

SEND Information Report

What kinds of Special Educational Needs is provision made for at our school?

Martin Frobisher Infant School is an inclusive school where every child matters; we aim to address children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement. Our school's SEND policy document is available on this website, detailing our philosophy in relation to SEND.

Additional and/or different provision is currently being made in school for children with a range of needs, including:

- Cognition and Learning – Moderate learning difficulties; Specific learning difficulties.
- Sensory, Medical and Physical – visual impairment, sensory processing difficulties, epilepsy, cerebral palsy.
- Communication and Interaction – autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Social, Emotional and Mental Health –attachment disorder.

- Our team of teachers and teaching assistants have experience and training in planning, delivering and assessing a range of intervention programmes.
- All staff have undertaken training on the SEND reforms in September 2015.
- SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of our children.
- The school has close links with outside agencies and regularly draw on them for advice and expertise.
- The SENDCo is a member of the senior leadership team and will plan and undertake monitoring activities according to current need once per half term.
- The SENDCo will feedback to the headteacher at least once every half term to review and plan the training, guidance and advice that staff across the school need to ensure they meet the additional learning requirements of our children.
- Our school has had many adaptations to ensure it is wheelchair/walking frame accessible and has specialist changing areas with electronic hoists installed and a sensory room is available for use in nursery.

What are school's policies with regard to the identification and assessment of children with SEN?

Children with a special educational need or disability have difficulties that call for special provision to be made. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

If assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENDCO will become involved if the teacher and parents feel that the child would benefit from further support and they will be placed on the SEND register. The SENDCO will then take the lead in further assessments of the child's needs. There may be the requirement to involve additional professionals such as the Educational Psychologist to support in making these assessments.

What are the arrangements for preparing and supporting children who are transferring to the next phase of education?

- Children in Foundation Stage are well prepared for the transition between Nursery and Reception because of the effective communication and teamwork between all staff who work in each phase.
- As children transition from Reception to Year 1 key information is shared about children's characteristics of effective learning and the outcomes from the end of Early Years Foundation Stage

Profile. Information about children who have not met the expected levels by the end of the reception Year is shared with the Year 1 class teacher so that provision can be put in place ready for the child to start in Year 1

- We have a very thorough transition plan for children in our year 2 classes. We have very good relationships with our feeder schools and share information to support all children's learning and well-being during transition.
- Teachers from our school and the receiving school attend transition meetings where all essential information is shared with the new teacher and SENDCo.
- Children with a Statement of Special Educational Needs will have an annual review early in the spring term and the SENDCo from the feeder school will be invited to attend so that any relevant information can be shared early and aid transition.
- Additional support is provided as necessary for individuals or groups of children with SEND which may include but is not limited to: additional visits to their new school, making transition books, opportunities for staff from the child's new school to visit them at our school.

How will a child with SEN be taught and what additional support for learning is available to them?

- The fundamental aim of our school is to develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Wherever possible adaptations and support will be provided for children with SEN that enable them to be taught in class alongside their peers.
- As a school Quality First Teaching is clearly defined in our Teaching and Learning policy and on our Provision Map and we have high expectations that all staff will deliver this for all children.
- School offers a range of interventions that are delivered depending on current need.
- Training for staff, delivery of interventions and support and the obtaining of specialist equipment is organised depending on the current needs of our pupils.

What are the arrangements for consulting parents of children with SEN and involving them in their child's education?

- We work in partnership with parents to support each child's well-being, learning needs, progress and aspirations.
- We operate a system where parents can work with their child in class each morning. During this time brief conversations can be had with the class teacher whilst appointments for longer conversations can be made for the end of the school day.
- Open house sessions will be held in each term which will provide parents with the opportunity to find out more about the learning taking place in school.
- We will run 'How we do it' sessions throughout the year where we will model our approaches to teaching and learning, including phonics and maths.
- Our Governing Body includes several Parent Governors. The Governors also run a parent forum with different foci throughout the year.
- Communication between our school and all parents is vital to ensure all our children make good progress and that parents/carers are kept fully informed of this progress.
- We will invite all parents to a Parent's evening twice a year and will write an annual report on all children's progress.
- When appropriate parents/carers may be contacted throughout the term to discuss the support the school is providing and the progress their child is making and how they can support at home.
- If a child has an OPP, IBP or MSP Parents/carers will receive a copy and be provided with the opportunity to share their views.
- If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP); parents and all professionals involved will be invited to an Annual Review Meeting to discuss the child's progress and to contribute towards setting future targets for the child.
- If it is felt that a parent/carer needs access to specialist training or learning to better support their child then our school will aim to support this in any way that we can.

What are the arrangements for consulting children with SEN about and involving them in their education?

- Wherever possible and when appropriate, children are involved in writing their own OPP's.
- OPP/EHCP/MSP targets are set and reviewed with the child.
- Children are invited to attend key meetings such as annual reviews.

What are the arrangements for assessing and reviewing pupils' progress towards outcomes and how are pupils and parents involved in this?

Teachers assess children's learning on a regular basis and their attainment is tracked and monitored carefully by teachers and the senior Leadership Team.

A pupil with an SEN will have outcomes set by and for them within their 'My support plan' or EHCP. These outcomes will be broken down into short term targets which will form part of their One Page Profile. A pupil's One Page Profile will be reviewed and updated on a regular basis by the class teacher and/or SENDCo. Parents and the child will be invited at this time to discuss whether short term targets have been achieved or not, and the progress made towards outcomes.

What specialist services and expertise are available at or accessed by our school?

- Educational outside agencies we access include but are not limited to: Educational Psychology (EPS), Behaviour Support Service (BSS), Learning Support Service (LSS), Communication, Interaction and Access Team (CIAT), Speech and Language Therapists (SALT), Children's Sensory Impairment Team (CSIT), Occupational Therapy (OT), Physiotherapy (PT) and Child and Adolescent Mental Health Service (CAMHS). If children are not making the academic progress we would expect as a school we will seek support from these agencies and make the necessary referrals with the consent of parents/carers.
- At least twice yearly the SENDCo meets with the Educational Psychology Service (EPS, the Communication, Interaction and Access team (CIAT) and Learning Support Service (LSS) to discuss the progress of children on their caseload and identify how the school can support their next steps. These external agencies offer several consultation 'Drop in' sessions for school staff throughout the year which allow teachers and support staff to discuss any concerns they have about the progress children are making and how best they can be supported.
- We work with Social Services, Targeted Youth Support (TYS) and Community Police
- When buying in additional services the SENDCo monitors the impact of any intervention against the cost to ensure a value for money service.
- All external support agencies we work with are fully vetted in terms of safeguarding.

What additional Support is available for pupils with SEN?

- Most of our children's SEND needs can be met through Quality First Teaching in the classroom and intervention groups.
- When the school identifies the need for additional intervention to enable a child to make progress, the parents/carers will be informed of the planned support and may be invited to a meeting to discuss this further. A One Page Profile (OPP), Individual Behaviour Plan (IBP) or My Support Plan (MSP) will be created. This will detail the exact support the child will receive. A copy of this will be provided to parents/carers who will be given the opportunity to contribute their views.
- If appropriate we may seek additional advice from external agencies to support setting appropriate targets for your child. If a referral to an external agency is thought to be appropriate parents/carers consent will always be requested.
- At our school we continually monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the input we expect for children. Our SENDCo monitors the OPPs, IBPs and MSP termly to ensure children's individual targets are appropriate and realistic and can be met.
- As a school we identify the range of interventions in place to support children on a provision map.
- Interventions are delivered by teachers and support staff as appropriate and progress will be monitored throughout.

- The governors of our school are responsible for monitoring the effectiveness of the provision in place for children identified with SEND and they receive a report from the SENDCo on the progress of children with SEND termly.

How are adaptations made to the curriculum and the learning environment of pupils with SEN?

- Our school is committed to providing a broad, balanced and engaging curriculum that meets the needs of all our children. Individual class teachers differentiate the learning within each lesson so that children are able to access the curriculum at an appropriate yet challenging level.
- All teachers are provided with information about the needs of individual pupils so that they can plan the learning within the curriculum which ensures that all children are able to make progress. Teachers and support staff will use a range of resources and equipment that support children's understanding in a range of subjects.
- Our school is all on one level and has open spaces between classrooms. Classrooms are organised to meet the access needs of individuals in each class.
- We have extensive outside space which provides a range of challenge for all learners.
- If children require additional equipment to be able to fully access the facilities in school then specialist advice will be sought from the professionals supporting individual children.
- If you or other members of your family need additional support regarding accessing the school on a daily basis or for attending events during the school year please contact the SENDCo.

What expertise and training do staff have to support pupils with SEN and how is specialist expertise secured?

- Our school responds to the individual needs of the children who attend our school and will seek support as necessary.
- We regularly invest time and money to improve the Quality First Teaching for all our children. We then develop individual staff to enhance their skills in delivering specific group and individual interventions.
- Our SENDCos are qualified and experienced teachers who receive on-going training to develop SEND provision within school.
- All our teachers hold qualified teacher status and all support staff receive regular training to best support our children with SEND.
- We regularly invite outside agencies who are working with our children to provide training to all our staff. Recently our teachers have received training on writing effective OPPs, supporting the development of Speech and Language and moving and handling training.
- Child Protection Training is routinely undertaken by all staff to support in the early identification of need.

How is equipment and facilities to support children and young people with SEN secured?

- Our school's finances are monitored regularly and we utilise all resources to support our strategic aims for all children, as well as for individual children
- We follow advice from outside agencies working with our children when specialist equipment and resources are required.
- We regularly monitor the cost implications of our interventions against the impact for children to ensure 'value for money'.

How do we evaluate the effectiveness of provision for children with SEN?

- The SENDCo monitors and evaluates the impact of any interventions being delivered- at least termly.
- The SENDCo uses attainment and progress data for children with SEN across the school.
- Use of pupil/parents interviews/questionnaires.

How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEN?

- Our SEN policy promotes involvement of all children in all aspects of the school curriculum. This includes outdoor learning, after school clubs and educational visits.
- A risk assessment will be carried out and any adaptations will be made as necessary to ensure all children can access educational visits. When appropriate parents may be asked to support the risk assessment process to ensure their child's needs are fully met and every eventuality is planned for.

What support is available for improving emotional and social development?

- The well-being of all of the children at our school is paramount. All children are supported with their social and emotional development through our school curriculum and extra-curricular activities.
- Additional support from specialist staff from within the local authority is accessed for individual children as appropriate. A tailored personal plan may be put in place for those children with the highest need.
- Our behaviour and anti-bullying policies are robust and provides guidance on our expectations, rewards and sanctions for all adults and children in our school.
- We regularly monitor attendance of all our children including those with SEND and take the necessary actions to prevent prolonged absence. Mr Warnock is available to speak to parents/carers when needed if extended absence is needed due to children's SEND needs.
- Relevant staff are trained to support the medical needs of individual children and all staff are trained in safeguarding all children.
- Children's views are sought through the school council and other forums through the school year.

Who can I contact for further information or if I have any concerns?

In the first instance, parents/carers are encouraged to talk about any concerns with their child's class teacher. For pupils with identified SEND, further information can be obtained from the SENDCo: Mrs L Carter (headteacher@martinfrobisher.wakefield.sch.uk)

If you want to make an appointment with the SENDCo please call into the school office or telephone the school on 01924 897814 and a mutually convenient time will be arranged.

There is also information for parents available on the Wakefield Local Offer Site.

<http://wakefield.mylocaloffer.org/>

Wakefield Early Support Advice Information Liaison (**WESAIL**) is available to parents and carers of a child or a young person, who has, or may have Special Educational Needs and/or Disabilities (SEND) aged 0-25 years who are living within the Wakefield District. They offer support and guidance about SEN policies, procedures and provision. Advice on individual cases through a telephone help-line or home visit and support parents with completing paperwork and preparing for and attending meetings. They can be contacted at:

- **Telephone:** 01924 304152
- **Email:** WESAIL@barnardos.org.uk
- **Like our Facebook page:** [Wesail Wakefield](#)
- **Website:** www.barnardos.org.uk/wesail-wakefield
- **Address:** Barnardo's Wakefield Services, Room 249, Castleford Civic Centre, Ferrybridge Road, Castleford, WF10 4JH

The school complaints policy can be found in the policy section on the school website if parents feel that we have not addressed and met their child's SEND needs.