

1. Ofsted registered business name and number:
Twerton Infant School OFSTED No: 109007
2. Who is your named Special Educational Needs and Disability contact?
Hala Langan
3. Provide a short paragraph about your ethos/mission statement for including children and young people with Special Educational Need and Disability (SEND). How do you aim to meet the unique needs of the child?
<p>Twerton Infant School and Nursery is committed to the inclusion of children with Special Educational Needs (SEN). We believe that all children should be equally valued in school and we are constantly striving to ensure that all of our children reach their full potential. We pride ourselves on creating a caring and safe environment where all children can thrive. We treat each child as an individual and take into account their different needs and backgrounds.</p> <p>We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.</p> <p>We believe that all children are special and that meeting a child’s needs is a shared responsibility. We value and endeavor to constantly promote the role of parents/carers as partners in ensuring their children make optimum progress.</p>
4. How do you identify that a child is not meeting appropriate age related milestones and what do you do in this case? How do you find out what matters to the child and their family?
<p>It is very important that all children have access to Quality First Teaching from the Class Teacher, however if your child is identified as having a special educational need, they may be supported by taking part in an additional intervention such as Thrive, Forest School or Reading Recovery. They may also be referred to our Speech and Language SLIP Therapist who visits the school once a week. Mrs Langan (Interim Deputy and Inclusion Leader) and Mrs Tidswell (Thrive Practitioner) are also Thrive trained and may carry out an individual Thrive assessment if there is concern about a child’s social, emotional and mental health.</p> <p>Your child may also have an Individual Education Plan(Assess, Plan, Do, Review), a Speech and Language IEP, a Thrive Action Plan or a Pupil Passport. These plans are regularly reviewed and will be shared with parents at Parent’s Evenings or at other points in the year as necessary.</p> <p>If it is thought to be necessary, your child may receive additional support from one of our TA’s. Subsequently, the decision may be made (jointly with the parents) to apply for an Educational Health and Care Plan.</p>
5. How do you promote positive relationships and ensure good, ongoing communication with families? How will families know what progress their

children are making, how to access additional support and what they can do at home to help?

If you have any concerns about your child's progress please talk to your child's Class Teacher first. You may also speak to Mrs Langan our SENCo and Inclusion Leader. You can ask your child's Teacher or the Office to book you an appointment or catch Mrs Langan on the playground doing morning duty.

There will be regular Parent Consultations throughout the year in addition to regular feedback from the Class Teacher and contact through Marvellous Me.

6. How will you communicate with other providers who care for a child, or with providers who will be caring for the child? How do you support children to experience a smooth transition to school or a different situation?

We have close links with other providers such as:

- SLIP Service Speech and Language Therapy
- School Nurse Services
- SASS (Specialist Autism Support Service)
- Paediatricians
- Educational Psychologist
- Brighter Futures – Social, Emotional & Mental Health support
- CAMHS - Child and Adolescent Mental Health Services
- Nurture Outreach - Reception
- Occupational Therapist

They may well visit your child in school. We also try to ensure that your child has a smooth transition into our school and also when they move on to a new school. We do this through meetings with the previous/next setting, visits, visual resources and working with children's and family's individual needs.

7. How do you provide an enabling environment for all the children in your care? Are there quiet areas and fully accessible spaces? What other adjustments can you make? What about the physical environment in and outside your setting?

As well as making sure that the classroom is accessible and enabling, we ensure that each classroom has a 'Safe Space' for children to access when needed. We do have a number of stairs in our setting but work hard to accommodate all children.

8. What qualities, skills and experience do you (and your staff) have to support a child's unique needs?

All staff have regular training to update our skills in meeting the needs of all children. We have a large number of experienced Teaching Assistants who are committed to ensuring that children feel safe and listened to.

Mrs Langan (Interim Deputy and Inclusion Leader) holds a SENCO Award qualification as well as a Thrive Practitioner Licence; Mrs Tidswell also has a Thrive Practitioner Licence.