



# SEN Information Report

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## Our Vision Statement:

"A Friendly, Creative Environment for Learning Together"

### The types of Special Educational Needs for which provision is made at the school.

Attention Deficit Disorder (ADD), Learning Difficulties, Emotional and Behavioural and Mental Health Issues, Language Difficulties, Development Co-ordination and physical disabilities, Attention Deficit and Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder, Attachment Disorder.

### How does school ensure that children who need extra help are identified early?

At Stannington Infant School we aim to identify the above needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential in line with the Every Child Matters (2005) agenda.

Children are identified as having SEN through a variety of ways

- Children performing below age expected levels
- Concerns raised by parents
- Concerns raised by teacher, for example behaviour or self esteem
- Consultations between teachers and leadership team with regard to progress
- Liaison with external agencies
- Health or medical diagnosis
- Consultation with pre-schools if appropriate

### What should a parent do if they think their child may have SEN?

Talk to the class teacher or the SEN co-ordinator Mrs Billingsley.

We pride ourselves on building positive relationships with parents. Parents have a responsibility to communicate effectively with professionals to support their child's education. In working with schools they should communicate regularly and alert them to any concerns they might have and fulfill their obligations under home-school agreements, which set out expectations of both sides.

## **Who will explain my child's progress to me?**

The class teacher will meet you on a termly basis at parent meetings and you will receive two written reports a year.

Review meetings will take place termly for children with SEN

## **How will school support my child?**

Each term teaching staff and support staff will map provision using the schools pupil tracking assessment system. The pupil tracker clearly identifies children who are not progressing satisfactorily and who may have additional needs. Staff will identify these pupils and plan wave 2 provision for such children which may include interventions including Early Literacy



Support Programme, Fisher Family Trust Programme, Gross Motor skills, Picture Me Reading as appropriate to the individual needs of the children. Some children are given a Special Educational Needs support plan with specific targets so that it is easy to track their progress. A teaching assistant may work with your child either individually or as part of a group in the classroom.

## **How are Governors involved and what are their responsibilities?**

The SENCO reports to Governors each term outlining the interventions in place and the impact these have made on pupil progress; this report does not refer to individual children and is confidential.

There is a link Governor for SEN, this is Jacqui Shepherd.

The Governors agree priorities for spending within the overall aim that all children receive the support they need in order to make progress.

## **How do teachers match the curriculum to an individual child's needs?**

Learning is pitched at a level to ensure all children are able to access it according to their specific needs. Within a class, work is set at three different levels, although where required this will be individually differentiated for specific children.

Learning environments throughout school are created in line with the principles of Communication Friendly Spaces by Elizabeth Jarman. Communicate in print is used throughout school.



## **How are the school's resources allocation and matched to children's Special Educational Needs?**

We ensure that all children with Special Educational Needs are provided for to the best of the school's ability with the funds available. We have a team of teaching assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs. The budget is allocated on a needs basis.

## **How will my child be included in activities outside the classroom including educational visits and forest school?**

We aim for every child to be included on educational visits and outdoor learning. We will aim to provide the necessary adaptations after consultation with parents to ensure this happens. A risk assessment is carried out for all off site learning to ensure health and safety is not compromised. In the unlikely event that it is considered unsafe for a child to participate then alternative activities, covering the same learning, will be provided in school.



## **How does the school judge whether the support has had an impact?**

Progress is reviewed every half term by the class teacher, SENCo and Senior Leadership team. This is discussed with parents at review meetings and used to identify future targets.

## **What training have the staff supporting children with SEN had or are currently having?**

The SENCO attends locality meetings to update and revise developments in Special Educational Needs and Inclusion

Meeting additional needs and Inclusion issues are targeted each year through termly Inclusion working party meetings and through the Improving Outcomes Plan. In service training and individual continuous professional development is arranged to meet needs.

In house additional needs and Inclusion training is provided through staff meetings by the SENCO or outside agencies e.g Learning Support, Speech and Language Therapist, Educational Psychologist in line with the Improving Outcomes Plan and staff professional development.

There is a rolling programme of professional development to enable high quality teaching. Staff have recently received training on the new SEN Code of Practice, delivering individualised speech and language programmes and Makaton.

## **How will school consult with parents?**

Under the new code of practice the partnership between parents and the school is a major role. The views and beliefs of parents are an important aspect when undertaking any special needs work within school. We endeavor to always keep parents fully aware and informed of any information related to their child and their Special Educational Needs. Where possible the school will endeavor to inform parents about wave 2 provision through parent workshops to explain the intervention programme their child will be part of and to ensure that parents understand their role in supporting their child's learning. We believe that parents' involvement is an essential ingredient towards ensuring that the school policy succeeds.

The first point of contact must be the class teacher who makes the initial diagnosis of a child's difficulty with the curriculum. We will inform parents when the school first identifies a child has SEN.

## **How will school consult with children?**

All children and young people have rights, therefore children have a right for their views to be sought and considered when undertaking decision regarding their education. Ascertaining these views may not always be easy, very young children and those with communication difficulties may present a challenge, but the principles of seeking and taking account of the ascertainable view of the child is important.

We have Class Council sessions once per half term and a School Council who use these views to make whole school decisions.

Our whole school ethos involves asking pupils about their learning and their interests are planned into our theme work. Children's views and aspirations are included in review meetings as well as in on-going learning.



## **How will the school prepare and support my child when joining the school and transferring to a new school?**

We take children from multiple Pre-school settings and rely on their information with regard to transition. The Foundation Stage leader liaises with Pre-school practitioners. We carry out home visits prior to children starting school. If required we have offered additional visits, meetings with parents and other professionals.

We mix classes up from Foundation Stage to Y1 and Y1 to Y2 but not from Y2 to Y3. Classes are organised with priority being given to balance of academic levels; numbers of boys and girls; additional needs as well as friendship groups.



Most children move to Nook Lane Junior School. As part of this transition children visit the school and there are transition meetings between class teachers and SENCO's/ leadership team. The SENCO from the junior school attends summer review meetings.

### **How can I access the authority's local offer?**

A link to the website outlining the school's local offer can be found on our website [www.stanningtoninfants.co.uk](http://www.stanningtoninfants.co.uk) under the heading of inclusion.



**Reviewed: September 2018**  
**Date of next review: September 2019**