



# SEND Information Report

## Our Vision Statement:

“A Friendly, Creative Environment for Learning Together”

**Special Educational Needs and Disability Co-ordinator:** Rachel Billingsley

**Link Governor for SEND:** Charlotte Surridge

## What does Special Educational Needs and Disabilities (SEND) mean?

A child or young person has Special Educational Needs if they have a learning difficulty or disability which requires special educational provision to be made for him or her. This means that educational provision that is additional to, or different from that made generally for others of the same age in a mainstream setting in England.

## What are Special Educational Needs?

Special Educational Needs are catergorised into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

A pupil may have a need in more than one area.

## 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 SEND through a variety of ways

- ❑ Concerns raised by parents/carers, teachers or child
- ❑ 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 SEND?

- Please talk to us: Your child’s class teacher is the initial point of contact with parents
- If you have further concerns, please contact our SENDCO Mrs Rachel 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

we hope that you will communicate regularly and alert us to any concerns you might have and fulfil the obligations under home-school agreements, which set out expectations of both.

### **What is the SEND Register?**

This consists of a list of pupils within our school who have Special, Educational Needs and Disabilities. It contains information about their areas of need and the level of support they require. It is a legal requirement for all schools to have a SEND register and parents are informed and sign permission for their child's name to be included on the register.

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

The class teacher will meet with you twice during the school year for a parent meetings and you will receive a written report at the end of the school year.

Review meetings will take place termly for children with SEND. The class teacher, SENDCO and parents will attend the review meeting

### **How will Stannington Infant School support my child?**

The SENDCO oversees all support and progress of any child requiring additional support across the school. An initial assessment will take place to find out where your child needs support or intervention. Each half 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.

We work with a 'graduated approach'. This means that we will adapt the teaching in the class to meet your child's needs. This can be illustrated by our SEND Flowchart (available on the school website)

If your child needs additional support, we may support your child in a small group. This group may be in or outside the classroom. This group may be taught by your child's class teacher or a teaching assistant. The intervention will be reviewed regularly by those involved to ensure that it impacts upon your child's progress and to help with future planning.

Sometimes a child will need more expert support from an outside agency which included Learning Support, Speech and Language Therapy or the Educational Psychologist. We will ask your permission to make a referral to these services. They will usually come into school and work with your child. They will write a report for school and parents that we will share and explain with you. When your child has the involvement of outside agency support we will write a Special Educational Needs support plan which outlines outcomes and support that will be put into place for your child.

If your child's progress continues to be of concern / or has additional needs and requires an individualised approach to their learning with other services joining together, an Extended Support Plan will be written by the school in collaboration with you and any additional services. The Extended Support Plan will detail your child's background and history, your child's strengths and needs for the four areas of Special Educational Needs and have outcomes and the support your child will receive.

### **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 SEND who is Mrs. Charlotte SurrIDGE.

The Governors at Stannington Infant School are responsible for overseeing the progress of all pupils in the school. Mrs. Charlotte SurrIDGE is our named Governor responsible for pupils with SEND. The Governors agree priorities for spending with the overall aim being that all children receive the support they need to make progress and achieve their potential.

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

Learning is meticulously planned to ensure all children are able to access it according to their specific needs. Teaching is adapted using a range of strategies including; scaffolding class, and visual and practical resources, additional adult support, oral rehearsal and reduction of cognitive load. The work is adapted to an appropriate level so that pupils can access learning according to their needs. When a pupil has been identified with Special Educational Needs, the teaching and work may be adapted individually. This may be through the use of questioning, how much support they receive, alternative methods of recording or personalised learning bespoke to the targets on their Special Educational Needs Support Plan. If appropriate, specialist equipment may be given to your child should they require it to support their learning e.g writing slope, pencil grip, adapted scissors. If you would like further information on how your child's learning is adapted, please feel free to speak to your class teacher.

### **How will I know how well my child is doing?**

Please feel free to come and talk us. Your child's class teacher will meet with you twice during the school year and you will receive a report summary at the end of the academic year. Special Educational Needs Review meetings will take place each term with parents, your child's class teacher and the SENDCO, Mrs. Billingsley. During the meeting we will share the progress your child has made towards the targets on their Special Educational Needs Support Plan or Extended Support Plan.

### **How is the decision made about what type and how much support my child will receive?**

We consult with parents, the class teacher and the Senior Leadership Team. Decisions are based on the tracking of pupil progress and as a result of assessments within school and those completed by outside agencies and professionals.

### **How will I be involved in discussions about and planning for my child's education?**

We encourage all parents/carers to contribute to their child's education. This may be through:

Discussions with the class teacher

Parents meetings

SEND Review meetings

Meetings with support and external agencies

Discussions with Mrs Binns and Mrs Billingsley

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

Under the Special Educational Needs Code of Practice (2015) the partnership between parents and the school is key in supporting children. The views and beliefs of parents are an important aspect when undertaking any special needs work within school. We endeavour 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 endeavour 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 note of concern relating to a child's difficulty with the curriculum. We will inform parents when the school first identifies a child has SEND and a letter of consent to be placed on the SEND register will be sent to parents following a consultation with the class teacher and SENDCO..

## **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 decisions 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.



## **Who will help me to support my child's learning?**

Each year group will set weekly home learning via the Google Classroom platform. This has work that you can do at home with your child. Your child's class teacher will support you in adapting your child's learning giving practical support and modelling where needed.

## **What support will there be for my child's wellbeing?**

At Stannington Infant School we prioritise pupils Social, Emotional and Mental Health and offer pastoral support for pupils to include:

- A Personal, Social, Health Education and citizenship curriculum that aims to provide pupils with the knowledge, understanding and skills they need to develop a positive sense of self, emotional and social knowledge, well being and regulation.
- Pupil and parent voice questionnaires
- Small group evidence-led interventions to support pupils emotional wellbeing e.g Good to be Me, Wise Behaviours

Pupils who find unstructured times difficult are provided with alternative opportunities within school e.g jobs squad, Lego therapy club

- The school has a Behaviour Policy, Anti-Bullying Policy, SEND policy, Equality Policy – all of which are regularly reviewed. Inclusive practise is embedded throughout all of our school policies and the ethos.
- Access to a weekly mental health worker to work with children and their families 1:1 to support social interactions, emotional wellbeing, parenting and resilience.

### **How will my child be supported if he/she has a medical need?**

If your child has a medical need, an Individual Health Care Plan will be written with the support of medical professionals and parents. Where necessary and in agreement with parents/carers medicines are administered in school where a signed medicines consent form is in place to ensure the safety of both the pupil and staff member. There are designated staff in school who administer and supervise medications and who will complete formal training where required. For more information, please see the Health and Safety and First Aid and Medicines Policy.

### **What specialist services are available at Stannington Infant School?**

At times it may be necessary to consult with other professionals from outside agencies to receive specialist expertise and advise. This will only be undertaken after parental permission has been given and may include:

- Learning Support Teacher – we employ our own Peak Edge Trush teacher. Jessica Bailey who will work with your child, assess their needs and provide a report for you and the school with details of your child's needs and appropriate support
- Educational Psychologist – will provide specialist advice and support for a variety of special educational needs
- Speech and Language Therapy – for speech and language needs including social, communication
- Ryegate Children's Centre – includes Neuro disability specialists, Occupational Therapy, Physiotherapy
- Autism Team – specialist support and advise for children with Autism and social communication needs
- Early Years Inclusion – specialists support for children under 5 and their families
- Health Partners – including school nurse, dieticians, vision support service, hearing support service, Healthy Minds mental health practitioner

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

Progress is reviewed every half term by the class teacher and Senior Leadership Team, including the SENDCO.

### **What is an Education and Health Care Plan and what is the process?**

An Education and Health Care Plan (EHCP) is a statutory document which details the individual needs of the child, the outcomes for their learning and the provision the school must legally provide. It is written by the Local Authority using evidence from the child, parents and a range of professionals

including the Educational Psychologist. It is reviewed annually as part of the child's annual review. The SENDCO Mrs Billingsley can give you further information about the EHCP process.

### **What is Stannington Infant School Integrated Resource and how do children access it?**

Stannington Infant School has an eight place integrated resource provision for pupils with a designation of Communication and Interaction. An integrated resource is a more specialised provision for pupils with speech, language, communication and interaction needs, including Autism. It has a higher pupil to adult ratio compared to mainstream education. All pupils need an EHCP to access the integrated resource and applications are made to the Local Authority to gain a place in the Integrated Resource – this is not the school's decision as the Integrated Resource is a Local Authority owned provision. All pupils will work on individual outcomes on their EHCP as well as working within their mainstream classrooms. If you would like more information about the Integrated Resource, please feel free to talk to Mrs Billingsley or Mrs Binns.

### **How will my child be included in decisions regarding their education?**

All children have rights, therefore children have a right for their views to be sought and considered when undertaking decisions regarding their education. Ascertaining these views may not be easy, very young children and those with communication difficulties may present a challenge and we will use visual support to help children to express themselves.

### **How are the school's resources allocated 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 who work both within class supporting pupils learning and also deliver programmes designed to meet both individual and groups of children's needs. The budget is allocated on a needs basis. If your child has an Education and Health Care Plan (EHCP) the provision your child needs is included within this plan.

### **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.



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

The SENDCO attends half termly Family of School and Integrated Resource meetings to ensure regular professional development and to receive advice to support individual pupils with Special Educational Needs.

In order to meet the additional needs of pupils we have planned professional development throughout each year to ensure all staff keep their knowledge up to date with regards to best inclusive practice to support pupils with a range of Special Educational Needs.

In addition to this the SENDCO will organise training from outside agencies including e.g Learning Support, Speech and Language Therapist, Educational Psychologist and Behaviour Support when specialist training is needed.

There is a rolling programme of professional development to enable high quality teaching. Staff have recently received training relating to developing Social, Emotional and Mental Health, Birmingham Toolkit, Trauma Informed Practise, Dyslexia, Speech, Language and Communication interventions. We continue to prioritise our Healthy Minds Champion School project and have a mental health worker in school every Wednesday to further support the development of emotional resilience, wellbeing and regulation of individual pupils and their families and small groups of pupils.

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

We have many strategies in place to enable pupils' transitions to be as smooth as possible. 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 SENDCO from Nook Lane Junior attends summer term review meetings. If your child has been offered a place in the Integrated Resource at Nook Lane we also liaise with Mrs. Shepherd, The integrated resource manager to support your child's transition.

### **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.

