



SEND INFORMATION REPORT

At Thelwall Infant School we continue to value the contributions made by all children, professionals and parents to help develop our inclusive school community.

The school has a SEND Policy that defines our aims and objectives and this is also available on the website.

The policy is updated regularly and is written in line with the Code of Practice and the Special Educational Needs and Disability Act 2001. The code details the rights and responsibilities of parents and children throughout the process.

The SENDCO is Cathy Houda chouda@thelwallinfantschool.co.uk

The SEND Governor is Sue Marshall smarshall@thelwallinfantschool.co.uk

Send provision

We provide support for our pupils across the four areas of needs as laid out in the SEND Code of Practise 2014.

Types of SEND which we can provide support for in school includes children with a diagnosis as well as those with learning profiles consistent with the diagnosis:

Communication and Interaction

- Including autistic spectrum and language disorders

Cognition and Learning

- Including dyslexia and dyspraxia; moderate learning difficulties, global developmental delay

Social, Emotional and Mental Health

- Including attachment disorders, emotional difficulties, mental health difficulties

Physical and Sensory

- Including hearing and visual impairment

Medical Needs

- Including cerebral palsy, lax ligaments

Identification and Provision

The method of identification and provision for children with special needs follows a graduated approach. Concerns are first raised and addressed through normal classroom practice (by parent or teacher).

- If the child needs are not met through normal classroom practice or with additional in-school intervention programmes then additional and different provision may be required and school will then consult with outside agencies and the child will then be classed as SENS (special educational needs support).
- In some cases a child's needs cannot be met by the above and an Education and Healthcare Plan is requested, including securing additional funding.

Provision for pupils with SEND

Our priority is that children remain within the classroom working amongst their peers (quality first teaching). SEND children may also require the following;

- Additional support from other adults.
- Personalised provision through adapted resources and interventions.
- Differentiated resources and teaching styles.
- Appropriate choice of topics to suit the learners.
- Access arrangements for tests and assessments.
- Support from outside agencies to assess specific needs and plan individualized programmes.

Facilities: Our school building are wheel chair accessible and there is one adult disabled toilet, 2 children's disabled toilets and a disabled parking bay. We work with the other schools in The Beam Trust to share expertise, resources and good practice. We regularly engage with specialist outreach programmes to access specialist advice and skills. Staff training is reviewed annually based on the current needs of pupils.

Number of Children with SENDS

Currently there are 16 children have been identified as having special educational needs (This includes **SENDS and children with EHCPs**) which is approximately 11% of children on roll.

Deployment of Staff and Resources

Our experienced SENDCO attends regular training and works alongside the Headteacher and the SENDCO from Thelwall Junior school.

Teaching assistants support alongside the class teachers delivering specialised programmes and offering general classroom support. The majority of support is given in the core subjects namely numeracy and literacy. Teaching Assistants are trained in delivering the following intervention programmes;

- Precision teaching
- Project x-code
- First class@number
- Chatty Bats.
- Read, write inc. Interventions
- Fine Motor Interventions

Progress of Pupils with SEND

SEND children receiving intervention or following programmes are assessed regularly as part of the on-going assessment system. Children's Personal Learning Plans are reviewed at least once per term and these reviews include parent meetings. Each term the progress of children with SEND is reviewed as part of the schools tracking system. Teachers and teaching assistants undertake termly reviews of pupil progress and this includes working with the child to ascertain their own views on their learning and progress.

External Personnel and Other Agencies

Over the past year we have liaised with the Educational Psychologist, SEND Advisors (through the local SEND network) the Occupational Therapist, Sensory support team, ADHD Foundation, Early Help support services and the Speech and Language team. We also have access to support from charities such as the NSPCC and Barnardos.

Inclusion

All pupils with SENDS take part in all aspects of school life including out of school activities. All children have participated in the full range of opportunities and events arranged by the school, including trips.

Transition

WE work closely with local pre-school providers and Thelwall Junior School and any other relevant educational settings to ensure smooth transition for all pupils. Transition arrangements are created to meet the individual needs of pupils. School ensures formal and informal meetings are held to share knowledge, data, progress and any other relevant information/documentation with the receiving school so that a complete picture of each student is shared.

How are parents included in their child's learning journey?

Class teachers will share, discuss and review progress and targets with parents/carers and the young person at regular intervals. Communication diaries may be used to further support home school learning and there will be an annual review of progress for children with an EHCP. Parents/carers may be invited to attend training events to support further learning and there will be open lines of communication between school, home and support services. Parents are partners in their child's education and will be encouraged to access school events and be involved in school life. Our open-door policy means teachers are available to discuss concerns either informally or parents may request formal appointment.

Equality

We are committed to inclusion and equal access for all regardless of SEND or disability.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEND is Sue Marshall. She meets with the SENDCO at least termly to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Frequently Asked Questions:

1. How does your education setting know if children/young people need extra help?

Progress is continually monitored. If the class teacher, teaching assistant or other member of staff is concerned about progress against peers then these concerns would be discussed at class level initially, then with parents, the child and the schools Special Educational Needs and Disability Coordinator where appropriate. Provision/intervention is allocated for a fixed time and then reviewed. If a child is still not making the expected progress then school will seek further advice and support from any relevant outside agencies for further observation, possible assessment and detailed advice to help the child overcome any barriers to their learning in order to continue to make progress.

2. What do I do if I think my child has special educational needs?

Speak to your child's class teacher who will be able to advise and liaise with the school SENDCO. They will be able to advise and support. The school has an open door policy and we understand that your child's education is a joint partnership between school and parents.

3. How will the education setting staff support my child / young person?

The class teacher in consultation with the SENDCO, parents and young person will discuss and plan the education program. The effectiveness of this will be monitored over time and progress will be reviewed at least termly. The class teacher will continue to inform parents of pupil progress when necessary and will update the SENDCO where appropriate. The Governors will continue to monitor the progress of SEND pupils.

4. How will the curriculum at your education setting be matched to my child / young person's needs?

School provision maps identify categories of need and resources are allocated to best fit those needs. Teachers differentiate lessons according to individual pupil needs and where necessary Individual Education Plans are generated in consultation with parents and pupils. These detail specific targets, resources and support on an individual basis.

5. How will both you and I know how my child/young person is doing and how will you help me to support my child / young person's learning?

Class teachers will share, discuss, and review progress and targets with parent/ carers and the young person at regular intervals. Communication diaries may be used to further support home school liaison and there will be an annual review of progress. Parents may be invited to attend training events to support further learning and there will be open lines of communication between all stakeholders.

6. What support will there be for my child's/young person's overall emotional health and wellbeing?

Our school ethos centres around a 'values' curriculum which focuses on the emotional wellbeing of all children. This is complemented by a comprehensive whole school behaviour policy. Our school also currently provides a 'Nurture Room' facility which enables teaching assistants to do focus work with individuals or groups of children who need further assistance in developing their social and emotional behaviour.

7. What specialist services and expertise are available at or accessed by the education setting?

School will access a number of local authority specialist services such as

- *Educational Psychologist*
- *Speech and language Support*
- *Occupational Therapy*
- *Sensory Support*
- *Orthoptist*
- *School Health*

School will also seek private specialist services where necessary

8. What training are the staff supporting children and young people with SEND had or are having?

School SENDCo attends regular SEN training through cluster school provision to maintain up to date knowledge of SEN practice.

9. How will my child/young person be included in activities outside the classroom including school trips and provision for access to Afterschool clubs?

School endeavors to include all pupils in all activities and will work closely with parents/ carers to ensure barriers to participation are eradicated. Risk assessment will be shared with pupils and families to ensure correct provision is in place

10. How accessible is the education setting environment?

Parts of the school building are wheel chair accessible and there is one disabled toilet and a disabled parking bay. The school provision map highlights any gaps in provision and funds/resources are allocated accordingly. Local cluster schools share expertise, resources and good practice and training is reviewed annually based on the current needs of pupils.

11. How will the education setting prepare and support my child/ young person to join the education setting, transfer to a new education setting or the next stage of education and life?

School works closely with local pre-schools and Thelwall Junior School and any other educational setting to ensure smooth transition for all pupils. Careful programmes of transition are created to meet the individual needs of pupils and parents are encouraged to accompany pupils where appropriate .School ensures formal and informal meetings are held to share knowledge, data, progress and any other relevant information/documentation with the receiving school so that a complete picture of each student is shared.

12. How are the education setting's resources allocated and matched to children's/young people's special educational needs?

Provision mapping identifies categories of need on an individual, class and whole school basis. Funds are allocated to best meet the needs of pupils and spending is regularly reviewed to ensure schools are utilising funds to ensure the very best practice and support is in place.

13. How is the decision made about what type and how much support my child/young person will receive?

Following detailed assessment of the pupil, the Class teacher in consultation with the SENDCO will decide the nature and regularity of individual pupil support. This may be more appropriate on a 1:1 basis or as small group intervention. Support will change according to the ongoing review of need and this will be discussed with parents/ child/ carer.

For Pupils with a statement or Education and Health Care plan (EHC) further consultation will take place with all stakeholders as to the success and requirements of intervention and the funding that is available to school.

14. How are parents involved in the setting / school / college? How can I be involved?

Parents will be informed of our home school agreement which details the expectations of all stakeholders in school. Parents are partners in their child's education and will be encouraged to access school events and be involved in school life. Our open door policy means teachers are available to discuss concerns either informally through a drop in process or parents may request a formal appointment.

15. Who can I contact for further information?

Within the school setting

- 1. Class teacher or teaching assistant*
- 2. SENDCO*
- 3. Headteacher*
- 4. SEND governor*

LA contacts

- 1. Parent partnership*
- 2. School Health*

