

Introduction

Woodfield Infant School is committed to safeguarding and promoting the welfare of all children and expects all staff (and volunteers) to share the commitment. We are a large town infant school with children ranging from 4 to 7 years old. There are currently 9 classes within our school and we seek to ensure that all children, including those with special educational needs or disabilities (SEND) make expected or better progress in their learning and are fully integrated into the life of the school.

In our 'SEND Information Report' we aim to explain how Woodfield Infant School approaches the identification of SEN (Special Educational Needs) and the provision that we make to ensure that every child with Special Educational Needs or disabilities achieves their potential in a supportive and caring environment.

This document sets out the policy and information about our practice and provision for pupils with special educational needs and/or disabilities. It adheres to the requirements of the SEN Code of Practice: 0-25 Years (2014) which became effective from September 1st 2014.

SEN Code of Practice 2014

The SEN Code of Practice: 0-25 Years 2014 says that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Aims and Objectives:

Aims:

At Woodfield Infant School we strive to ensure that:

- we create an inclusive environment where all children including those with SEN, have high aspirations, learn, achieve and make excellent progress together;
- we provide quality teaching and learning opportunities so that all children including those with SEN, are motivated to become independent and confident learners;
- we provide all children including those with SEN, a wide range of opportunities and appropriate support to achieve challenging but realistic goals

Objectives:

We will achieve our aims by ensuring that we:

- recognise that every teacher is a teacher of every child including those with SEN
- continuously develop our ways of working to provide the highest quality teaching and learning opportunities for our children within the resources available
- organise all our activities to ensure that all children in school are included
- regularly assess and monitor pupil progress so that we are able to identify individual needs and make provision to meet those needs
- listen to the views and work cooperatively with parent/carers to form and maintain a partnership that supports their children
- listen to the views and wishes of the children about their learning and needs, their provision and their progress
- provide support and advice for all staff so that they continually develop understanding, knowledge and skills in how best to meet needs
- work cooperatively and effectively with health and social care services where required.

In fulfilling our policy we will also take into account the following:

- National Curriculum Inclusion Statement

- Equality Act 2010 (advice for Schools)
- Working Together to Safeguard Children (2013)
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

We have an 'open door' policy at our school and hope that parents and carers will come and talk to us at any time with any concerns that they may have. The main people they may wish to speak to could be:

The Class teacher who is responsible for:

- checking on the progress of your child and identifying, planning and delivering any additional help your child may need which could be things like targeted work, additional support.
- writing personalised support plans (PSP), and sharing and reviewing these with parent/carers once each term.
- ensuring that all staff working with your child in school are helped to deliver the planned work/ programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCo who is responsible for:

- coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- ensuring that parents/carers are:
 - involved in supporting their child's learning;
 - kept informed about the support their child is getting;
 - involved in reviewing how their child is doing;
 - liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- maintaining the school's list of children who receive additional help for SEND and making sure that there are excellent records of the child's progress and needs;
- providing some specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The Headteacher who is responsible for:

- the day to day management of all aspects of the school, this includes the support for children with SEND.
- giving responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SEN Governor who is responsible for:

- making sure that the school has an up to date SEND Policy;
- making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school;
- making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities;
- making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your

child achieves his/her potential in school;

- reporting to the Governing Body on the success of SEND provision within the school;

What are the different types of support available for children with SEND at Woodfield Primary School?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress. All children in school should be getting this as a part of excellent classroom practice when needed.

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially. Together you should be able to agree some activities to support your child both at home and at school.
- After a period of time, together you should review the progress your child has made and determine what should happen next. If your child has made good progress it may be that you simply agree some further activities.
- If progress remains a concern then you and the class teacher may decide to discuss the ongoing concerns with the SENCo, and agree what action should happen next.
- If, after a period of action and review, you continue to have concerns you may wish to discuss this with the Headteacher and/or SEN Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Shropshire LA, includes money for supporting children with SEND.
- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher, Deputy headteacher/ SENCO discuss all the information they have about SEND in the school, including:
 1. the children getting extra support already
 2. the children needing extra support
 3. the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Who are the other people providing services to children with an SEN in this school?

Directly funded by the school:

- Full time Learning Mentor, Mrs Heather Pryce
- Learning Support Advisory Teacher- Telford & Wrekin- Belinda Sherlock
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- Woodlands Outreach Team -
Learning- Jane Otter
Behaviour- Kat Edmonds
Autism- Angela Willis
- Educational Psychology Service

Paid for centrally by the Local Authority, but delivered in school:

- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy

Provided and paid for by the National Health Service, but delivered in school:

- School Nurse
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy

How are the teachers in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to support the class teacher in planning for children with SEND.
 - The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
 - Specific SEND training for all Teaching Assistants delivered half termly.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Training during 2015-2016:- Precision teaching by Educational Psychology Service, Behaviour strategies by Woodlands Outreach, ELKAN speech program by Speech Therapist.

How will the teaching be adapted for my child with SEND?

- Class Teachers plan and differentiate lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and a assessments completed in reading, writing, numeracy and science.
- If your child is in Year 1 and above, but is not yet at National Expectation , a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children at WAVE 3 will have a group or personal plan which will be reviewed with your involvement every term, with the plan for the following term being made.

- The progress of children with an Education Health Care Plan (EHCP) of SEND is formally reviewed at an Annual Review with all the adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have, as well as to share information about what is working well, either at home or at school, so similar strategies can be used in both.
The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- The Learning Mentor is available to meet with you to discuss your child's social and emotional needs.
- All information from outside professionals will be discussed with you with the person who is directly involved, or where this is not possible, in a report. You can then meet with the class teacher and the SENCo to discuss the report.
- Individual and Group Plans will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Woodfield School accessible to children with SEND?

- The main school building is accessible to children with physical disability via ramps. The main entrance is on ground level and is fully accessible.
- A disabled toilet is accessible to all pupils/ adults.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND. Extra-curricular activities are accessible for children with SEND and supported by a member of school staff.

How will we support your child when they are leaving this school? OR moving on to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school or to the Junior School:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a transition planning meeting will take place with the new teacher. All education plans will be shared with the new teacher.
- The Senco and Learning Mentor leads transition meetings for all pupils who teachers feel may need additional support with transition arrangements. This intervention program ensures all pupils feel safe, secure and are supported when changes classes.
- We access the Woodlands transition programme at the end of year two for pupils who are anxious about the transition.
- The foundation stage lead teacher visits pre-school settings to discuss transition for pupils moving into the reception classes.

- The SENCo visits pre-school setting where children requiring additional transition have been highlighted.

- **What support/services are available for in the local area for children with SEND?**
- For more information about the services and support that are available in Shropshire for children and young people with SEND and their families, please visit the following website:
- [Shropshire Local Offer](#)