



Whitchurch CE Infant and Nursery School Special Educational Needs Report 2018

Updated 18.9.18

Under new legislation, The Children and Families Act 2014, local authorities and schools are required to provide information on the provision for children and young people with special educational needs so that parents, children and young people are clear on what is available for them. This document sets out a clear pathway of how Whitchurch CE Infant and Nursery School approaches the identification of special educational needs and disabilities (SEND) and the provision that the school makes for children.

Introduction

At Whitchurch CE Infant and Nursery School we are **an inclusive school** which encourages all pupils to achieve their potential and make the best possible progress regardless of their specific needs. We do this through targeted support and a wide range of provision.

Below is a list of questions to support parents, carers and young people with information regarding SEND at Whitchurch CE Infant and Nursery School. If your question is not answered here, please contact the school office on 01948 662905 to speak to Mrs J. Day the school SENDCo (Mondays to Wednesdays) who will happily answer any further questions you may have.

You can also find information on Shropshire Local Authority's Local Offer on their website:
<https://shropshire.gov.uk/the-send-local-offer/about-our-local-offer/> or telephone them at 01743 254366.

Parent/carers and young people can also access support from an external agency called the Information Advice Support Service (formally known as Parent Partnership) in any matters related to special educational needs and disability. Their contact telephone number is 01952 457176 and their website is:
<https://shropshiredisability.net/shropshire-telford-wrekin-parent-partnership-services/>

This document provides relevant information to parent/carers and young people with special educational needs and disabilities. Your views regarding the information in this report would be valuable in updating and ensuring the information is useful and in a format that is easily accessible. Please contact **Mrs Janet Day**, the school SENDCo with any feedback you may have at the school office on 01948 662905.

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What types of Special Educational Needs are provided for at Whitchurch CE Infant and Nursery School?

There are four types of Special Educational Needs and Disabilities (SEND), as stipulated in the SEND Code of Practice: 0-25 years, 2014.

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

If a child has been identified as having a special educational need and/or disability, then their needs may fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to or different from that which is available to all children.

At Whitchurch CE Infant and Nursery School, we recognise that children make progress at different rates and not always in a steady linear pattern. Therefore, children are identified as having SEND in a variety of ways, including the following:

- Liaison with previous school
- The child performing significantly below expected levels
- Concerns raised by parent/carer
- Concerns raised by class teacher
- Liaison with external agencies, e.g. physical health diagnosis from paediatrician

If a child is identified as having SEND then their name will be added to the SEND Support register, but we recognise that children's needs may change over time and provision must reflect this. The aim of any additional provision is for the child to achieve age expectations, so once they reach this threshold they may be removed from the school SEN register. If they fall behind again at any point, then they may be added to the register again.

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

Class teacher

Role and responsibilities:

- Ensuring that all children have access to quality first teaching and that the curriculum is adapted to meet your child's individual needs.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need, this could be things like targeted work, giving additional support or delivery of specific catch up programmes and discussing amendments with the SENDCO as necessary.
- Writing Individual Targets and discussing these with parents at least once each term and planning for the next 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 SEND.

The SENDCO – (Special Educational Needs Co-ordinator)

Mrs Janet Day

Responsible for:

- Coordinating all of 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.
- Monitoring the support your child is receiving.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how they are doing
 - Involved in planning their next steps for learning
- Liaising with all of the people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Learning Support Advisory Teacher etc. as necessary.
- Updating the school's SEND register (a system for ensuring all of the SEND needs of pupils in the school are known) and making sure that there are excellent records of your child's progress and needs.
- Monitoring and providing specialist support for teachers and support staff in the school as necessary so they can help children with SEND in the school achieve the best progress possible.

The Head Teacher

Mrs Sarah Cope.

Responsible for:

- The day to day management of all aspects of the school, this included the support for children with SEND.
- The Head Teacher will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- The Head Teacher must make sure that the Governing Body is kept up to date about any issues in the school related to SEND.

SEN Governor

Mrs Anne Headdon

Responsible for:

- Ensuring the school has an up to date SEND Policy.
- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Making visits to understand and review the support given to children with SEND in the school and being part of the process to ensure your child achieves their potential in school.
- Report to the rest of the Governing Body on the success of SEND provision within the school.

What are the different types of support available for children with SEND in Whitchurch CE Infant and Nursery 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 or understand.
- Different ways of teaching are in place so that your child is fully involved in learning in the classroom. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCO or outside agencies) 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 a barrier to their understanding/learning and needs some extra support to help them to make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children.

This group, often called intervention groups by school, may be:

- Run in the classroom or outside.

- Run by a teacher or teaching assistant who has been trained to run these groups.
- Run by our Nurture Leader.

For your child this would mean:

- Your child will engage in planned and reviewed group sessions with specific targets to help them to make more progress.

This type of support is available for any child who has barriers or gaps in their learning and understanding.

Specialist groups or one to one work run by specialist teaching assistants or outside professionals e.g. Speech and Language therapy, Occupational therapy, ASD Outreach Team, Learning Support Advisory Teacher etc.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDCO or you will have raised worries, as needing more specialist input in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You would be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and you understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspect of teaching to support them better.
 - Support to set better targets which will include their specific expertise.
 - A group run by a specialist teaching assistant in school under the guidance of the outside professional e.g. speech and language therapy.
 - A group or individual work with an outside professional.

The school may suggest that your child needs some individual support in the classroom. They will tell you how the support will be used and what strategies will be put in to place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention.

Specified individual support

This is usually provided via a statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particular high level of individual or small group teaching.

Usually your child will also need specialist support in school from an outside professional.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an Education, Health and Care Plan (EHC Plan). If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support already being provided in school.
- After the reports have been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case, they will write an EHC Plan. If this is not the case, they will ask the school to continue with the targeted support they are providing and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the Local Authority and how the support will be used and what strategies will be put into place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Needs more than 20 hours of support in school.

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.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Head teacher.
- If you are still not happy you can speak to the school SEND Governor.

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

If your child is 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 of special educational need?

- The school budget received from Shropshire Local Authority includes money to support children with special educational needs.
- The Head Teacher 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 Head Teacher and the SENDCo discuss all of the information they have about SEND in the school, including:
 - The children already receiving extra support
 - The children who have been identified as needing extra support
 - The children who have been identified as not making as much progress as would be expected

And decide what resources/training is needed.

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

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

Directly funded by the school:

- Educational Psychologist Service
- Woodlands Behaviour Outreach Service

Externally provided and paid for by the Local Authority/Health Service

- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy
- Occupational Health Therapy
- School Nurse
- Physiotherapy

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

- The role of the SENDCo includes providing support for class teachers in planning for children with SEND.
- The school has a training plan for all staff to enhance the teaching and learning for all children including those with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

- Class teachers plan 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 their class teacher.
Your child's progress is reviewed formally every term. An assessment against the Early Learning Goals is made at the end of Foundation Stage, and assessment against the Key Stage One teacher assessment frameworks is made at the end of Year Two. If your child is working below the key stage one programmes of study, we use PIVATS material to assess attainment and progress.
- You are informed at Parents' Evenings in the Autumn and Spring Term about your child's progress and via a formal report in the Summer Term.
- Children with SEN needs and those in receipt of an EHC Plan will have individual targets which will be reviewed, with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is also formally reviewed annually at an Annual Review with all adults involved with the child's education.
- The Head teacher and SENDCo will also check that your child is making good progress within any individual work and in any group they take part in.

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

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have Mondays, Tuesdays and Wednesdays.
- All information from outside professionals will be discussed with you, with the professional involved directly, or where this is not possible, in a report.
- Your child's SEN information and targets will be reviewed with your involvement each term.
- 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 Whitchurch CE Infant and Nursery School accessible to children with SEND?

- The building is accessible to children with physical disabilities via ramps.
- We ensure that equipment used is accessible to all children regardless of their needs.
- After school provision and extra-curricular activities are accessible to all children including those with SEND.

How will we support your child when they are joining or leaving this school? Or moving to another class?

We recognise that transition 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 joining us or moving classes:
 - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. All targets and paperwork will be shared with the new teacher.
- If your child is moving to another school:
 - When moving from our school to Whitchurch CE Junior School additional visits will be arranged for those children with SEND if appropriate.
 - We will contact the school SENDCo and ensure they know about any special arrangements or support that needs to be made for your child.
 - We will ensure that all records about your child are passed on as soon as possible.
 - The SENDCo will meet to discuss the specific needs of your child with the SENDCo/Head of Transition of their junior school.
 - If your child has an EHC Plan the SENDCo of your child's junior school will be invited to attend the Annual Review prior to them transferring in order to plan a clear transition pathway for them.
 - Your child will do experience activities about aspects of transition to support their understanding of the changes ahead.

- Where possible your child will visit their new school and in some cases the staff of the new school will visit your child in this school.

How will we support your child's social and emotional development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways such as behavioural difficulties, low self-esteem and anxiousness.

All classes at Whitchurch CE Infant and Nursery School follow a structured PSHE (Personal, Social, Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer;

- Trained Teaching Assistants (TAs), in each classroom to support individual pupils.
- A nurture leader who is higher level teaching assistant who plans nurture group experiences.
- Lunchtime and break time support through planned activities led by TAs.
- A safeguarding lead who is involved in family liaison and can offer outside agency support.

If your child still needs extra support, the class teacher and SENDCo will work with you to access further support through the Local Authority.

How will the effectiveness of the special educational needs provision be reviewed and evaluated?

- The Head Teacher, SENDCo and/or other members of the SLT hold termly observations to review effectiveness of provision
 - The SENDCO produces a termly summary report with regards to progress for children with SEN.
 - Parents' and Pupils' views are sought verbally and through surveys.
 - We hold multi-agency meetings as required.
 - Progress is reviewed termly with pupils, parents and relevant staff through, for example, parent consultation meetings and pupil progress meetings.
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What activities are available for children and young people with special educational needs in addition to the curriculum?

At Whitchurch CE Infant and Nursery School we offer a range of extra-curricular activities such as sports clubs and cookery clubs. These are offered and accessible to all children but in some cases, due to numbers, selected children are invited to attend. Suitable arrangements are made to enable all children to access extra-curricular activities such as additional 1:1 support and specialist equipment.

What can I do if I have a complaint related to the provision of special educational needs and disability for my child?

- In the first instance you can talk to your child's class teacher. If you feel your concerns have not been addressed, you can ask for an appointment with the SENDCo. If you still have concerns after meeting with the SENDCo you can speak to the Assistant Head teacher for your child's Key Stage. At this point an appointment may be made with all three professionals to resolve the issue. For further details, please see our Complaints policy which is published on our website under Key Information - Policies.
- You can also find more information on Shropshire Local Authority's website: local.offer@shropshire.gov.uk