencies. Support is access from:-
    - Language Support Teachers
    - Education Psychologist
    - Speech and Language Therapy – the school buys substantial support
    - Paediatric Occupational Therapy
    - Paediatric Physiotherapy
    - Advisory teachers for Visual Impairment & Hearing Impairment
    - Child and Adolescent Mental Health Service
    - School Nurse
    - CDC (in full)
    - HACCS (in full)
  - In school Specialist Provision is:-
    - N groups
    - H link
    - FMC
    - GMC
    - Precision teaching
    - 5 Minute boxes
    - TRACKS (in full)
    - ELS (in full)
    - R Recovery
- 7**      **What training have the staff supporting children with SEND had?**
- The SENCO is a qualified teacher (BA Hons).
  - Whole School INSET (In Service Training) provides training centred on inclusion and specific learning needs, e.g. Behaviour management for SEN.

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**8**      **How will my child be included in activities outside the classroom including school trips?**

- Our **Accessibility Plan** promotes involvement/ inclusion of all our learners. Where there are concerns about safety and access, parents/ carers are consulted and further thought and consideration is given and adaptations are put in place to ensure needs are met. Every effort is made to ensure that all pupils are able to access all opportunities available to them.
  
- Activities and trips are available to all.
  - We carry out risk assessments and put in place procedures to enable all children to participate. If a Health and Safety Risk Assessment suggests that an intensive level of 1:1 support is required, a parent/ carer may also be asked to accompany their child during the activity in addition to the usual school staff.
  - We ensure all staff are aware of the child's needs.

**9**      **How accessible is the school environment?**

- In accordance with the Accessibility Plan we make all reasonable adjustments to enable pupils to access a full curriculum. For example, all classes have ramps and there are several disabled toilets and a lift to the first floor.
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**10**      **How will the school prepare and support my child to transfer to a new school?**

- When children start in Nursery and Reception class, we offer a staggered induction programme to ensure children have sufficient time in small groups to settle in. Parents/ carers are invited to an introductory meeting in the Summer Term prior to the children starting and the children have several opportunities to visit the School and their new classroom. The school ensures that the SENCO and senior leaders are available during introductory and transition meetings to share and discuss specific needs or concerns. The school makes contact with nurseries and pre-schools to gain knowledge and key information. Before children start Nursery, staff do a home visit.
  - A member of staff attends the Annual Review Meeting of potential new-starters to ensure the best possible transition for a child with a Statement of Educational Need. Time is given for parents/ carers to meet the Reception teachers formally the week when the pupil starts, to share knowledge about needs and abilities. A further parent consultation meeting takes place later in October to share more details of the daily routine and areas of learning to be covered.
  - We run transition projects within school for all children. Looking at how the children are feeling about the transition, any concerns they might have and strategies to overcome any worries. This includes practical help: how to best organise themselves, how to ask for help and how to get the best from their new school. SEN pupils have extra transition visits to the Junior School if they are needed. These take place with the Learning Mentors.
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<p><b>11</b></p>	<p><b>How are Minet's resources allocated and matched to children's special educational needs?</b></p>	<ul style="list-style-type: none"> <li>• SEN has a specific budget heading for staffing and resources. Expenditure is monitored by the Headteacher, SENCO, Business Manager and Governors. Resources are allocated according to pupil need and to meet statutory obligations.</li> <li>• Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and receive a termly pupil progress report. There is a SEN Governor who has professional skill and knowledge related to SEN provision and takes specific responsibility for monitoring and evaluating the effectiveness of teaching and learning for children identified with a special educational need.</li> </ul>
<p><b>12</b></p>	<p><b>How is the decision made about what type and how much support my child will receive?</b></p>	<ul style="list-style-type: none"> <li>• The school designates children as School Action 1 if they need differentiated in class support. School Action 2 if they are withdrawn for an intervention within school. School Action Plus if they receive support from an outside agency e.g. Speech &amp; Language Therapy. Some children have designated Learning Support Assistants if they have either a Statement or an Education &amp; Health Care Plan.</li> </ul>
<p><b>13</b></p>	<p><b>How are parents involved in the school?</b></p> <p><b>How can I be involved?</b></p>	<ul style="list-style-type: none"> <li>• Every day we have a Soft Start when we encourage parents to come in and support their children with learning. We make parents very welcome.</li> <li>• Class teachers communicate regularly with parents/ carers.</li> </ul>

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**14 Who can I contact for further information?**

- Your first point of contact will always be your child's class teacher.
- Mrs Veale is the Headteacher.
- Mrs Head & Mrs Clark are the Deputy Headteachers.
- The SENCO is Miss Bartholomew

**All the above staff can be contacted through the school office on 0208 573 5177.**

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