



Special Educational Needs and Disabilities (SEND) Information Report 2021-2022

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. As an inclusive school, we strive to make all reasonable adjustments to meet the learning needs of all our pupils. Our SEND policy details how our school will do its best to ensure that the necessary provision is made to include any pupil who has SEND. Our school has made regard to the 'Special Educational Needs Code of Practice' when carrying out its duties towards all pupils with SEND. The school will ensure that parents are notified of a decision by the school that SEND provision is being made for their child. Partnership with parents plays a key role in enabling pupils with SEND 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 SEND will be treated as partners and supported to play an active and valued role in their child's education. Pupils with SEND 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.

This SEND information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out the schools' responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCO's) and the SEN information report.

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

All Saints CE (A) Infant School

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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 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.

Wakefield Council's Local Offer can be found at:

<http://wakefield.mylocaloffer.org/Home>

Definition of Special Educational Needs (SEN):

Normanton All Saints CE (A) Infant School adopts the definition of special educational needs as stated in the Special Educational Needs Code of Practice 0-25 (DfES 2014).

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *Has a significantly greater difficulty in learning than the majority of others of the same age; or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

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

Special educational provision means:

- For children two or over, educational or training provision which is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers;
- For children under two, educational provision of any kind.

Within school, pupils with SEN are identified on the schools SEND register so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

Definition of a disability (D):

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

Children with a disability have special educational needs if they have a difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school. Children within the school who have special education provision made for them as a result of a disability are also identified on the school SEND register.

It is possible to have a disability without having special educational needs.

Different kinds of SEND:

The SEN Code of Practice (2014) divides the areas of need into four categories:

Communication and Interaction – Children may have a delay or disorder in one or more of the following areas:

Attention/Interaction skills:

- May have difficulties ignoring distractions.
- Need reminders to keep attention.
- May need regular prompts to stay on task.
- May need individualised motivation in order to complete tasks.
- Difficulty attending in whole class.
- Interaction will not always be appropriate.
- May have peer relationship difficulties.
- May not be able to initiate or maintain a conversation.

Understanding/Receptive Language:

- May need visual support to understand or process spoken language.
 - Repetition of language and some basic language needs to be used to aid their understanding.
- Speech/Expressive Language:
- May use simplified language and limited vocabulary.
 - Ideas/ conversations may be difficult to follow, with the need to request frequent clarification.
 - Some immaturities in the speech sound system.
 - Grammar/phonetic awareness still fairly poor and therefore their Literacy can be affected.

Cognition and learning – May have difficulties with the skills needed for effective learning such as use of:

- Language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Independent learning skills

- Exercising choice
- Decision making
- Information processing

Children may have a specific learning difficulty such as dyslexia, dyscalculia, dyspraxia or dysgraphia.

Social, Mental and Emotional Health – May have difficulties with social and emotional development which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self esteem

Sensory and/or Physical Needs – These children may have a medical or genetic condition that could lead to difficulties with:

- Specific medical conditions
- Gross/fine motor skills
- Visual/hearing impairment
- Accessing the curriculum without adaption
- Physically accessing the building(s) or equipment
- Over sensitivity to noise/smells/light/touch/taste
- Toileting/self-care.

Behavioural difficulties, persistent disruptive or withdrawn behaviours and slow progress and low attainment do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

What needs do we have experience of supporting at our school?

Normanton All Saints CE (A) Infant School is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties; social, emotional, behavioural and mental health difficulties; physical difficulties; autistic spectrum disorders; sensory impairments; speech, communication and language difficulties; medical difficulties and other difficulties or disabilities.

The SEND Team:

At Normanton All Saints CE(A) Infant School we have a very experienced and caring staff who will work hard to provide the appropriate support to meet your child's needs. By having a designated SENCo and team of hardworking qualified staff we ensure that all children who have SEN have their individual needs met to the best of the school's ability with the funds available. Using the school SEN budget, we allocate Teaching Assistants to support children in class, during intervention and on a 1:1 basis where an EHC plan is in place. The budget is allocated on a needs basis.

Outside agency staff may be consulted to support the work staff are doing in school. The following staff may be involved in supporting your child;

The Headteacher: The Headteacher has responsibility for the strategic management of SEND.

The SEN Co-coordinators (SENCO):

All mainstream schools must appoint a designated teacher, the Special Educational Needs Coordinator, who is responsible for the day to day operation of the school's SEND policy. In accordance with the Children's and Families

Act (2014), The SENCO at Normanton All Saints is very experienced and has undertaken the Postgraduate National Award in Special Educational Needs Coordination. She co-ordinates provision for pupils with SEND within school and liaises with parents, staff and external agencies. An appointment to meet with the SENCO can be made by speaking to the administrative staff in the school office.

The key responsibilities of the SENCO include:

- helping identify pupils with SEND
- liaise with and provide support and advice to colleagues to ensure effective teaching and inclusive practices
- liaise with and support the Learning Mentor
- maintaining a SEND register, with records on pupils with SEND
- managing and coordinating provision for pupils with SEND
- overseeing the records of all pupils with SEND
- liaising with parents of pupils with SEND
- contributing to the in-service training of staff
- be the key point of contact and liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.
- the day-to-day operation of the school's SEND policy
- advising on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively
- tracking the progress and attainment of pupils with SEND alongside the SLT
- tracking the progress and attainment of pupils who are at risk of falling into the criteria for SEN intervention
- Tracking of the provision for pupils with SEND across school (Provision map.)
- publish an annual SEN Information Report
- reporting to the head teacher and governing body

Teachers:

All teachers in our school are teachers of children with special educational needs. As such, Normanton All Saints adopts a 'whole school approach' to special educational needs which involves all staff adhering to a model of good practice. All members of staff in school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial and in line with that of the Local Authority. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole. SEND provision is managed by the SENCO (Mrs. Elizabeth Cowling).

Teaching Assistants (TAs) and Learning Mentor:

Our TAs work mainly within class-based sessions, supporting identified children. This enables us to offer small group support to those children with higher level of need at SEN support. Their work is carried out under the direction of the class teacher, SENCO and SLT.

Additionally, TAs may run some of the many interventions on offer within school for example Musical Interaction (Social and communication programme), Fit to Learn (balance and motor skills) and Lego therapy (social and emotional well-being, self-esteem), Secret Writers club or Marvelous Math's.

Our Learning Mentor and many of our TAs provide support for pupils with social, emotional or mental health difficulties. They provide safe and secure environments in which pupils can talk to an adult, particularly for those pupils who have low self-esteem or poor social skills. Many of our TAs are also trained in bereavement counselling and can support pupils and families who are bereaved.

TAs work with pupils who have an Individual Education Plan (IEP), My Support Plan (MSP) or an Education, Health and Care Plan (EHCP), supporting them in the classroom and through 1:1 work. They plan with the class teacher, SENCO and external agencies to support a child's targets. Support is tailored to suit the individual needs of the child as identified within their IEP, MSP or EHCP.

External Agencies:

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

- Educational Psychologists
- Learning Support teachers
- WISENDSS teachers
- Pre- 5 Service

- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Visual Impairment Team
- Hearing Impairment Team
- Behaviour Support Service
- CAMHS (Child and Adolescent Mental Health Service)
- CFIT (Child and Family Inclusion Team)
- Early Help Hub
- School nurses
- Social Services
- Educational Welfare Officers
- STAR Bereavement

The SENCO meets biannually with both the WISENDSS and the Educational Psychologists and a representative from the Special Education needs Support Service (SENS). Parents must give their consent for the SENCO to discuss their child's needs at either biannual planning meeting held with the Educational Psychologist and WISENDSS. The SENCO will complete referral forms, signed by parents and gather any evidence regarding the learning needs and progress of the individual pupil. From this meeting the services of other support agencies may be requested to support the learning and/or behaviour of the child.

We also help parents by signposting services such as:

- WESAIL and SENDIASS- <http://wakefield.mylcaloffer.org/wakefield-early-support-advice-information-and-liaison-service-wesail>
- **Telephone:** 07961 897036
- **Email:** WESAIL@barnardos.org.uk

Identifying Special Educational Needs

At Normanton All Saints CE(A) Infant School we identify pupils as having SEN in a variety of ways including:

- Liaison with parents/carers prior to the child starting school;
- Liaison with nurseries, pre-schools or schools prior to the child starting at or transferring to our school;
- Looking at data from daily and termly assessments made by the class teacher;
- Observations made by adults working with your child;
- Talking to the child on a 1:1 basis to see if they feel they have any needs or concerns;
- Concerns raised by adults in school over behaviour or self-esteem affecting attainment;
- Liaison with outside agencies;
- Concerns raised by parents.

What should I do if I think my child has Special Educational Needs

If you have concerns about your child's progress or well-being, then please:

- Make an appointment to speak to your child's class teacher or Mrs Cowling;
- The class teacher will discuss the current level your child is working at and/or identify the current needs they have observed;
- Further observations of your child will take place and a range of evidence will be considered;
- If it is felt that further action needs to be taken, following discussion with yourself your child may be placed on the Special Educational Needs Register. An Individual Education Plan (IEP) will then be put together, identifying specific targets, which will be shared with you and your child.

If a teacher is concerned that a child may have SEN they will always seek support and advice from Mrs Cowling and speak to the parents / carers about their concerns.

What will school do to support my child?

Your child's class teacher will be the main contact throughout this process. They will be responsible for setting targets and ensure that all support is in place. The progress will be monitored by them alongside teaching assistants and possibly outside agencies. A record of their support will be managed by the SENCo. The support process will involve assessing the child's needs, planning support, providing that support and then reviewing the impact of that support.

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| Assess | Looking at a range of work from across the curriculum, assessments will be made to see the levels your child is working at. Observations will be made by school and support staff. |
| Plan | SMART targets (Specific, Measurable, Achievable, Realistic, Time based) will be generated from evidence collected by assessment. The National Curriculum and the EYFS Curriculum will be used to support the target setting, along with advice from outside agencies where they are involved. |
| Do | A range of different strategies will be put in place to support the individual targets of your child. This will take place in or out of the classroom. The class teacher, teaching assistant, SEN 1:1 assistant or learning mentor may work with your child to deliver the interventions. |
| Review | You will be invited to your child's review once every half full term. At the meeting targets will be reviewed and achievements discussed. Information from home is shared. New targets are set and further strategies suggested. |

How will the curriculum be differentiated to meet the needs of my child?

At Normanton All Saints Infant School all learning is matched to the appropriate level to support and challenge the individual needs of the children. This may mean within one class there can be many different levels of differentiation.

Support within the classroom can include;

- Use of ICT to support learning and record ideas;
- Use of visual prompts and pictures on timetables and displays;
- Use of talking partners, mixed ability groups and adults to discuss ideas;
- Use of concrete apparatus to support learning practically;
- Use of pre-learning so children are aware of key points prior to the lesson;
- Use of post-teaching so children can consolidate key points after the lesson so they are ready to access the next day's teaching and learning;
- Use of over-learning so children are given the opportunity to revisit areas that they are unsure about.

Pupils also have access to a range of SEND aids and equipment to support them in the school environment.

These include;

- Fidget aids
- Wobble cushions
- Slanted writing boards and a variety of pencils and pencil grips
- Ear defenders / noise cancelling headphones
- Sensory stations and quiet work stations (bay areas)
- Toilet frames
- Coloured overlays

At some point children may need further support to access areas of learning they find more challenging. Here the children will receive particular types of focused intervention. This level of support is tailored to the specific individual in a particular curriculum area. Following this intervention programme over a series of weeks allows children to access learning at their appropriate stage and make progress.

How will school monitor my child's progress?

Your child's progress will be monitored in a variety of ways:

- The Headteacher and Senior Leadership Team regularly monitor provision in classrooms by observations, looking at children's work, talking to children and monitoring progress;
- Each full term, your child's class teacher will be involved in pupil progress meetings with the Headteacher. Any concerns regarding a lack of progress will be identified and additional support put in place to address this;
- Each half term you will be invited to a review of your child's Individual Education Plan; this may be at a My Support Plan Review Meeting or at Pupil Progress Meetings;
- Any intervention groups that your child is involved in will be monitored by the class teacher and SENCo for their effectiveness. If it is felt they are not having sufficient impact, alternative interventions will be considered.

What opportunities will there be to discuss my child's achievements?

We believe as parents you know your child best. We strive to ensure parents are as fully involved and informed as they can be. We promote positive relationships and welcome opportunities for feedback. At school we operate an open-door policy where you are very welcome to make an appointment with the class teacher or SENCo to discuss your child and their progress. Other ways to find out more can include:

- Parents are invited to attend all review meetings (at least 6 in a school year). Here we will discuss the progress your child is making linked to their individual targets. The expectation is that your child will achieve the target by

the time we meet at each review. At these meetings the school staff can offer practical strategies and advice as necessary for you to support your child at home;

- At Pupil progress meetings there will be the opportunity to view your child's work and meet with their teacher. We believe that a strong partnership with high levels of communication between parents and teachers support the education of all children;
- If your child has more complex SEN needs then they may have an Education, Health and Care plan designated to their individual needs. This plan will be reviewed formally each year and a report will be written as a record.

What experience and training do those who support my child have?

All staff are responsible for pupils with SEND 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.

We have two Thrive practitioners in school who are trained to support pupils with SEMH and behavioural needs.

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

At Normanton All Saints CE(A) Infant School we work closely alongside outside agencies who support individual pupils. These agencies provide bespoke training for staff supporting individual pupils with SEND.

What is the pastoral and social support available in the school?

At Normanton All Saints CE(A) Infant School we value all our children equally. We are an inclusive school and celebrate diversity. All staff promote high levels of self-esteem amongst our children. We believe that this then fosters positive attitudes to learning. All staff are involved in supporting and caring for your child.

To support the emotional well-being of all children a range of support networks are in place. These include:

- The class teacher who has the overall responsibility for your child and is the first point of contact. They deal with the pastoral, medical and social care of the children in their class on a daily basis. The class will take part in a weekly circle time assembly where any issues the children feel need discussing will be talked about together;
- Our school-based Learning Mentor who is available for parents and children to share any worries they may have. These worries whether social, emotional or behavioural are supported during designated time on a 1:1 or small group basis depending on the need. All matters remain confidential at all times;
- The SENCO who oversees all areas of support for all children. If further support is required the SENCO will be informed and further advice will be given;
- Support and advice from outside agencies. We work very closely with the Educational Psychologist, Speech and Language Team, Special Educational Needs Support Service, Early Help Hub and the Future In Minds Team.

What is the medical support available in the school?

The school recognises the need to support pupils with medical conditions. We ensure full access to the curriculum, including school trips and PE lessons. Some children with medical conditions may be disabled. Where this is the case, the school will comply with the Equality Act 2010. Some of these children may have special educational needs and may have an EHC Plan which brings together education, health and social care. Here the specific plan outlined will be followed with due regard to the SEN and Disability Code of Practice.

Children who require medicine during their time in school will follow the Administration of Medicines in School Policy. Parents are responsible for supplying the child's individual prescribed medication on a daily basis. All staff are aware of this and the designated First Aider ensures all general medical supplies are kept up to date.

A large proportion of staff at Normanton All Saints CE(A) Infant School have a basic level of first aid training. Some staff also have the paediatric certificate of first aid. Should there be a specific medical need the school will seek advice from the appropriate professional and ask for training as required.

What is the behavioural support available in the school?

As a school we have a positive approach to managing the behaviour of our children. All classes use the Sunshine Reward System. This is a clear reward system which is used by all staff and children. Behaviour both in and out of the classroom is rewarded and all staff are able to contribute to the positive system. After any behaviour related incident, the child will be spoken to by a member of staff and have time to reflect on their actions. They will have the opportunity to discuss the reasons for their behaviour and suggest ways they could deal with these issues in the future. The Learning Mentor may work alongside the children to support their behaviour in or out of the classroom as required. At Normanton All Saints CE(A) Infant school we also have two Thrive Practitioners who can support identified pupils.

If a specific child has a behavioural difficulty then the class teacher will seek the advice of the SENCo. If the behaviour requires further attention then a meeting will be set up with the parents and a discussion of next steps will be decided together. An Individual Behaviour Plan will be drawn up with targets stating ways to support the specific behavioural issue. From this, relevant support strategies will then be put in place and reviewed. It may be necessary to seek support from the school Educational Psychologist who will meet with parents and observe children as necessary.

We believe that every child should have support for whatever their specific need and as a school we want to avoid exclusion at all times. By promoting high levels of attendance throughout the school we believe that all children can benefit from a routine within a safe environment. The attendance of every child is monitored by the office. If your child falls below our expectation of 96% then the class teacher will inform you and ask if there are any ways we can support you to achieve a higher rate of attendance. The office and Learning Mentor continue to monitor lateness and any absences. If the level of concern continues to rise the Educational Welfare Officer may be contacted as stated in our Attendance Policy.

How will my child be involved and able to contribute their views?

We feel it is important that both children and their parents are involved with all matters that may concern them during their time at school. A strong partnership between staff and families is encouraged at all times. Whilst at school the children have many opportunities to express their views. These can include;

- The School Committee – children will be invited to tell their class school committee representatives about any issues they wish to be addressed in the next meeting. Feedback is then given to the class;
- IEP Reviews – children will discuss their current IEP targets and how well they feel they have met them with our SEN Teaching Assistant or the teacher. This information is then feed into IEP meetings which we invite parents to attend;
- Marking and Feedback – as part of our marking policy we encourage children to look at their work with an adult when possible and discuss how they felt the task went. They then have the opportunity to reflect upon their learning and decide upon their next steps;
- Subject Leaders – staff will regularly talk to the children about how they feel their learning is progressing in certain subject areas. They will have the opportunity to celebrate what they have done well and decide upon what they would like to do next;
- Reports – children will have the opportunity to contribute their views about their learning in their end of year reports. A copy will be sent home to parents.

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

All children at Normanton All Saints CE(A) Infant School are given the opportunity to access the whole of the school curriculum. As part of our enriched curriculum we aim for all children to be included on school trips. Our range of trips include visits to the local area, The Deep, The Yorkshire Sculpture Park, Fairburn Ings, places of worship such as churches, synagogues and mosques, a range of museums and outdoor learning centres such as Nell Bank. If required we will provide the necessary support to ensure that all children are able to participate in these visits. When necessary we may ask you to accompany your child to support their individual needs during the educational visit.

A thorough risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised. As part of this document individual needs will be addressed and noted. These may include behavioural or medical needs. A paediatric first aid trained member of staff will be included as part of the team leading the trip.

All children are invited to attend the range of after school clubs we offer. Children from EYFS through to Year Two will have the opportunity to take part in a range of clubs including those led by external coaches. No pupil is ever excluded from taking part in activities because of their SEN or disability.

How accessible is the school environment?

In order to support your child should they be in a wheelchair we offer a school site that is has wheelchair ramps. The main entrance has a ramp and an automatic door to allow wheelchair access. There is a wheelchair accessible disabled toilet which is large enough to accommodate changing. ICT equipment including iPads are available throughout the school. All classrooms are equipped with Interactive Whiteboards.

To support children with English as an Additional Language (EAL) we have a range of books written in a number of home language.

How will the school prepare and support my child when joining the school?

As parent school partnerships are important we encourage all new children to visit our school with their parents prior to starting the following September. At this point they will be given a tour of the school and classrooms and an opportunity to meet many of the school staff.

In the Summer Term (June/July) the children will be invited to attend a series of induction sessions. Here they will spend time in their new classroom with their new teacher and class mates. There will be a Welcome Meeting where all new parents are invited to meet their child's new teacher, familiarise themselves with the school and find out more about the day to day routines.

For children with SEND we would encourage further visits to assist with the transition to their new surroundings. The EYFS staff will also visit the children in their Pre-School settings and discuss any important matters that may arise. Where possible, the SENCo or EYFS Lead will attend review meetings at the Pre-School alongside their staff and parents. Parents are welcome to arrange meetings with school staff and the SENCo to discuss any transition concerns they may have.

How will the school prepare and support my child when transferring to a new class or school?

Many of our children will be used to moving classes throughout their years at Normanton All Saints CE(A) Infant School. At this point the class teachers meet with each other and discuss each child individually. Any medical, behavioural or social issues that require further support are noted and IEP targets are shared. The children will then spend a morning in their new Key Stage 1 class with their new teacher and teaching assistant. Parents are encouraged to discuss any issues which they feel the new teacher needs to know and familiarise themselves with their child's new class.

Most children only prepare to leave us for a new school at the end of Year Two. Whichever school the children decide to move on to we arrange a series of visits and activities to work alongside their new school. If required we organise a series of extra visits for those children whom we feel are a little more vulnerable. This will often include those children with SEND.

A meeting will be held between the Year Two and the Year Three teachers where every child is discussed in detail. The SENCo will meet with the new school SENCo and discuss those children who will need extra support via their IEP/ MSP/EHCP. The SENCo will hold transition meetings in the final term where the SENCo from the new school. If a child in Year Two has an EHCP the SENCO will call an early annual review before the October half term holiday. At this review the school will invite the SENCo/SENCOs from future schools to attend so that they can meet the parents and learn about the child's needs.

We like to liaise closely with staff and parents at this transition time as it can appear very daunting for all children. When both receiving and transferring children to different schools we ensure that all relevant paperwork is passed on and all needs are discussed and understood.

How can I be involved in supporting my child?

We believe that home school partnerships are important. Therefore, we will support parents as much as we can to provide opportunities to continue children's learning at home. Advice will be given at Pupil progress meetings and when asked for during meetings with class teachers. If your child has an IEP/MSP then advice will be discussed during these meetings and ideas noted on the plan.

Some useful ideas are:

- Play a range of memory, spelling, word and number games;
- Use suitable websites to support learning in school;
- Listen to your child read whenever possible and support their question answering skills;
- Use visual strategies and timetables to support routines including bedtime and behaviours;
- Take your child on a day trip and make a scrap book to discuss what they have done.

If your child has medical needs you can arrange appointments with your GP and ask for referrals to a range of services including Paediatrics. Ensure that your child has regular eye sight tests and hearing checks. Keep the school up to date with any medical issues that may arise and that you may need support with.

Remote learning:

In the case of school closures due to Covid 19 all pupils with an EHCP will be offered a place in school in consultation with their parents and the SEND service.

The school uses the online learning platform Seesaw and Microsoft Teams and pupils are offered a range of pre-recorded and live lessons.

When remote learning is required (e.g. school closure , bubble closure or isolation) all pupils on the SEND register will continue to have access to learning that is matched to their individual needs and stages of development. The SENCO will liaise with parents and external SEND services about the format of this and adaptations made as necessary.

Annual reviews and My Support Plan reviews will continue remotely to ensure timely and appropriate access to provision.

What should I do if I have a complaint?

- Come to school and speak to someone who knows about the problem and can help you. In the first instance this will usually be your child's teacher
- If you are still not happy, please telephone the school office on 01924 894309 to make an appointment to speak with our SENCO or one of our Assistant Headteachers. They will investigate your complaint and get back to you as soon as possible. Please allow us a reasonable time to investigate and respond to your complaint.
- If the problem has not been resolved please make an appointment to speak to the Head teacher. She will investigate your complaint and get back to you as soon as possible.
- Any issues that remain unresolved at this stage will be managed according to the school Complaints Policy. This is available on the school website.

If at any stage you need help or advice, you can contact:

If your child has additional needs contact: SENART 01924 302465 WeSail: 07961 897036