

Respect... Empower... Grow...
Respect- We respect and love one another
Empower- We encourage and strengthen one another
Grow- We grow and flourish together as individuals within a community



Normanton All Saints CE (A) Infant School

SEND Information Report

2024 – 2025

Our School

Our School Vision

At Normanton All Saints the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development and preparation for adulthood.

School Information 2024- 2025

Our school number on roll is 348. At the time of this report (September 2024) there were 299 pupils in the school.

There are currently 46 children (15%) on the SEND register with a range of needs from cause for concern to Education Health Care Plan (EHCP).

4 children have been identified as cause for concern by staff in the school and are having their needs currently met by quality first teaching and targeted intervention. This is being closely monitored by class teachers alongside the SENDCO to assess whether they will need a Supporting Me To Learn Plan.

11 children (4%) have a SSS, that can be accommodated through quality first teaching with a Supporting Me To Learn Plan (SMTLP).

3 children (1%) have a My Support Plan (MSP) that requires targeted interventions through quality first teaching and support planned by other professionals alongside school and SENDCO.

8 children (3%) have a significant and complex need that requires support over and above in class provision. These children have had an MSP and this has been/will be sent for Education Care Plan Assessment this year.

8 children (3%) that have an EHCP.

1 child has previously been on the SEN register and is now removed but being closely monitored.



Meet our
SENDCO

The SENDCO is Elizabeth Bellis

If you would like to contact Liz, please call school on **01924 898262**. Alternatively you can email her at ebellis@allsaints-normanton.wakefield.sch.uk



Special Educational Needs

At Normanton All Saints CE(A) Infant School we support children with a variety of differing Special Educational Needs and Disabilities and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Normanton All Saints we work closely as a team and if staff have a concern about a child, they fill in a **Cause for Concern** form and discuss concerns with parents. A child will then be placed on the Cause for Concern section of the SEND register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child needs to be placed on a SMTLP and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving. This is where we would also discuss with you any further advice or support that external agencies are able to provide which may be beneficial.

Some children will be monitored using the Wakefield progression steps or highly differentiated tasks, this allows the children who are working at below ARE to have small step targets set in lessons to allow them to achieve and begin to work independently with their learning styles and needs being carefully assessed and considered for all areas of the curriculum.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access advice for QFT from [Wakefield SEND Local Offer \(mylocaloffer.org\)](http://mylocaloffer.org) to help support children's learning within the classroom.

The school SENDCO will also work closely with staff to ensure that QFT strategies are in place consistently to enable success for all learners at all times throughout school.

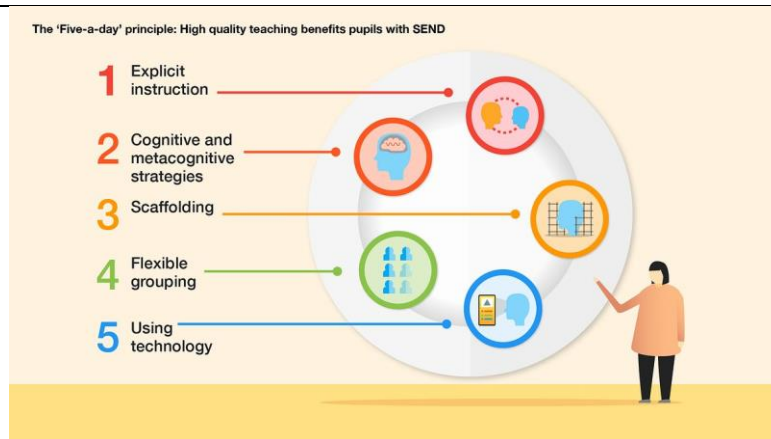


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups- whole class, small groups or 1:1.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary to ensure a child's complete learning needs are catered for. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons. [EEF blog: The Five-a-day approach: How the EEF can support | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)



Alongside this we use the recommendations from the Rochford Review to support assessment of SEND provision and children's access and engagement with this.

The Engagement Model consists of assessing the children showing engagement in the following areas

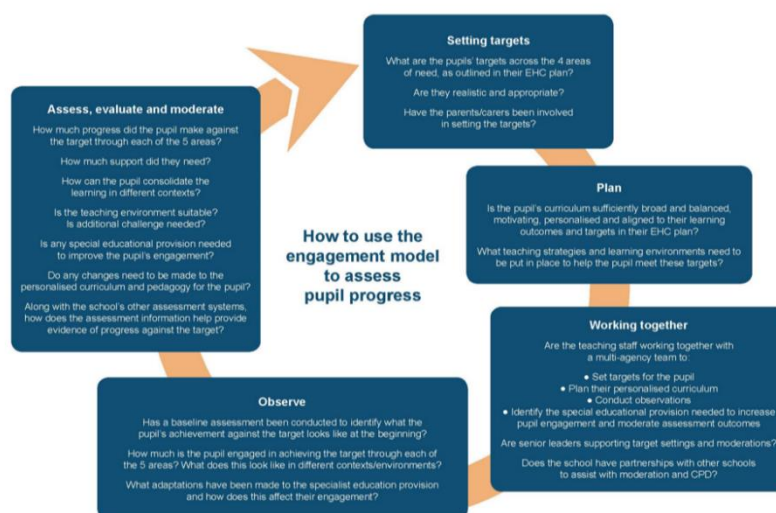
Exploration

Realisation

Anticipation

Persistence

Initiation



The strategies below are used with all pupils but particularly support some of our pupils with SEND.

Recall and review- At the start of each taught lesson, recap activities/ questions are well-planned to review prior learning and to find out what children can remember, know and do. This will be delivered in a way pitched to the child's needs/ level.

Modelling and scaffolding- Learning is broken down and modelled in small chunks. As teachers model they will talk out loud the thought processes. Visual aids and concrete examples are also used to support learning.

Vocabulary development- Pre-teaching of vocabulary takes place and clear and concise definitions are given using flash cards and picture prompts. This will be delivered

Questioning and feedback- Questioning is used to check pupil understanding and to inform the next steps as to whether learning moves on, re-teaching needs to happen or misconceptions need to be tackled. Think, pair, share is a strategy that is used to allow pupils to think individually before they share their ideas with their talk partner. Examples of excellence, using the pupils and teachers work, help children to see 'what a good one looks like'.

We use the advice given by external agencies including:

WISENDSS

Educational Psychology service

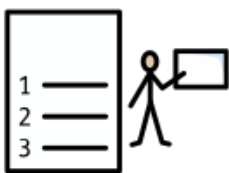
Speech and Language Therapy

Occupational Therapy

Physiotherapy


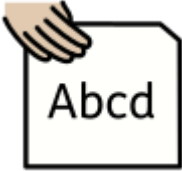




Portage

And others who have been involved with our team. This advice is disseminated across our team so that we create a well-informed bank of support that teachers and support staff can confidently refer to at any point to support children that they are working with. This rationale means that we are continually building our awareness of diversity and needs and how we can support these at the same time as developing a highly skilled and considerate team across school.



Curriculum adaptations and Quality First Teaching (QFT)

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking

		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

We understand that each child has unique needs and learning styles and we are continually seeking ways that we can support this.

We strive to use our element one and two funding to ensure any equipment and provisions are supporting our children and continue to adapt these as needed.



Parent Consultations

At Normanton All Saints we strive to work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions, seek support from charities and external agencies who have expertise in different areas (Beat Autism, SALT, Family Hubs, School Nursing) and our staff and SENDCO are available to discuss any concerns.

We also hold coffee mornings where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, Supporting Me To Learn Plan (SMTLP) or require specialist support (additional to and different from what is ordinarily available) we will invite you in for meetings each half term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year, a parental questionnaire will be sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Where children have barriers to communication it is vital that we recognise the importance of strong relationships between home and school and also between the team around the child in school to ensure we understand their achievements, difficulties, interests, needs and goals.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Evaluating Provision

Review progress in Senior Leadership Team meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every half term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly tracking to update targets and measure progress.

Holding half termly reviews for children who are on Education Health and Care Plans, Supporting Me To Learn Plans and those requiring additional support.

Holding annual reviews for children with Education Health Care Plans.

Holding reviews for children with My Support Plans.

SENDCO working closely each year with SEND governor and SENDCOs from other schools within our All Saints partnership and other local pyramid schools to ensure our practice, pedagogy and policy is up to date and always striving for excellence with children at the heart.



Staff Training









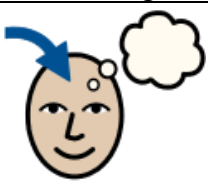



At Normanton All Saints, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.






When a new member of staff joins the school, we ensure they understand the systems within school, and they are given information about the children they are working with. The induction and transition period is vital to ensuring the best possible outcomes not only for new to school staff but also for the children they will be working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised. An example of this is Autism Education Training, Thrive, Musical Interaction, School funded NHS SALT weekly and staff specialist training in communication, language and literacy and high quality interaction.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EPS), Occupational Therapist (OT), WISENDSS, Physiotherapist, Portage or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
NELI	Lego Therapy	Child Development	Communication Friendly Setting Status
			
Autism Education Training	Makaton	Little Wandle Phonics	React
			
Specific Learning	Complex	Thrive	Speech and

	Difficulties	Needs training		Language
				
	De escalation	Attachment	Reading for those who struggle	Sensory needs
				
	Future in mind			



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO. We also hold meetings between UFS staff and our Nursery Teacher and also outside nurseries/childminders. Additionally, we hold a story telling session for children to come and see their new classroom and we hold a yearly transition meeting where parents can attend a meeting with the EYFS team and SLT whilst the children attend a stay and play session in their new classroom.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

We ensure that children who leave our setting to go to another school also have the opportunity to be supported by an effective transition and induction process, we support families with this and we understand the importance of sharing any important and essential information with the new setting.

End of Year transition

When children move up a year, we provide transition letters.

We hold transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share relevant information and SMTLPs.

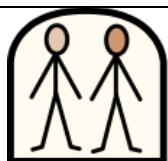
Parents of pupils with an EHCP or those going through the process are also invited to meet their child's new class teacher and support staff where relevant.

Junior Transition

We liaise very closely with our partner schools to ensure that the transition from our school to the next school is as smooth as possible. SENDCOs from both schools meet, discuss and share information to ensure the next school is aware of the progression the child has made and their current end points/ starting point.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. We will speak with previous school staff to discuss strategies which have been used and which have been successful and also the progress the children have made.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Pupil and School Support,
WISENDSS,
Educational Psychology Service,
School Health Advisory Service,
Speech and Language Therapy,
Visual and Hearing impairment team and Behaviour Support.
Portage
Family First Hubs
Occupational Therapy
Physiotherapy
Beat Autism
Future in Mind

We will discuss with you before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice.



Clubs and Trips

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.

All children are encouraged to go on our trips.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

No child is ever excluded from taking part in these activities because of their SEN or disability.

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher.

If you are not satisfied that your concern has been addressed, you may speak to a Senior Leadership Team member by making an appointment. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.

If you are not happy with the response, then you may contact the governors through the school office.

- Chair of Governors
- SEND Governor



Wakefield Local Offer

The Wakefield Local Authority Local Offer can be found at

[Wakefield SEND Local Offer](#) | [Wakefield SEND Local Offer \(mylocaloffer.org\)](#)

SENART	
Adaptations service	• 01977 722220
<u>Beat Autism</u>	• 07903 271785
Childrens Occupational Therapy	• 01924 541411
Early Years SEND Team	• 01924 307403
Educational Psychology Service	• 01924 307403
Home Start and Home Start School Transport	• 01924251205 • 01924 305643 / 305675
SENART	• 01924 302465
SEN Mediation Service	• 07715 958290
SNAPS Yorkshire	• 07738 287024

Wakefield o-19 Service	• <u>0300 373 0944</u>
WASP-Wakefield Awareness Support Project	• <u>01924 683890</u>
Wakefield CAMHS	• 01977 735865
Wakefield CAPS	• 01977 735865



Feedback

We are always grateful for any feedback and advice from our families. Please do not hesitate to get in touch if you have any worries, concerns or feedback