

SEND INFORMATION REPORT 2018-19

Heathfields Infant and Wilnecote Junior School



1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Heathfields Infant School and Wilnecote Junior School children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, these may include one or more of the following.

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)
- Concerns raised by a parent
- Concerns raised by a teacher: after high quality teaching and well tracked SIMs (interventions)
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Use of tools for standardised assessment such as: Boxall profiling, DEST (Dyslexia Early Screening Test)
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

Talk to us - contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs Co-ordinator: Mrs Harris at Heathfields Infant School and Miss Clarke at Wilnecote Junior School.)

Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher has a responsibility to show high quality teaching and will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SENDCo team and SLT (Senior Leadership Team) oversee the progress of any child identified as having SEND
- There may be an CSW (Communication Support Worker) LSA (Learning Support Assistant) TA (Teaching assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. This will be well documented in their passports and interventions. The content of this support will be explained to parents when support begins, as part of a child's intervention of learning and is reviewed and updated half termly.

3b WHO WILL EXPLAIN THIS TO ME?

- * The class teacher will meet with you formally on at least a termly basis (this could be part of parents evening or separately), in order to discuss your child's progress and the support that they are receiving
- * Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- * An appointment can be made with the SENDCo to discuss support in more detail if required. The SENDCo has weekly release time from class for this.
- * Passports and targets will be shared with you and your child (age appropriate)

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the designated TA generally oversee the administration of any medicines. Another member of staff will always witness any administration and sign.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- The vast majority of staff hold first aid qualifications, which are updated regularly.

4b WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has adopted behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, an individual risk assessment and a positive behaviour management plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school works closely with behaviour support and any services linked to the child's needs.
- The school has an adopted attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the SLT who may involve the Early Help Assessment Team or Children's Services if this becomes a concern.

- Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates.

4c HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- SEN Children who have individual targets discuss their progress and targets when these are reviewed (age appropriate), as well as at termly learning conversation meetings
- If your child has an Statement or EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey; this may be through peer assessments or self-reflection
- All children are provided with the opportunity to be voted in the school council
- Every SEN child has a one page profile done yearly.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has adopted a disability accessibility policy and action plan which is available on the website
- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and one disabled parking bay at Heathfields Infant School and one at Wilnecote Junior School which are available in the staff car parks.
- Accessible toilet facilities are available at both schools.
- A hearing loop is installed at both sites.
- If you have specific access queries or concerns please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The parent plans are available and updated termly on the school website, alongside home-learning weekly that is achievable and choice based.
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated, this is all planned carefully
- The class teacher, alongside the SENDCo will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are being used. Information provided will never name individual children in order to maintain confidentiality at all times
- The governor responsible for SEND also meets regularly with the SENDCo.

- There is a termly 'drop in' with the SENDCos and link Governor.
- The governors and SLT agree priorities for spending within the SEN budget, including the Pupil Premium, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalent) and that the gap is narrowing between them and their peers
- By reviewing children's targets in passports and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- The inclusion team regularly monitor and observe interventions and vigorously check targets and seek advice when support is needed
- Through children moving off the SEN Register when they have made sufficient progress - parents will always be informed if this has taken place.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Every child at Heathfields Infant School has a communication book where parents and school can communicate informally. These books are checked by school staff as often as possible. Class teachers at Wilnecote Junior School are available to discuss progress by making an appointment in the office.
- Your child may have a passport that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a learning conversation
- When the child's intervention is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEND they have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress annually.

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's' progress in learning against national expectations and age related expectations on a half-termly basis
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track the progress of all children from entry at Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each term between each class teacher and a member of SLT. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example YARK and various standardised assessments.
- The Headteacher and SENDCo report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENDCo and attends briefing sessions. They also report back to the Governing Body

9. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised, furthermore individual risk assessments for specific children are done. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting

- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, the SLT and Early Years Team hold a meeting for parents in addition to planning a series of visits for children throughout the second half of the Summer Term, in order to help children, parents and staff get to know each other
- The SENDCos will visit settings where it is felt there is a need and arrange further school visits.
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- As Heathfields Infant School and Wilnecote Junior School are federated transition between key stage 1 and 2 are fluid, with regular meetings about children and a transition week
- Transition to a feeder high school Winecote High school involves a transition day and for children with EHC plans or Statement an extended transition is planned
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENDCo's Mrs Harris and Mrs Clarke have both passed national SENCo accreditation in order to obtain fully qualified and accredited status in this area.
- Within the school we have a culture of sharing good practise and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND through a rigorous coaching plan
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations etc as required
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's' needs within our school including: Primary Behaviour Service, Health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), clinical psychologist, paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers; educational psychologists and specialist advisory teachers.

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way and that this skills are filtered down
- The specific training held by support staff includes: precision teaching, Boxall profiles, PPP, behaviour, EAL provision for learning.
- The school also operates an internal training programme for support staff, facilitated by the HLTA and Headteacher. Whole group sessions or bespoke support based upon the needs of both children and staff, are timetabled on a weekly basis.

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website
- Further information is available from the SENDCo's (Mrs Harris, Miss Clarke)

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Heathfields Infant School; Please contact office at office@heathfields.staffs.sch.uk

Or ring 01827 213885

Wilnecote Junior School; please contact office at office@hiwj.staffs.sch.uk

Or ring 01827 213875