



Normanton All Saints CE (A) Infant School



Special Educational Needs Information Report

At Normanton All Saints we strongly believe that all our learners have gifts and talents and regard it as a privilege to find and nurture the growth of each child. All children are special and may have varying levels of Specific Educational Needs (SEN) that we aim to cater for within the daily routine. Some children experience greater difficulty in learning compared to most children of the same age. Other children are particularly gifted. All pupils have daily access to well planned and differentiated work that provides opportunities to challenge and extend every child's learning. Some will benefit from the extra help given by the support staff who are available to encourage and guide children towards achieving their full potential.

Pupils have Special Educational Needs (SEN) if they have a learning difficulty or disability (LDD) or are particularly more able, gifted or talented (G&T), which calls for special educational provision to be made for them. Pupils may also need extra support if they have one or more of the following needs:

- Learning difficulties
- Communication difficulties
- ASD- Autistic Spectrum Disorder
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

As an inclusive school, we strive to make all reasonable adjustments to meet the learning needs of all our pupils. This SEN policy details how our school will do its best to ensure that the necessary provision is made to include any pupil who has SEN. Our school will have made regard to the 'Special Educational Needs Code of Practice' when carrying out its duties towards all pupils with SEN. The school will ensure that parents are notified of a decision by the school that SEN provision is being made for their child. Partnership with parents plays a key role in enabling pupils with SEN to achieve their potential. Our school recognises that parents hold information and have knowledge

and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with SEN will be treated as partners and supported to play an active and valued role in their child's education. Pupils with SEN often have knowledge of their own needs and their views about what sort of help they would like to make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

The Local Authority supports pupils within our school via its policy of special needs integration. This support includes advice to enable us to fulfil our legal requirements as well as specialist services for pupils for whom a Statement of Special Needs or an Education, Health, Care Plan has been written. The school must also follow the Code of Practice by keeping a confidential register of pupils and their needs. The parents of these children are regularly consulted and invited to attend meetings every half term to review their child's needs and progress.

Ofsted conducted a full inspection of the school in April 2013 in which the school was graded as outstanding in all areas. Ofsted commented that:

"Pupils of all abilities, including those with special educational needs, make excellent progress in reading, writing and mathematics."

"Pupils with a disability or special educational needs make outstanding progress overall. The robust focus through school on ensuring all pupils develop good basic literacy and numeracy skills contributes to the gains they make. Very sensitive additional support, when needed, boosts learning further."

For further information about SEN please contact our SENCO, Mrs Cowling.

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Frequently Asked Questions

How do the staff know if children need extra help?

Provision for pupils with SEN is a matter for the school as a whole. In addition to the Governing Body, the Headteacher and the SENCO, all other members of staff have important day-to-day responsibilities. *All teachers are teachers of pupils with special educational needs.* Teaching pupils with SEN is therefore a whole school responsibility.

EAL pupils. The identification and assessment of the SEN of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from SEN.

Key indicators that a child needs extra support are:

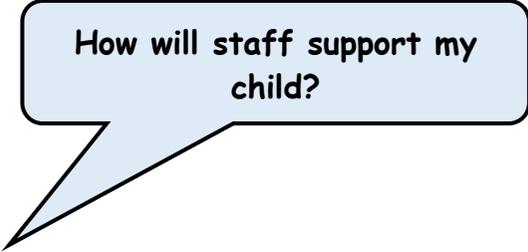
- ❖ concerns are raised by parents/carers, teachers, or the pupil's previous school
- ❖ there is lack of progress despite quality first teaching and regular interventions
- ❖ teacher assessments show that attainment is low and there is a significant gap in the pupil's attainment in comparison to their peers and school expectations
- ❖ there is a change in the pupil's behaviour
- ❖ a pupil asks for help

What should I do if I think my child may have special educational needs?

Speak to your child's class teacher to discuss your concerns or make an appointment to see our SENCO, Mrs Cowling.

If staff feel a child has Special Educational Needs and that they would benefit from additional support the following procedures will take place:

1. **Areas of concern record** Teachers will liaise with the SENCO for advice and support regarding pupils in their class. If they have any significant areas of concern regarding pupils learning or behaviour they will record these on an Areas of Concern form. This is kept by the SENCO and is monitored in subsequent assessment weeks. The SENCO will also observe pupils in their classroom setting at key times throughout the day and will work with pupils on a 1:1 basis to perform any further assessments.



How will staff support my child?

2. **SEN School Action**

Foundation Stage Our school will complete an assessment on entry into school and at intervals throughout the year as appropriate in order to accurately assess levels of attainment. The results of these assessments will highlight any pupil who does not meet the age related expectation or/ and whose progress is limited. These pupils will be then put on to our Special Needs Register (SEN register).

Key Stage 1. Pupils will be placed on the SEN register under this category when:

- despite receiving differentiated learning opportunities they make little or no progress
- they show signs of difficulty in developing literacy or mathematics skills
- they are more than two sub-levels below the expected standard in their year group for reading, writing or maths
- they present persistent emotional or behavioural difficulties which require extra behaviour management strategies above and beyond school procedures outlined in our behaviour policy
- they have sensory or physical problems
- they have communication and/or interaction difficulties,

The class teacher will use this information to support the child in their learning. This will include differentiating the curriculum and resources and provide reasonable adjustments to ensure that we all we can to meet the child's needs in our setting. These actions will be recorded and agreed on the pupil's Individual Education Plan (IEP). Parents will be kept informed and involved at each stage of this process.

3. My Support Plan. A request for support from external services is likely to follow a decision taken by the SENCO and colleagues. This will be done in consultation with parents at a review IEP meeting. *At this stage* external support services will usually see the pupil so that they can advise teachers. They will provide advice on: setting small and realistic targets, specialist strategies and materials, specialist assessments to inform planning and to accurately measure progress and in some cases will provide support for particular activities. A My Support Plan will be put in place, when despite receiving individualised support under SEN School Action, the pupil:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum and/ or EYFS levels substantially below that expected of similar aged pupils
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or/ and that of the class, despite having an individualised behaviour management programme
- has sensory or physical needs and requires additional specialist equipment or/ and regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The IEP and My Support Plan for the pupil will set out new strategies for supporting the pupil to make progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP and My Support Plan continues to be the responsibility of the class teacher. On some occasions, pupils may enter Lower Foundation Stage with a SEN that have been identified by other assessments e.g. a health visitor or other medical professional. Their information will be transferred onto an education system automatically at the stage in which the child has already been assessed at.

4. School request for a statutory assessment Where the school makes a request for a statutory assessment to a Local Authority the pupil will have demonstrated significant cause for concern. The LA will need information about the pupil's progress over time. They will also need documentation in relation to the pupil's Special Educational Needs and will need to be informed about any action that has taken place within the school, including any resources or special arrangements that have been put in place. The school will provide this evidence through SEN School Action and My Support Plans. This information may include:

- Individual Education Plans for the pupil (IEPs)
- records of regular reviews and their outcomes
- the pupil's health including the pupil's medical history where relevant
- National Curriculum or EYFS attainment levels in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the pupil
- involvement of other professionals such as health, social services or education welfare service

How will the curriculum be matched to my child's needs?

- Teachers carefully plan to make sure work is closely matched to the pupil's ability and learning needs. When a pupil has been identified with SEN their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- A teaching assistant may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If appropriate, specialist equipment may be given to the pupil to help them access learning. Resources may include writing slopes, concentration cushions, pen/pencil grips or easy to use scissors.

All parents, regardless if their child has SEN, are regularly kept informed of their child's progress and attainment. Regular parent meetings and consultation days take place and target booklets and targeted homework are sent home. Parents are invited to come and speak to their child's teacher. Parents of the pupils on the SEN register are invited to attend a meeting every half term to discuss their child's progress and next steps in their learning.

How will I know how my child is doing and how will All Saints help me to support my child's learning?

How will you help me to support my child's learning?

At parent meetings the teachers will inform you of how you can support your child further at home. They will set small achievable targets that will help your child to progress further according to their individual needs. Mrs Cowling, our SENCO, may also attend these meetings to offer further support and advice. Some pupils may also have support from outside agencies, such as speech and language therapists. These professionals may also attend these meetings to give advice on how best to support your child.

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- Further support or resources may be allocated to your child following assessments by school staff or outside agencies (e.g. Learning Support Service).
- Funding may be used to buy in specialist support (e.g. Speech Therapy)
- Some children may have a statement of educational need in which Wakefield Local Authority commits additional funding to that child. In such a case, this additional funding is used to support the individual who attracts that funding.

How are the school's resources allocated and matched to pupil's Special Educational Needs?

What training have the staff supporting children with SEN had?

All staff are responsible for pupils with SEN and all staff have regular training in regards to Special Educational Needs. Staff have had specific training regarding ASD, Dyslexia, Speech and Language and Social, Emotional and Behavioural difficulties. Within school we have several members of staff who have areas of expertise such as ASD and Speech and Language. Our staff are trained in delivering specialist intervention support such as Fit to Learn, What's in the Bag? and Musical Interaction.

Our SENCO, Mrs Cowling, has the Post Graduate Certificate of Special Educational Needs Co-Ordination.

How will the school support my child in making transitions to a new school?

The transfer of information is important at every stage. As children on the SEN register move through school, records will be transferred. Transfer meetings take place between teachers to discuss individual needs, intervention strategies, levels of support needed, preferred learning styles as well as the pupil's strengths. The SENCO keeps a central record of all information regarding pupils on the SEN register. The SENCO passes relevant information to each class teacher and the headteacher as appropriate. When a pupil moves to another school, SEN records will be sent to inform the new schools of the individual's needs. Where a pupil has a Statement/ EHCP or is at the School Action stage, the SENCO of the receiving school will be invited to a review meetings the term before they transfer. Before the end of Year 2, the Year 2 teachers and the SENCO will meet with the Year 3 teachers and the SENCO of the Junior School that the pupil will be attending.

Can school staff get extra help from experts outside school if they need to? (E.g. advice and training on medical conditions).

How will my child be included in activities outside the classroom, including school trips?

School trips are planned for all pupils to take part in, regardless of need.

A set procedure will take place:

- A risk assessment will be carried out and procedures put in place to enable all children to participate.
- If the risk assessment suggests that a high level of 1-1 support is needed, a parent or carer may be asked to accompany a child to ensure their safety.

Further information and policies can be found on our school website or in the school induction packs. For further information please speak to Mrs Cowling, our SENCO.

This is our school's contribution to the Wakefield LA Local Offer. This can be found on the link on our website.

Normanton All Saints Infant School has access to advice and training from a wide range of experts from outside the school. These include:

- Educational Psychologists
- Learning Support teachers
- Communication, Interaction and Access support teachers
- Pre- 5 Service
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Behaviour Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- CFit (Child and Family Inclusion Team)
- School nurses
- Social Services
- Educational Welfare Officers
- STAR Bereavement

We also help parents by signposting services such as

- Wesail
- Safe at Home

We are always willing to meet with parents/ carers to discuss an individual child's requirements. The school has:

- ❖ Disabled access including ramps, single level pathways and entrances to allow access into the school building, which is on a single level.
- ❖ Disabled toilet facilities.
- ❖ For more detailed information please ring the school and speak to a member of staff.

How accessible is All Saints Infant School?