

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND)

‘Caring for each other today, learning together for tomorrow’

At Wrockwardine Wood Infant School and Nursery we are committed to the inclusion of all pupils, whatever their abilities and needs.

SPECIAL EDUCATIONAL NEEDS & DISABILITIES

The definition of SEN:

Children have special educational needs if they have a **learning difficulty** which calls for **special educational provision** to be made for them.

Children have a **learning difficulty** if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The definition of disability:

A person suffers a disability if he or she has a **physical or mental impairment** that has a **substantial and long-term adverse effect** or his or her ability to **carry out normal day-to-day activities**.

Physical impairment includes sensory impairments.

Mental impairment can be learning difficulties or an impairment resulting from or consisting of a mental illness.

Physical or mental impairments can include **sensory impairments** (such as those affecting **sight and hearing**) and learning difficulties. This definition also covers **certain medical conditions** when they have a long-term and substantial effect on pupils' everyday lives. The definition includes a wide range of impairments including hidden impairments such as **Dyslexia, Autism, Speech and Language impairments, Attention Deficit Disorder**

WHAT DOES SPECIAL EDUCATIONAL NEEDS (SEND) MEAN?

Some children have needs or disabilities that affect their ability to learn. These could be:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social Mental or Emotional Health**
- **Sensory and /or Physical**

Wrockwardine Wood Infant School and Nursery aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in the full curriculum including sport, music, and drama.
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate as fully as possible.
- Setting admissions policy and criteria which do not discriminate against pupils with disabilities or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- Providing written information for pupils with disabilities in a form which is user friendly.
- Using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- Examining our library and reading books to ensure that there are examples of positive images of disabled people.

SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITY (SEND) KEY STAGE 1

TRANSITION

A transition programme is in place for children when they move classes each year within school. The following is in place:

- Teachers meet to discuss the child's learning, emotional well-being and any other information to ensure a smooth transition
- Children will visit their classroom, some children may make extra visits
- The teacher will begin to build relationships with the children on the playground and around school
- Children are asked to name a special friend so that friendships are taken into account when classes are organised
- Books and assessment information is passed onto the next class
- Some children may have a 'passport', this is a booklet about them and it helps the adults get to know the child and their needs.

There is also a strong transition programme in place for children who transfer to the junior school at the end of Year 2.

- Teachers meet to discuss the child's learning, emotional well-being and any other information to ensure a smooth transition

- Children will visit their classroom, some children may make extra visits
- The teacher will begin to build relationships by visiting the Year 2 classes to see the children working.
- Children are asked to name a special friend so that friendships are taken into account when classes are organised
- Books and assessment information is passed onto the next class
- The SENCO and Headteachers meet to discuss provision.
- Transition meetings are held if children have specific needs or a disability.
- The SENCO will attend the last annual review before the children transfer
- Some children may have a 'passport', this is a booklet about them and it helps the adults get to know the child and their needs.
- A transition project is also planned. The children begin this piece of work at the Infant School and complete at the Junior School.

CHILD AND PARENTS VOICE

We allow daily opportunities for our children to discuss their learning and where they may be experiencing difficulties. This allows clear assessment for learning and for teaching and learning opportunities to be modified in response to the children. It ensures children make rapid progress within every lesson. Children who are on the SEN register have the opportunity to comment on the targets set for them on their Individual Provision Map (IPM). This provides the children with a chance to help develop their own personalised learning programme, discussing strategies that work well for them. We are fully aware that children all learn in different ways and they know themselves best.

We operate an 'open door' policy and staff will always make themselves available for any parent who requests a meeting to discuss their child or any concerns they have. Parents and children are welcomed at the door by the Learning Support Assistant and have the opportunity to share any information.

Parents are invited into school on a regular basis to attend:

- Class assemblies
- Maths games morning
- Parents consultation evenings
- Curriculum week
- Christmas Performances
- Eating lunch with their child
- Church services
- Termly meetings for children to share their theme books with parents.
- Parent workshops or information meetings e.g. Year 1 phonic screening

Parents of children on the SEN register meet the class teacher regularly to discuss and evaluate the progress towards the targets on their child's Individual Provision Map (IPM) and their contribution is noted.

For children who have been issued with a Statement of SEN, parents also attend an Annual Review of the statement with the school SENCO, Head teacher and other professionals involved in the support for their child.

Parents are encouraged to visit www.parentview.ofsted.gov.uk to complete a questionnaire about the school. Support for parents of children with SEN or a disability can access a number of networks through the school website by clicking on the heading **Support for Parents**.

PROVISION

We recognise that it is important to identify any difficulties a child may be experiencing so that early intervention can take place.

Teachers are responsible for the progress and attainment of children in their class. They are able to observe children and identify any concerns they may have regarding a child. Teachers will then develop strategies for supporting children who require additional help. In the first instance this will be through First Quality Teaching. If a child is still experiencing difficulties even after thorough differentiation and outstanding teaching, then further interventions would be put into place. This may be within small groups or on a one to one basis.

Interventions we are currently providing are:

- *Cool Kids movement programme*
- *Relax kids programme*
- *Talking Maths groups*
- *Precision reading*
- *Nurture Group*
- *ELKLAN Speech and Language groups*

If parents have a concern about their child, they are welcome to discuss this at any time with their child's class teacher.

If a parent or teacher feels that a child has a specific difficulty then the SENCO would become involved and the child may receive further support via other professionals. Children are only added to the SEN register with the full consent of their parents.

PROFESSIONAL SUPPORT FROM OTHER AGENCIES

Other professionals we are currently involved with who support our SEND children are:

- Learning Support Advisory Teacher (LSAT)
- Occupational Therapy Service (OT)
- Speech and Language Team (SALT)
- Speech and Language Therapy Inclusion Service (SALTIS)
- Sensory Inclusion Service (SIS) e.g. hearing impaired service
- Fair Access Panel (FAP)
- Behaviour Support Team (BST)
- Children and Adult Mental Health Service (CAMHS)
- RELATEEN Counselling Service
- Family Intervention Workers
- Social Care Team

- Haughton Outreach Service
- Earlybird Autism Team
- Educational Psychology Service
- Health Visitors

TEAM AROUND THE CHILD (TAC)

Sometimes children are vulnerable and a number of professionals will work together to support those children and their families. Regular TAC meetings are held and clearly focussed targets are set so the outcomes for children improve in an appropriate time frame.

CURRICULUM

We provide a rich, stimulating and creative curriculum for all children, taking into account approaches to complement their differing learning styles.

Where children have additional needs they will be supported in accessing the full curriculum through specialist resources, careful grouping and additional support from adults.

PLAYTIMES AND LUNCHTIMES

Where Key Stage 1 children have additional needs they may access one or more of the following playtime or lunch time interventions:

- One to one adult support
- Buddy system
- Lunch time club
- Early lunch
- Supported to play in a smaller area of the playground

The catering team offer a wide range of specialist dietary requirement meals e.g. dairy free.

All Early Years and KS1 children have fruit provided daily and milk twice a week.

TRAINING AND QUALIFICATIONS

School SENCO- Mrs McNamee

- BA (Hons) Primary Education
- Post Graduate Certificate for vulnerable learners and Inclusion

The SENCO attends monthly update meetings offered by the local education authority to keep abreast of changes to SEN provision and to network with other professionals.

The SENCO attends regular SENCO conferences provided to ensure our school is ready to adapt to new legislative changes by the government. All staff have a wealth of experience of working with children with differing needs whether they be specific learning needs or behavioural needs. Staff have attended a wide variety of courses to enhance the provision we can offer at school.

Staff have received training in the following areas:

- Child Protection and Safeguarding
- Epi-pen training
- Emotional Behaviour course
- Developmental Co-ordination Disorder (DCD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Speech, Language and Communication Needs (SLCN)
- Dyslexia
- Autistic Spectrum Disorder (ASD)
- Nurture group training
- Behaviour management training
- Restraint course
- Bereavement training
- Lifting and Managing
- Makaton training
- Sensory Inclusion Hearing course
- Cool kids training
- Relax kids training
- First Aid
- Brain training/ Brain gym
- ELKLAN training
- Prader-willi syndrome
- Diabetes management
- Asthma management

PROGRESS AND MONITORING

Teaching staff monitor and review the progress of all children within their class. Data is scrutinised by Subject Leaders, the KS1 leader and the assessment co-ordinator to ensure that interventions and provision is having a marked impact on learning.

For children on the SEN register, the class teacher and SENCO also review and evaluate their IPMs every half term to ensure the targets are being met. If a referral to another professional for further support is necessary, these are completed by class teachers and discussed with the SENCO and parents.

Termly the link governor for SEND children works with the SENCO to ensure policies are implemented and appropriate provision is in place for all children. The curriculum committee meet termly to monitor the progress of all children in school.

The Headteacher, Learning Mentor, SENCO and class teacher meet regularly with other professionals to ensure SEND provision is appropriate and effective.

At the end of the academic year class teachers pass on relevant information and IPMs to the new class teacher at planned transition meetings.

SEND PROCEDURES

The SEN register operates a graduated response. Children can only be added to the register with the full permission of the parents. All children on the SEN register have an Individual Provision Map (IPM) written for them by the class teacher which identifies targets, strategies to be used to reach these targets and thorough evaluations. These are discussed with parents and monitored by the SENCO every half term.

The graduated response is:

- **SEN Support-** Class teachers or the SENCO will discuss a child's needs with a parent and decide what support will be necessary. This will then be provided within school. We can request additional support for a child from another professional and their advice will be acted upon.
- **Request for an Education, Health and Care Plan Assessment-** Schools or parents can request an assessment be carried out by the Local Authority if the child continues to experience specific difficulties. Professionals involved with a child's education would be required to submit evidence to the authority about the individual's needs and suggest what should be done to meet these needs.
- **An Education, Health and Care Plan** may be issued following this assessment. It would describe a child's specific needs and explain how these needs should be met. These are reviewed annually through the Annual Review process.

School staff regularly review all children's progress and monitor children with concerns. Those children with on-going concerns may be referred to the appropriate agency with the permission of parents. Where children have additional needs they will be supported in accessing the full curriculum.

Individual risk assessments are carried out where appropriate to ensure the safety of children with additional needs.

If concerns still remain following a full intervention programme then the school will request a statutory assessment by the local authority.

RESOURCES

Here is a list of specialist resources that we have available for children to access:

- Writing slopes
- Pencils and pencil grips
- Different types of scissors
- Wobble cushions
- Outdoor learning
- Role-play area
- Gross and fine motor skills equipment
- Allotments
- Ipads
- Chunky Cutlery
- Fiddle toys
- Sensory objects

- SEN teaching resources
- Weighted toys
- ICT programmes- Clicker 5

ACCESSIBILITY

Staff support children with toileting needs as necessary, in conjunction with parents. We are a school that can be easily accessed by wheel chair users. Ramps have been installed to replace steps. The school entrance and fire exits are fully accessible via automatic doors and ramps. The school's facilities include a toilet for disability. Lights are automatic in the main toilet block. Children who may struggle to access the curriculum are supported by an adult. A variety of resources are provided by the school to ensure children can access the curriculum at an appropriate level. Specialist advice is sought from Haughton Special School and other professionals to ensure accessibility.