

Harefield Infants
Schools Information Report

On

Special Educational Needs and Disabilities

We are a mainstream infant and nursery school that promotes respect, values differences and encourage our children to be honest, healthy, independent and successful members of our school and the wider community. We will make all reasonable adjustments to include children and remove barriers to learning to prevent disadvantage, promote equality of opportunity and foster good relations.

This report sets out how we implement our policies and procedures to identify and support children with special educational needs and disabilities.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

We aim to work in partnership with our parents/carers to provide the best possible outcomes for their children. If you have any concerns about your child, talk to the class teacher in the first instance. You may wish to then meet with the Inclusion Manager for further advice and support. The Inclusion Manager may contact outside agencies for advice and with parent's consent, refer children for specific assessments, for example an occupational therapy assessment.

Regular communication with parents/carers with regard to their views, wishes and feelings and those of their child are listened to and become part of all planning to support their child.

Class teachers plan for children through ongoing observation and assessment of their learning and development. All children are monitored through 'Pupil Progress Meetings' that are held between the class teachers and the Headteacher. The Inclusion Manager may also be present and other members of the school leadership team.

Children identified at risk of delay or who may appear to have a difficulty with learning will be offered extra teaching or other rigorous interventions put in place after consultation with their parents/carers. The impact of interventions on children's progress is reviewed regularly through observation and assessment.

How will school staff support my child?

Each class teacher provides differentiated access to the curriculum tailored to meet children's individual needs. Together with a team of learning support assistants, they work with children through whole class, small groups or 1-1 sessions using multi-sensory approaches and ICT. Children with English as an additional language may be offered extra support to develop their acquisition of the English Language, if deemed necessary.

The Inclusion Manager works with class teachers to ensure children with SEND receive the appropriate support.

How will I know how my child is doing?

The school has high aspirations for all children and through regular training and monitoring, ensure that teachers offer quality first teaching.

Parents/carers are invited to regular meetings and events where they can discuss their child's progress and continue to support their child at home. A home school link book may be used with some children and their parents/carers.

Children that may be at risk of delay will, in consultation with parents/carers, be offered intervention programmes such as 'Sandwell Maths' or 'Talk Boost'.

Children may have individual education plans that parents/carers contribute to. They set out specific targets and strategies that are reviewed regularly.

Parents/carers of children who receive support from outside agencies such as an educational psychologist (EP), will meet the EP and have written reports and targets shared with them.

Children who require ongoing additional and different support may require an Education Health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary to make provision in accordance with an EHC plan. The purpose of the EHC plan is to make special educational provision to meet the needs of the child to secure the best possible outcome for them.

The effectiveness of the school's provision for children with SEND is evaluated, reported to governors and monitored by Ofsted.

How will the learning and development provision be matched to my child's needs

Where a child is identified as having a special educational need or disability, we immediately put in place support in the form of a four-part cycle of 'Assess, Plan, Do, Review', through which decisions and actions are revisited, and revised with a growing understanding of the child's needs and what supports the child in making good progress and securing good outcomes.

This is known as the 'graduated approach'. It draws upon more detailed approaches with more specialist and expertise in order to match interventions to meet the needs of the child. Regular 'team around the family' meetings are held where all professionals and parents/carers discuss how best to continue to support the child to make progress.

The child and their family are at the centre of all decisions made and are actively encouraged to participate fully expressing their views and wishes.

What support will there be for my child's overall well-being?

Children's well-being is of the utmost importance to us. This is because children who feel good about themselves and are well, are more able to be active learners and more likely to be motivated and enjoy succeeding at new challenges. We work closely with parent/ carers to ensure children's well-being is continued from home to school. We run two parenting support groups weekly, or parents may be signposted to services that support families in the home. We employ an Art Therapist and a Drama Therapist, to work with children on a 1:1 basis or in a small group and we run a programme called Seasons for Growth for those children who have suffered any form of trauma or bereavement.

We promote positive behaviours and attitudes through quality first teaching and good classroom management. The school has a comprehensive set of policies available on the website that supports children's well-being. For example, Child Protection, Behaviour and Attendance policies.

Children are taught personal, social, health and citizenship education discreetly throughout the day and through some focused teaching sessions. For example to think about how their behaviour and words can impact on others, and how to protect themselves from danger.

We can also access support from Child and Adolescent Mental Health Service.

We follow the statutory guidance '*Supporting pupils at school with medical conditions*' April 2014 to provide the best possible care for children with medical conditions. We have a nominated person who is responsible for ensuring those children with medical needs receive their treatments and or medication accurately. We liaise with parents and children and draw up personal care plans tailored to meet the child's needs. Wherever possible, the child is supported to manage their own medical needs.

What training have the staff supporting children and young people with special educational needs and disabilities (SEND) have?

Staffs receive training to support children with SEND through a variety of methods. These include staff training days, meetings, courses and support from the Inclusion manager.

All our teachers and learning support receive training on any new interventions introduced to the child/school. The school has regular contact with their attached speech and language therapist who provides ongoing training tailored to our children's needs.

We have access to a range of services available that include:

- Specialist Advisory Teachers for visual impairment, physical and neurological impairment, and autism
- Education psychology team
- Occupational and physiotherapist service
- Speech and Language therapists
- Language Advisory team
- Behaviour support
- Social Care services
- School nurses and health visitors

Learning support staff are carefully utilised to ensure that children who require additional and different support receive the most appropriately trained adult to work with. For example we have staff trained to support children with physical disabilities and maths difficulties.

As a school we are working towards achieving the Quality Mark for Inclusion.

How will you help me to support my child's learning?

We firmly believe and understand that parents/carers know their child best and are their first educators. We know that working in partnership with children and their family provides continuity and better outcomes for children.

We want our parents/carers to feel welcome and part of the school and offer a range of methods for you to be involved with your child's education and school life. For example, curriculum workshops, class teacher and parent consultations and meetings with the Senco, deputy headteacher or headteacher.

We operate an open door policy and are often available for informal chats about your child. We have a Parent support worker, who runs parenting sessions for those who wish to attend.

All parents receive an annual report about their child's progress.

All parents automatically become part of the Friends of Harefield Association whose

main aim is to support the school in whichever way is needed.

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

We have a parent on our Governing Body who contributes to all aspects of children's education. For example when policies are devised or revised. All parents have access to policies and procedures on the website and views are encouraged and welcomed.

We have a nominated governor for SEND who in collaboration with the senior leadership team, monitors provision offered to children.

We follow the 'Philosophy for Children' method of teaching and learning, which encourages children to reason and be more reasonable. We also practice meditation daily. This enables children time to sit and be still in order to establish calmness, resulting in readiness for effective, reflective learning.

Parents and their child are involved as fully as possible in the child's education. For example children regularly assess their own learning as to how challenging they found a task, sometimes drawing smiley faces or gesturing thumbs up or down. Class teachers talk to children and encourage them to reflect on their learning and what their next step may be. When children find learning difficult they are supported in thinking about what would help them achieve better.

Regular surveys are conducted through simple child interviews to ascertain how teaching and learning can be improved for children.

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

We aim to offer a fully inclusive learning environment for all children. Risk assessments are carried out and reasonable adjustments will be made to improve access to school and on trips and events outside of school. Parents will be fully involved during this process.

How accessible is the school environment?

Our school is on one level which improves access for all children. Staffs apply a range of strategies and resources to make learning and the environment accessible to all.

'Learning walks' monitor the access to learning, where for example displays, use of ICT, and classroom organisation are checked to ensure children have independent access to resources. Teaching methodology applying visual, auditory and kinaesthetic strategies are monitored during focused observations of teachers.

The school leadership team and governors regularly review and evaluate the breadth and impact of the support offered to children/families. We give thought and preparation to what children may require and what adjustments may need to be made to

prevent disadvantage.

Who can I contact for further information?

Usually you would talk to your child's class teacher in the first instance for advice and information about your child.

You may wish to speak to the Inclusion Manager, who both have additional knowledge and skills in supporting children with SEND and who can sign post you to further services available.

You may of course wish to speak to a member of the nurture team - Mrs Boden who is our Family and Learning mentor or Mrs Hook who is our welfare support. You will usually find it easier to make an appointment through the school office so that enough time is given to you to meet.

Additional information is on the school website where all policies and procedures can be accessed.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

Transition for all children is planned for. This includes preparation before a child moves into another setting/school and when a child joins us.

For children with SEND, we support the transition to and from our school to a new school seeking agreement from parent/carers about sharing information to enable the receiving school to plan accordingly to meet the child's needs.

We work to gain as much information as is available in preparation for children coming to us. This may include, a home visit, a professionals meeting, and or an interpreter.

How are the school's resources allocated and matched to children's special educational needs and or disabilities?

A SEND budget is allocated each financial year. It is to provide high quality and appropriate support that will enable children to make good progress. The Inclusion Manager, Headteacher and governing body establish a strategic approach to allocating resources.

How is the decision made about how much support my child will receive?

All children receive quality first teaching. Through a cycle of observation, assessment and planning, individual children's needs are planned for.
Some children will be offered extra teaching and or intervention programmes.
A few children will be offered specialist support which could mean 1-1 adult support or particular resources as recommended by professionals. Regular meetings with parents/carers and professionals will decide if a child requires further support through an EHC plan and an application will be made to the local authority.

Where can I find out about the local authority's local offer of services and provision for children and young people with special educational needs and disability?

The Hillingdon local offer can be accessed at:

www.hgfl.org/localoffer