Telford Infant School Information Report for children with Special Educational Needs and Disability (SEND)

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Telford Infant School (TIS) is a mainstream fully inclusive Infant School. We strive to support your child in all areas of life, physically, emotionally, socially and academically.

We are fully committed to "Loving Learning".

1. Who are the best people to talk to in TIS about my child's Special Educational Need or Disability?

The Class Teacher who is responsible for:

- Planning for, assessing and monitoring progress of all pupils in their class. They identify and plan for targeted or additional support (personalised planning). They will inform Special Educational Needs and Disabilities Co-Ordinator (SENDCo) as appropriate.
- Writing targets that link to your child's personal or academic growth. Sharing and reviewing these targets with you (parents/carers) at least once a term and planning next steps together (when appropriate).
- Working in line with SEND policy for all pupils in school.

The SENDCo, Mrs Sue Penton, who is responsible for:

- Co-ordinating all support for children with SEN or Disabilities (SEND)
- Working with families to ensure we are working together to support your child's learning, so you are kept informed about the support your child is having and reviewing progress.
- Developing and reviewing the school's SEND policy
- Liaising with other people who may come in to school to help support your child's learning, eg. Educational Psychology, Speech and Language Therapist, Teacher for the Deaf.
- Updating the schools SEND register (a system for ensuring that all SEND needs of pupils in TIS are known) and monitoring progress of children with SEND.
- Organising specialist support/training for Teachers and Teaching Assistants in school to ensure they can support all children in school.

The Head Teacher, Mrs Sian Oustayiannis, who is responsible for:

- The running of the school on a daily basis which includes liaising with the SENDCo and class teacher to ensure appropriate support is provided for children with SEND.
- Ensuring the Governing Body is kept up to date about issues relating to SEND.

The SEND Governors, Mrs Cath Errington and Mrs Sue Corrick, who are responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Monitoring Progress and attainment.
- Liaising with school community where relevant.

2.What are the different types of support available for children with SEND in our school?

Quality First Teaching

- This is where the class teacher plans specific targeted teaching for **all** pupils.
- Specific Group Work (planned by teacher) and may be run by Teacher /Teaching Assistant /Higher Level Teaching Assistant (HLTA).
- Intervention support which may be run by TA in or out of the classroom environment.

SEND Code of Practice 2014: Special Educational Needs Support -SEND Support

When a Parent, Class Teacher or SENDCo has identified a child as needing some extra support in school, specialist professionals will be contacted for advice and support and if necessary assessments will be carried out. We will always discuss concerns with you prior to contacting any professional and ask your permission to do this.

The professional we contact will depend on the need identified but specialists we currently work with are:

- NHS Speech and Language Support
- Educational Psychologist Support
- SEND Supported (Specialist Teacher Service)
- Integrated Disability Services
- Child and Adolescent Mental Health Service

- Snowford Grange Counselling
- Occupational Therapy
- Physiotherapy
- School Nurse/ School Health Team

Education, Health and Care Plan (EHCP)

This type of support is available for children whose learning needs are severe, complex and/or lifelong, who have an EHCP. This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

We will work closely with all professionals to ensure that all your child's needs are met.

This type of support is also available for children with specific barriers to learning that require targeted and specific learning, above and beyond Quality First teaching.

The school or parent can request that **Local Authority Services** 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 request has been made to the 'Panel of Professionals' (with information from you and other professionals involved), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. 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.

After the reports have been provided, the Panel of Professionals (at the Local Authority) will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support 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.

If your child is given an EHCP:

- It will outline the number of hours of support your child will receive from all professionals involved
- How the support should be used and what strategies must be in place**.**
- The long and short term goals.

3. How can I let the school know that 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 continue to be concerned that your child is not making progress, make an appointment to speak to the Special Education Needs and Disabilities Co-ordinator (SENDCo) **Mrs Sue Penton** (via School Office).

The school SEND Governors can also be contacted (via School Office) for support. They are **Mrs Cath Errington and Mrs Sue Corrick**

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

If your child is identified as not making progress, the class teacher 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 need.
- Discuss with you referrals to outside professionals to investigate any barriers to learning.

5. How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Warwickshire Local Authority, includes money for supporting all children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SENDCo and School Governors, based on needs in the school.

The Head Teacher and the SENDCo discuss all the information they have about SEND in the school and then make an informed decision on resources and training.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed and updated regularly so that all needs of children are met, and resources are deployed as effectively as possible. The Class teachers and SENDCo also monitor children who may need extra support through an Intervention. This does not mean they have a Special Educational Need or Disability but at this time in their school life, they need some extra support academically, socially, emotionally or with physical development.

6. How are the teachers in TIS helped to work with children with SEND and what training do they have?

The SENDCo's job is to support the class teacher in planning for children with SEND.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties, or more specialist training.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

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

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally with the Headteacher and SENDCo every term in reading, writing and numeracy. Any other concerns will also be raised during this discussion.

At the end of Year 2 all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the Government requires all schools to do and the results are published nationally. Your child's results will be shared with you in their end of year report.

Where necessary, children will have an Individual Educational Plan (IEP) based on targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap in learning. The class teacher (and SENDCo where appropriate) will organise a meeting with you and your child to talk about progress and your child's next targets.

The progress of children with an Education Health Care Plan (EHCP) will be formally reviewed at an Annual Review. This involves all adults involved with the child's education and parents.

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

Regular monitoring (of planning, book scrutinizes and lesson observations) will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

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

The class teacher is always 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 that similar strategies can be shared.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you (as a Parent or Guardian), or where this is not possible, in a report.

Personal progress targets /IEPs will be reviewed with you and your child every term, or more often if appropriate.

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.

9. How is TIS accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA)
- The school is on a single level with easy access and double doors and ramps where appropriate.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is a toilet, shower area and changing facilities for all wheelchair uses and those pupils requiring specialist care.
- We ensure wherever possible, 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.

10. How will we support your child when they are joining/leaving this school?

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

If your child is joining us from another school:

- The SENDCo will visit pre-schools with the Reception class teacher when appropriate.
- If is helpful to your child, a book/passport or social story to support them in understanding moving on, will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the new school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school, yourselves as parents and current class teachers.
- We will make sure that all records about your child are shared, as soon as possible.
- If is helpful to your child, a book/passport or social story to support them in understanding moving on, will be made for them.

When moving classes in school:

Information will be shared with the new class teacher in advance and if appropriate, a planning meeting will take place with you and the new teacher. Targets/IEP s are shared with the new teacher.

11. How will we support your child's emotional and social 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, including behavioural difficulties, anxiousness, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social, Health and Emotional education) curriculum to support this development. However, for those children who find aspects of this difficult we offer in school Nurture Groups run by highly trained Teaching Assistants. We also support lunchtimes and playtimes through planned activities and groups.

We also have a School Counsellor who is able to work with individuals on a weekly basis. The Counsellor supports children's emotional development through play-based therapy. Parents are invited to have a discussion with the Counsellor before sessions begin and gives feedback directly to parents.

12. Where can I find out information about the Local Offer?

Details of the Local Authority's Local Offer for Special Educational Needs and Disabilities are found on the Local Authority's website:

www.warwickshire.gov.uk/send

There is also a link on our school website following the tabs About Us/ SEND Policies/ Local Offer

Further enquiries can be made to:

Family Information Service
Tel: 0845 090 8044
Email: fis@warwickshire.gov.uk

Warwickshire Parent Partnership offer free and impartial advice. Information can be located:
https://www.family-action.org.uk

All families can receive advice around Special Educational Needs and Disability from
SENDIAS (Special Education Needs Information Advice and Support Services). To find out more please follow link below:

https://www.kids.org.uk>Warwickshire

Email: warwickshire@kids.org.uk
Tel: 02476 366054

13. What do I do if I am unhappy with the support provided for my child?

We aim to work closely with all families at TIS to ensure all children's physical, academic, social and emotional communication and language needs are met. If you have a concern regarding your child please do not hesitate to contact your child's class teacher in the first instance. If it is appropriate, meetings will be organised with SENDCo/ Head Teacher/Senior Leader to discuss and solve any problems together. If you are still unhappy please see Complaints Policy for further information and next steps.

Please contact the school office if you would like to speak to:

Head Teacher - Mrs Sian Oustayiannis

SENDCo - Mrs Sue Penton

SENDCo Governors - Mrs Cath Errington or Mrs Sue Corrick

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