

Willow Bank Infant School SEN Information Report 2015-2016

This report was compiled during the second half of the summer term 2016. It is the result of consultation with staff, parents of children with SEN (Special Educational Needs) & governors.

WILLOW BANK IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE AND NURTURING ETHOS.

1. How does the school know if my child needs extra help?

At Willow Bank Infant School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Child making little or no progress
- Concerns raised by a parent
- Concerns raised by a teacher with the SENCO either in an informal chat or at one of the termly progress meetings
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

2. How do I raise concerns if I need to?

Contact your child's class teacher about your concerns initially. You may choose to do this at pick up or drop off, during family time or at one of the parent consultations. If you feel that you would like further advice, ask to arrange an appointment with the SENCo (Special Educational Needs Co-ordinator: Laura Vater) or Headteacher (Philippa Chan).

3. How will the school support my child?

The class teacher will oversee, plan and work with every child with SEND in their class to ensure that they can access learning and make appropriate progress. The class teacher will work with the SENCO who oversees the learning and progress of children with SEND in the school. Your child may also work with one of our external resources if after a discussion with parents, we agree that it would be beneficial to the child and help them to access the learning. If we feel a child needs more specialised support we would take advantage of the expert advice of educational psychologist services, learning support services, behaviour services such as Foundry, speech and language therapy, occupational therapy or CAMHS. We would work with them to create an even more individualised program to support children further and more effectively. On a day to day basis your child will most likely work in a small group or on a one to one basis with a teaching assistant or learning support assistant, as instructed by their class teacher. The content of this support will be explained to parents when support begins, as part of a child's bespoke programme of learning and is reviewed and updated during termly evaluations and discussions with the SENCo. In cases of exceptional or more complex needs we would look to work with parents to apply to Wokingham Borough Council for either exceptional needs funding or an Education, Health and Care Plan request in order to provide more intense or specialised support over a longer term.

The class teacher will meet with you formally at parent consultations in order to discuss your child's progress and the support that they are receiving. In addition, class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this at a mutually convenient time. An appointment can be made with the SENCo to discuss support in more detail if required. Individual support plans will be shared with you and your child (age appropriate) to ensure you are happy with the support they are receiving in school and to share the targets that you can be supporting your child with at home.

4. What support is there for my child's overall well-being?

As a fully inclusive school community the emotional and social development is a priority for all our children. We have a play therapist, nurture assistants and a behaviour consultant, who all support children's emotional well-being as needed. Class teachers, the SENCo and parents identify the need for this together based on their observations and knowledge of the child. Regular discussions take place throughout the programme to monitor its effects and the progress being made. We use 'gem power' to teach aspects of emotional intelligence such as perseverance. The children are given opportunities that further develop their emotional and social development for example school council, theme days, involvement in charity days and through reflection as part of assemblies.

The ethos of the school encourages children to respond positively in their behaviour. Children who do find it difficult to conform to our expectations would have a plan put in place with support from a Learning Support Assistant. In more extreme cases external support may be sought from agencies such as Foundry College, Learning Support Services, Behaviour Support Services, Educational Psychologist service or Children and Adolescent Mental Health Service.

We have members of staff who are first aiders and paediatric first aiders, one of whom was trained this year. We deal on an individual basis with meeting the medical needs of the children which may need the purchase of additional resources and further staff training such as EpiPen training. We work with the staff from hospitals as required and nurses may come into train us. We have a "Managing Medicines Policy" in school and the administration of medicines will be in line with that policy. Where medication requires further staff training this is undertaken. In essence, staff administer medication following written permission to do so from parents along with written instructions that include frequency and dose.

5. How will the curriculum be made accessible to my child?

The long term curriculum plans are available to parents on the school website, alongside class blogs which share what has been happening in school with parents. In foundation stage we use tapestry to communicate what the children have been doing and also next steps that can be worked on at home or in school.

All teachers differentiate learning activities for the children across the curriculum in many ways including; by task support, equipment, the level of challenge involved or by questioning. The class teacher, alongside the SENCo will discuss a child's needs and what support will be appropriate so that they have the opportunity to access the curriculum. Some of the strategies we use include visual timetables, phonic mats, numicon, word banks, writing frames, reward systems, IT support. Children with SEND will also have access to the appropriate resources needed at all times.

6. How will my child be included in activities outside of the classroom including trips?

We plan for visits out of school and have visitors into school where all children are able to participate. We have themed days and weeks which are thoroughly enjoyed by every child. Medication is taken on visits out of school and risk assessments are carried out for every visit. One to one support may be provided, depending on the level of need. The trip leader communicates with the venue and transport company to ensure that the needs of each child can be met. Discussions with parents take place when taking children out of school on their first visit and as necessary thereafter. It helps to alleviate any concerns and ensures that as staff, we are fully prepared. Advice may also be sought from the place to be visited in terms of accessibility and facilities and external services where necessary.

The school does not operate extended services at the current time. However, a variety of after school clubs are provided after school with an external company. We want these to be as inclusive as possible and so provide additional information and advice to the session leaders.

7. How accessible is the school's environment?

All areas of the school are accessible by wheelchair. Slopes are provided up to doors, we have a toilet adapted for disabled users and we have doors which allow easy wheelchair access. There is one disabled parking in the Infant car park. When receiving a disabled pupil we would take advice from external agencies and are always happy to discuss any individual access requirements.

8. How will the school monitor the progress of my child?

The progress of all children is closely monitored through observation, data collection and assessment to ensure that they all make progress at a level appropriate to them. Using both formative (observations and discussions) and summative (test) assessment, teachers track children's levels four times per year to enable them to see the progress that children are making in their class. The SENCo also tracks the progress of all pupils with SEN in the school. The tracking, in line with evaluations of the programmes of support put in place mean that the SENCo and class teacher can then see whether sufficient or minimal progress has been made and act accordingly. Children with SEND may have specific targets in an individual support plan, which are reviewed termly. This enables us to see the smaller and more achievable steps of progress being made. The class teacher discusses the progress in regards to these targets with the SENCO and then after drafting new targets they are discussed with parents/ carers before being finalised.

9. How will I know how well my child is doing?

You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home. All parents are offered a parent consultation three times per year to discuss the progress of their child and next steps.

Your child may have an individual or group support plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home. When the child's individual support plan is reviewed, comments are made against each target to show what progress the child has made. If your child has complex SEND they have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

10. How do you evaluate the impact of your provision for my child?

We are a reflective school and understand that evaluating the impact of our provision is important to ensure progress. The ways we judge the impact our provision has had are:

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers. We can see this through the termly tracking of the class teacher and the SENCo. If a lot of intervention has been put in place with little progress then the programme needs to be unpicked to see what is creating a barrier to learning.
- Through pupil progress meetings where the SENCo and class teacher look at progress, the interventions that children have been part of and the evaluation of these interventions. A discussion can then take place about what needs to happen next and what would be the best way to continue to support particular children. This may mean that children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place. It may also mean that if children have not made adequate progress then it may be necessary to consult with external agencies to find an alternative programme of support.
- By reviewing children's targets in support plans and ensuring that they are being met. The support plans are reviewed with parents, teachers and teaching assistants where they note what went well and what needs to be improved upon. Through verbal feedback from the child, the parent and teacher, a wider picture is built that can create new targets that are unique and suitable to the child.
- Teachers write case studies for each child who has SEN to keep a working document that discusses progress; the things that have been put in place to provide support and meet needs, the outcomes of this and strategies that have worked well as well as ones that may not have been effective.

11. What training do staff members receive in regards to supporting my child?

We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way. All staff members have the opportunity to access training that will support children with additional needs. This training often reflects the type and level of need across the school. The specific training that support staff received **this** year is nurture assistant training, training on autism, sound linkage. One of our LSA's has been trained by an occupational therapist to follow a specific physiotherapy programme with one particular student. Several teachers have also attended sensory disorder training, SEN with EAL training and also how to best support children with SEN in physical education.

12. How will you prepare my child for the next stage in their learning?

In order to ensure a smooth transition into the school we ensure that we communicate with the previous settings. If children have additional needs then we will work closely with that setting, in addition to the parents, to create a support plan that will help to meet their needs, using their previous knowledge of the child and what has worked successfully. If children have additional needs then we encourage extra visits into schools, create social stories and transition books as well as visiting the child in their current setting. In exceptional cases we will work with the previous setting to acquire exceptional needs funding to aid with transition.

As a small school the teachers work closely together so that transition from Foundation Stage to Year 1 is smooth. Aside from changes in personnel, the children remain with the same teacher in Years 1 and 2. Children have interaction with all staff and are known to staff. Transition days take place to give pupils a taster before they move from Foundation Stage to Year One.

The Junior School will have been kept up to date with information on any children who have SEND as they have progressed through our school. The transition process starts in Year 2 and we have the same process in place it was for entry into school. The staff, including the head teacher from the Junior School, come to visit the children and we share good practice and strategies that we have found to be effective. Joint applications can be made through the Exceptional Needs cluster process to aid transition.

13. What specialist services and expertise are available or accessed by the school?

Firstly, we are a school where we have a culture of sharing good practise amongst ourselves both informally and through lesson observations. This enables us to have a good knowledge and understanding of how to support children with SEND as best as possible. Also, once per term the SENCO and head teacher attend a school planning meeting. Here, they are able to gain expert advice about more specialised support from educational psychologists, learning support services and behaviour services and request for them to come into school to support children with more specific needs. In addition to this we work with CAMHS, speech and language therapists and occupational therapists through making referrals with the support of parents. We also have chosen to fund a behaviour consultant and a play therapist that come in weekly to work with children on various areas to help with their well-being. If you feel your child would benefit from one of these services then we recommend speaking to their class teacher or the SENCO.

14. Who can I contact for further information?

Your first point of contact should be your child's class teacher who will be happy to help you. You can also get further information from the SENCO (Laura Vater), deputy heads (Suzanne Davies and Nicola Merritt) or the head teacher (Philippa Chan). For general information in regards to SEND you can look at our SEND policy or local offer, both of which are on our school website.