

PALFREY INFANT SCHOOL

SEND Information report

At Palfrey Infant School we are committed to ensuring that all children become independent learners and reach their full potential.

We aim to identify children's individual and specific areas of need early and make provision to support them and remove any barrier to learning.

How we identify individual special educational learning needs.

- ❖ At Palfrey Infant School we take a graduated response to identifying when a child has special educational needs and we focus on identifying additional needs as early as possible.
- ❖ When children have an identified special educational need or disability before they join our school, we work very closely with the people who already know them and use the information already available to identify what the possible barriers to learning may be within our school and to help us to plan appropriate support strategies.
- ❖ If parents tell us they think their child has a special education need we will discuss this with them and assess the pupil accordingly.
- ❖ Children's academic progress is tracked through regular teacher assessments. If we identify that a child is making less than expected progress, the teacher will discuss this with parents.
- ❖ If a child continues to make less than expected progress despite additional intervention and support in class, then they may be identified as having additional learning needs. When a child is identified as having additional learning needs, they make be supported through a specific intervention programme.
- ❖ We also identify our children as having Special Educational Needs if they are working significantly below expected levels for their age. Where this is the case, children may work with an external agency such as PSS or the Educational Psychologist to make further assessments and observations of their needs.
- ❖ Children may be identified as having a Special Educational Need if they have a specific health diagnosis from a Paediatrician.
- ❖ In addition, children are identified as having Special educational Needs if there are concerns regarding their behaviour, self-esteem, concentration, attitude and they need extra support to help improve this.
- ❖ Finally, concerns raised by a teacher or parent/carer may lead to a pupil being identified as having Special Educational Needs if additional support is required to address the concerns.

The types of SEN that we support are:

Cognition and Learning - How your child thinks, learns and understands their world.

Communication and Interaction - How your child talks to, listens, responds, plays and learns with other children and adults.

Social, Emotional and Mental Health difficulties - How your child shows their feelings, negotiates and solves problems in different situations and handles changes of routine.

Sensory and/or Physical needs - How your child responds to their environment and learning using their senses and any diagnosed medical issues.

How we involve pupils and their parents/carers in identifying individual special educational needs and planning to meet them.

- ❖ When we assess special education needs we will discuss with you if your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way and helping them make progress.
- ❖ Where appropriate we will write and review Individual Education Plans with pupils and parents/carers, a copy will always be available for you.
- ❖ We hold a meeting every term that allows all school staff, other professionals and family or carers involved with a child, to share information, celebrate progress and achievement and plan next steps.
- ❖ Our staff are available at the end of every school session to discuss any concerns you may have about your child, or to share information that either party feels would be useful to the other.
- ❖ We use homework to consolidate activities that are new and present a challenge to a pupil. If you have concerns about homework please see your child's teacher.

Who are the best people to talk to in school about a child's difficulties with learning/Special Educational Needs or disability (SEND)

We pride ourselves on listening to and building positive relationships with our parents and carers.

Class teachers are responsible for:

- ❖ Checking on the progress of a child and identifying, planning and delivering any additional help they may need, including targeted work, and additional support and liaising with the SENCO as necessary.
- ❖ Writing Individual Educational Plans and sharing and reviewing these with parents at least once a term and planning the next steps.
- ❖ Ensuring that all staff working with a particular child in school are helped to deliver the planning work/programme for that child, so that they can achieve the best possible progress, This may involve the use of additional adults, outside specialist help and specially planned work and resources, as well as differentiated quality first teaching.
- ❖ Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCO, Tina Dunkley: 01922 720713 responsible for:

- ❖ Co-ordinating all the support for children with special education needs or disabilities (SEND) and developing the school's SEND policy, to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the schools graduated response of support for our SEND pupils and supporting the assessment of progress and impact.
- ❖ Ensuring that parents are:
 - Involved in supporting their child's learning.
 - Kept informed about the support their child is getting,
 - Involved in reviewing how their child is progressing.
- ❖ Liaising with all the other people who come into school to help support a child's learning eg Speech & Language Therapy, Educational Psychology etc.
- ❖ Updating the school's SEND register (a system for ensuring all the END needs of pupils in school are known) and making sure that there are excellent records of your child's progress and needs.
- ❖ Providing specialist support for teachers and support staff in the school so that they can help children with SEND in school achieve the best progress possible.
- ❖ To evaluate, in conjunction with all relevant stakeholders, the effectiveness of the school's SEND provision.

Headteacher, Alison Walsh: 01922 720713 responsible for:

- ❖ The day to day management of all aspects of the school, this includes the support for children with SEND.
- ❖ She will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.

- ❖ She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- ❖ Support the SENCO in terms of budgeting for the SEND provision.
SEN Governor, Mariam Parekh responsible for:
- ❖ Making sure that the necessary support is made for any child who attends the school who has SEND.
- ❖ Challenging the SEND team to ensure All pupils are reaching their full potential.

How we use other adults in school to support pupils with SEND.

- ❖ The **SENCO** supports a team of experienced staff who are trained to provide intervention and support to pupils with a wide range of educational and social and emotional needs.
- ❖ Support staff are able to undertake small group and 1 to 1 intervention as appropriate to the needs of pupils with Special Education Needs or Disabilities.
- ❖ We have a dedicated Educational Psychologist and SEN Consultant who visit the school regularly to observe and assess pupils and offer advice and support to both home and school.
- ❖ We have a Speech & Language Therapist who works in school approximately one day a fortnight to advise and support staff, parents and pupils.
- ❖ The Senior Leadership Team hold regular pupil progress meetings with staff to analyse pupil performance data to ensure every child is making the best possible progress and to support the provision mapping process.

How we use specialist resources to support pupils with SEND.

- ❖ Bespoke individual resources for pupils with Special Educational Needs or Disabilities that support specific targets and needs are produced by staff within school.
- ❖ We have a wide range of ICT equipment available to motivate pupils and enable access to learning. We use workstations, visual timetables and equipment such as countdown timers to aid focus and concentration.
- ❖ We seek advice and equipment from outside agencies as and when the need arises, such as specialist seating and steps.
- ❖ We use key rings containing Symbols on small cards to aid children with communication difficulties.

How we modify teaching approaches for individual pupils.

- ❖ Staff are trained in a variety of approaches which means that we are able to adapt to a range of needs
- ❖ Staff are able to use basic Makaton signing.
- ❖ We adapt reading material in a variety of ways:
 - finding a text written at lower level
 - providing highlighted material
 - shortening the amount of required reading
 - presenting the same content in another medium (movie, filmstrip, tape);
 - providing alternative methods for pupils to contribute to the group, such as role playing or dramatizing
 - allowing extra time for reading
 - motivating pupils through their interests
 - being more concrete in approach by using pictures, objects and artefacts
 - Pre-teaching as a frame of reference for new concepts, vocabulary
 - stating the objective and relating it to previous experiences; and helping the pupil visualize what is read

- ❖ We use a number of teaching methods that are adapted to the needs of pupils including Picture Exchange cards, objects of reference and individual workstations.
- ❖ We are an inclusive school. It is our aim to teach all children alongside their peers with adaptive teaching. Teachers adapt their teaching constantly in order to cater for their pupils' needs, and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional support in small groups or one to one (if needed).
- ❖ All staff are able to adapt resources to either offer a great level of support or to make learning more challenging so that every child is able to achieve their very best.
- ❖ We use additional resources so that staff can ensure that work is always at the right level for pupils with special educational needs, or those who are gifted and talented.
- ❖ We have a number of intervention groups for children who are in danger of falling behind their peers, i.e. phonics, reading, mathematics.
- ❖ We offer in-school communication groups generally focusing on attention & listening, speech & language, Colourful Semantics and pre-teaching.
- ❖ We use personalised visual timetables to help pupils understand what activity or part of the day is coming next.

Admission Arrangements

- ❖ The school admission policy is applied to all children with SEND and no child is refused admission on the grounds of SEN, disability or medical conditions.
- ❖ When children start at Palfrey Infant School, an induction meeting is arranged where information about the child is shared. This meeting will involve parents/carers and any other professionals who are working with the child.
- ❖ This information will then be shared with school staff.
- ❖ This supports the school to make informed decisions about the nature of the provision required to meet the child's needs.
- ❖ A phased or amended school day may be offered at the beginning of the induction process.

How we make the school accessible

- ❖ As a school we are happy to discuss individual access requirements.
- ❖ Facilities we have at present include:
 - We are a single storey building
 - Toilet adapted for disabled users.
 - Double doors in most parts of the building.
 - Have an up to date Accessibility Plan

How we assess pupil progress towards the outcomes targeted for pupils. How we review this progress so that pupils stay on track to make at least good progress. (Including how we involve pupils and their parents/carers)

- ❖ In the EYFS we track progress against the Development Matters and when necessary Walsall EYFSEND to enable progress to be assessed in smaller steps.
- ❖ In Key Stage One we use EYFS / EYFSEND where appropriate in the same way to assess progress of those children working below the National Curriculum Levels.
- ❖ We use an electronic tracking system (INSIGHT) to track attainment and progress against next steps targets.
- ❖ We gather the views of parents and carers at termly parent consultation meetings and make notes that can be revisited at subsequent meetings to review progress.
- ❖ Parents of children with Special Educational Needs are invited to termly review meetings, where we discuss attainment and progress and set individual education plans outlining small step progress

targets. These are set in consultation with parents and other professionals involved in the care and education of the child.

- ❖ Key Stage Leaders analyse data termly and along with the SENCO carry out pupil progress meetings with teaching staff. Targeted interventions are identified for all children whose progress is causing concern. Teaching is adapted to suit the needs of individuals wherever possible.
- ❖ We regularly use staff meetings to undertake book trawls and moderation exercises. Subject Leaders carryout Subject mini dives
- ❖ We set challenging targets that are based on unique starting points
- ❖ We check how well pupils are progressing in lessons

How we will support your child

- ❖ We aim to provide personalised provision tailored to each child's individual needs.
- ❖ As far as possible we ensure that this provision comes through the high quality first teaching, they receive through their day to day learning experiences in the classroom.
- ❖ Sometimes children require additional support through an intervention which may be as part of a small group or on their own.
- ❖ These interventions may be delivered in addition to the classroom learning experiences by the child's teacher, a TA or a SEN TA.
- ❖ Some of the interventions that we use are:
 - **Precision Teaching** - building a sight-vocabulary using a visual method. This is learning to read words by looking at them and remembering them, rather than sounding them out.
 - **Words First** - a stand-alone programme specifically designed to teach children to read and write high frequency words. The scheme takes a carefully structured approach to learning to read and write, by linking word recognition and comprehension skills in a series of graded steps.
 - **Wellcomm language programme**- a speech and language toolkit used to identify areas of concern in language, communication and interaction. It enables targeting of children who have language difficulties, from semantics, sequencing and organisation, story structure and memory.
 - **Speech and Language Targeted support** - personalised targets set by our Speech and Language Therapist
 - **Fine Motor skills** -developing the ability to make movements using the small muscles in hands and wrists and to aide handwriting skills.
 - **Gross Motor skills**- activities including walking, running, throwing, lifting, kicking, etc. These skills also relate to body awareness, reaction speed, balance and strength
 - 1:1 mentoring or group mentoring -**Learning Mentor/ Parent Support** spends quality time with a child(ren) offering support and encouragement.
 - **Pre-tutoring**- identifying what the learners already know and what might cause problems in a lesson- addressing this in some learning before the lesson

How we bring in extra support to help meet SEND:- services and expertise. How we work together collaboratively.

- ❖ We access support from specialist teams for advice about curriculum access and SEND related needs, such as speech and language therapy, hearing impairment, visual impairment, behaviour related needs, severe learning difficulties and autism.
- ❖ The Local Authority provides education psychologist support service, that we buy into, for assessment, advice and training.
- ❖ We have a Specialist Consultant (NIAT) who works closely with staff, pupils and families
- ❖ We access support from Speech & Language Therapy (SALT) through designated NHS therapists, who provide training for staff, advise on strategies, targets and programmes and in-school therapy.

- ❖ We have a designated Education Welfare Officer who works closely with the school's **Learning Mentor/ Parent Support** on a weekly basis to raise attendance and punctuality and a Specialist Advisor who supports school in analysing data and identifying areas for concern.
- ❖ We liaise with the Schools Nursing Service on a regular basis.
- ❖ We receive support from Occupational and Physiotherapy Departments for pupils who need assessment, specialist equipment, advice and individualised programmes.
- ❖ Together we review progress and agree what everyone will do to support your child in moving their learning forward. Children are included in discussions about their own progress and targets when appropriate.

What to expect at a meeting to discuss a pupil's additional needs

- ❖ You may be invited to discuss your child's needs at regular times throughout the year.
- ❖ If you have concerns or questions between scheduled meetings, you are welcome to contact the school at any time to arrange an appointment.
- ❖ Key staff will be invited to attend the meetings, including outside agencies where appropriate.
- ❖ You are always welcome to bring someone with you for support.
- ❖ The meeting will usually be held in a quiet room in the school and staff will attempt to make this as informal and relaxed as possible.
- ❖ The purpose of the meeting could be to:
 - Review your child's current targets and set new ones together.
 - Review your child's EHCP, if they have one (this will take place annually).
 - To inform you about your child's progress and suggest ways in which you could support them at home.
 - To gather more information from you in relation to your child's needs.
 - Provide an opportunity to meet with outside agencies who may work with your child (for example - Educational Psychologist).

Other activities available for pupils with SEND in addition to the curriculum.

- ❖ All school activities and school trips are available and accessible to all children.
- ❖ Children are never excluded from a school activity unless parents specifically request that they don't take part.
- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may be offered the opportunity to accompany their child during the activity in addition to the usual school staff. However, if you cannot attend your child would not be excluded from the trip.

How we support pupils in their transition into our school and when they leave to go to other schools.

- ❖ Children who join our school in Nursery are introduced to school through our welcome package. This begins in the summer term in preparation for their September start and includes, a personal visit to school to meet their key practitioner, invitations to play and stay sessions and are invited to get information about the school from our website.
- ❖ For those children with SEND individual transition meetings will take place with staff, parents/carers, outside agencies who may have been involved and the SENCO to ensure that the child is supported throughout the transition process.
The aim is :
 - To share information about the child, their strengths and areas of need

- To share information about what is already in place for the child and has worked so far.
 - To discuss continuing support for the child in the school setting
 - To give parents the chance to raise any specific concerns or worries they have about their child's needs in relation to starting or moving school
 - To plan how a child's transition will be supported and managed effectively
 - To establish roles and responsibilities, type of action to be undertaken, by whom and when.
- ❖ Transition into Reception, Year 1 and Year 2, is supported through meetings, information leaflets and taster sessions in each new class.
 - ❖ We liaise closely with our partner junior school to ensure that the transition from the infant school to junior school is as smooth as possible.
 - ❖ Parents and children who join school mid-year are encouraged to visit the school before they start.
 - ❖ When we are aware that pupils joining us from other settings have SEND, staff undertake visits to observe and discuss individual needs.

How additional funding works.

- ❖ Schools receive funding for all pupils with special educational needs which enables them to provide for pupils individual needs (including equipment). The LA will top-up funding for pupils with a high level of need.
- ❖ If a pupil's education, health and care plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.
- ❖ Children who qualify for "Pupil Premium" are tracked and monitored allowing specific, appropriate interventions to be put in place. This information can be found as part of our school's Pupil Premium statement on our school website.

Pupils with Medical Needs

- ❖ At Palfrey Infant School, we aim to ensure that all children can be fully involved in all aspects of school life, regardless of any medical conditions they may have.
- ❖ If your child requires medication in school, we are usually able to support with administering this medication. If your child requires medication during the school day, you should speak to the school office and complete the relevant paperwork.
- ❖ On a day to day basis the school office oversee the administration of any medication.
- ❖ If your child has a complex medical need, you should discuss it with Mrs Dunkley. She will work with yourself and any other medical professionals involved to compile an individual care plan.
- ❖ These plans are discussed with all staff who are involved with the child.
- ❖ If special arrangements or facilities are required to support your child's medical needs, you should speak to **Mrs Dunkley** who will arrange for the special arrangements to be made
- ❖ Full details of how we support children with medical conditions can be found in the policy on the school website.
- ❖ All staff have regular training regarding conditions and medication affecting individual children so that all staff are able to manage medical situations.
- ❖ There are a number of first aid trained staff in school

Support for pupils overall well-being?

- ❖ The school offers a wide variety of pastoral support for pupils who are encountering emotional, social and behavioural difficulties.
- ❖ We have a **Learning Mentor/ Parent Support Mrs Adams**, who is available for parents and children who wish to discuss issues and concerns

Where pupils can get extra support.

- ❖ We listen to what our children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice.
- ❖ Our children are made aware of who they can talk to if they are worried or have any concerns they want to share in school. They have open door access to all staff including the headteacher.
- ❖ We have a high level of staff at unstructured times such as lunchtime, to ensure that children are well supervised and well supported.
- ❖ Dedicated TAs support children with Complex Needs to access school dinners.
- ❖ The school always welcomes parents into school and encourages them to discuss any issues.
- ❖ The school welcomes volunteer support in school, which provides a vital pair of hands that enhances our provision and celebrates our partnership work.
- ❖ We are a training school supporting developing educators (SCITT). We work in partnership with local secondary schools as well as further education providers. These partnerships provide additional support throughout school.
- ❖ **Learning Mentor/ Parent Support** is available every morning (Monday - Thursday), along with members of the Senior Management Team, on the school gate. Teaching Assistants meet and greet our Complex Needs children and are available to hear any concerns.

Where parents/carers can get extra support.

- ❖ Our inclusive policy aims to support parents of children with SEND so that their child's educational journey is successful and our practice is enhanced by parental views.
- ❖ **Family Action, Walsall SENDIAS Service** offers advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 612008 www.family-action.org.uk
- ❖ Our **SENCo** and **Learning Mentor/ Parent Support** (01922 720713) can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child.
- ❖ Walsall Family Hub works closely with school and provides a wide variety of activities and training programmes as well as facilitating access to other agencies such as the Citizens Advice Bureau.
- ❖ You can find the Walsall Local Authority's local offer on the school website.

Staff Training

- ❖ All staff have received some training relating to SEND and Medical Needs. These have included sessions on
 - Roles and Responsibilities - Quality First Teaching / The Graduated Response
 - Communication Friendly Environment/ Quality Interactions - Visuals, Now and Next, reduced language
 - Derbyshire Language Scheme
 - Aided Language Displays
 - Demand Avoidance
 - Asthma / Allergies / Epi-pen
- ❖ Some staff have received more personalised training linked to their role. These have included:
 - Restorative Practice
 - Attention Autism
 - Sensory Stories
 - WELLCOMM
 - Precision Teaching
 - Epilepsy

What parents/carers can do if they are not satisfied with a decision or what is happening?

- ❖ Your first point of contact is your child's class teacher, who is always available at the end of every school day. In addition our **SENCo** is available to listen to concerns throughout the day (Monday to Wednesday). If you are not satisfied that your concern has been addressed then you may speak to the head teacher at any time. If she is unable to resolve your issues, then you may speak to any of our school governors. We have a governor responsible for SEND who may be contacted through the school office.
- ❖ If your concern is with the LA, a similar path is followed. The person who will log and track your complaint is the headteacher.
- ❖ Contact SENDIAS 01922 612008 www.family-action.org.uk
- ❖ Contact Walsall Council Walsall.gov.uk

Governing Body

- ❖ Our schools governing body actively seek the best advice from other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of the pupils with SEND and in supporting the families of these pupils when necessary.
- ❖ The governing body meet regularly to discuss the needs of ALL pupils at Palfrey Infant.
- ❖ Our SEND link governor, **Mariam Parekh**, meets during the academic year with the schools **SENCo** to discuss the school provision and progress, this includes talking to pupils and parents.