

# Black Horse Hill Infant School



## SEND Information Report

2019

## School Information Report

At Black Horse Hill Infant School, we embrace the fact that **every child is different** and, therefore, **the educational needs of every child are different** - this is certainly the case for children with Special Educational Needs and or Disabilities.

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that, as much as possible, **this provision is designed by the relevant Black Horse Hill Infant staff members working alongside the child, the child's family and, where necessary, outside agencies** (e.g. a Speech and Language Therapist, Occupational Therapist or an Educational Psychologist.)

### **1. How will Black Horse Hill Infant School inform me if my child needs extra help?**

Your child's class teacher will keep you up to date with the progress that your child is making in a variety of ways. This can be at parent's evening, by telephone, in person before or after school or by arranging a meeting.

Following this the class teacher may liaise with the Special Educational Needs and Disability Co-ordinator (SENDCo) for further advice and guidance. A meeting may then be arranged with parents/carers if it is felt supplementary assessments or investigations are required.

### **2. I think my child might have special educational needs. What should I do?**

The class teacher is the first point of contact for parents who think their child has additional needs. If appropriate your concerns may be passed on to the school SENDCo or Headteacher.

### **3. How will Black Horse Hill Infant staff support my child?**

Learning is supported in a number of different ways in school. Depending on a child's needs, different types and levels of support are available.

All support at Black Horse Hill Infant School begins with '**Quality First Teaching**'. Class teachers have high expectations for all pupils within their class. They monitor progress closely and adapt their teaching in order to set an appropriate level of challenge for all children in their care. They support children by working with pupils, arranging for teaching assistants to work with pupils, or by using and adapting resources. Class teachers are aware that pupils have different learning styles and they take this into account when planning and teaching. They also use a range of specific strategies to support children with Special Educational Needs and Disabilities, which may have been suggested by the SENDCo or by other outside agencies involved with the child.

'**Intervention Groups**' are provided across the school. They provide support for groups of children who have similar needs. Depending on the intervention the groups can be run in or outside of the classroom. These interventions are provided by a teacher, learning mentor or teaching assistant. The intervention groups in school are varied and change depending on the

needs of the children. They range from social skills, listening skills, writing, numeracy, processing skills, fine and gross motor and reading skills.

Some children require '**Specific Individual Support**' as they have difficulties that are specific to them and cannot be met within an intervention group. One to One support is available but this is limited. It is provided by a Learning Mentor and currently covers social and communication needs.

#### **4. How will the curriculum be matched to my child's needs?**

All Black Horse Hill Infant pupils benefit from a range of teaching and learning styles- a differentiated curriculum; a range of differentiated learning materials (both for reinforcement and extension); assessment procedures that emphasise pupils' strengths and achievements; access to ICT; differentiated intervention/booster classes; and a broad range of extra-curricular activities.

We believe it is important for children to develop relationships with a number of adults across the school and ensure all staff understand a child's SEN. Our curriculum is based on the EYFS Curriculum and National Curriculum and includes all the mainstream subject areas but has been adapted by staff to enable all pupils to access each subject in a meaningful and purposeful way. Phonics is taught across EYFS and Key Stage 1 and is embedded across the curriculum.

For children with difficulties in English and Maths the school uses a wide variety resources to facilitate access to the curriculum, including: Numicon and iPads apps. It may be that your child needs specialist equipment e.g. Writing slopes or pencil grips and these will be provided by school to help your child make progress.

Our children are consulted about their preferred learning style and what best supports them in their learning journey. They make progress in many ways not only through academic achievement. We teach using approaches to develop confidence, resilience and independence and offer opportunities for these skills to be transferred across the school setting.

#### **5. How will I know how my child is doing and how will you help me to support my child's learning?**

Typically, a child with Special Educational Needs and/or Disabilities will have an **SEN Support Plan** which sets out targets that are currently being worked on and outlines what **additional** provision is being put in place for that child. The content of the SEN Support Plan is negotiated, as appropriate, with the child and the child's family. Copies of your child's SEN Support will be sent home when they are reviewed and new targets set.

Children requiring additional support will also have a **PCP** (Person Centred Plan) that outlines ways to best support your child within the classroom. This PCP is made accessible to all staff who will be working with the child to enable a consistent approach when supporting them.

Parents Evenings are held in the Autumn and Spring terms for teachers to discuss your child's progress. At the end of each year you will receive a written report outlining progress made over the year and targets for your child to aim for the following year.

Often, children may need additional support within a specific area and this may be monitored and tracked by the SENDCo and class teacher.

## **6. What support will there be for my child's overall well being?**

Your child's wellbeing and emotional health is as important as their academic progress. Teachers plan for the holistic development of each child in his/her class, using their detailed knowledge of each individual to promote their confidence and self esteem. Individual behaviour plans are used should there be the additional need.

The school offers a wide variety of pastoral support for pupils who encountering emotional difficulties, including:

- Teachers and Teaching Assistants readily available to discuss issues and concerns
- Person centred planning
- Extra adult supervision from Teaching Assistants / Middays at lunchtime to support children who find these unstructured times challenging.
- BHHIS has a Learning Mentor that works with parents, staff, individual children and groups of children to support specific needs.
- Pupils with social and communication difficulties have a SEN Support Plan which is shared with pupils and their parents. The school has support from Cathy Dawson (ASC Team) when writing these plans.
- Person Centred Plans (PCP's) for children on the SEN register which outline their likes and dislikes are shared with adult stakeholders within school to help them support the child's learning and behaviour in school. These are written with the child.
- If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the School Nurse - Diana Ireland, in consultation with parents/carers, and any specialist external advice e.g. Diabetic Nurse, Occupational Therapists.
- All staff are trained in first aid and in agreement with parents/carers medicines are administered in school but only where a signed medical consent form is in place to ensure the safety of both child and staff member. (See Medicines Policy)
- All staff are trained in identifying and treating anaphylaxis and the administration of Epi-pens.
- Most staff are trained in how to use a defibrillator and school has one which is situated in the entrance hall.
- We pride ourselves on how we promote children's wellbeing and emotional health at Black Horse Hill Infant School.

## **7. What specialist services and expertise are available at or accessed by the school?**

Senior leaders, teachers, learning mentor and teaching assistants are highly skilled in meeting the individual learning, behavioural and social needs of our children. The school accesses a range of specialist services including:

- School Nurse
- Speech and Language Therapist
- Occupational Therapist
- Educational Psychologists
- Educational Psychologist Assistants
- Educational Welfare Officer
- Vision and Hearing Support
- Learning Mentor
- Outreach support from specialist schools, e.g. Orrets Meadow, Gilbrook, Hayfield, West Kirby Residential
- Specialist support from Autism Social Communication Team (ASC)
- Social services
- Social Care Family Support Worker
- Paediatricians - accessed via school nurse and/or GPs
- Local Authority Education Health Care Plan Team
- Wired/Parent Partnership
- Wirral Autistic Society
- Child and Family
- Minority Ethnic Achievement Service (MEAS)
- Special Educational Needs Assessment Advice Team (SENAAT)
- Occupational Therapy Service
- Abbot Nurses
- Diabetic Nurse
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Service)
- Dove (Bereavement)
- ABA Therapists

**8. What training are the staff supporting children and young people with SEND had or are having?**

Different members of staff have received training related to SEND including sessions on:

- Autism
- Price Training
- Safeguarding
- Social Communication Difficulties

- Speech and Language
- Dyslexia
- Dyscalculia
- Managing behaviour (ADHD)
- Asthma
- Detachment disorders
- Processing Difficulties
- Diabetes (blood sugar testing and administering insulin)
- Peg Feeding (Abbot Nurses)
- Sensory Processing
- Manual Handling (using hoists and lifts)
- Occupational Therapy and strategies to use within the classroom
- Social Emotional Behavioural Needs
- First Aid
- Defibrillator
- Team Teach

Professional Development is ongoing and our staff receive regular training to support our pupils.

### **9. How will my child be included in activities outside the classroom including school trips?**

It is worth pointing out that we do not offer targeted extra-curricular activities for children with Special Educational Needs, but instead, actively try to ensure that **all of our extra-curricular activities are adapted for children's specific needs**. We are delighted with the number of pupils with Special Educational Needs who participate fully in school trips, extra-curricular clubs and school committees (e.g. our School Council). As a fully inclusive school, all children participate in whole school curriculum and off site activities. The extent to which each child participates and the levels of support received will vary between children, but we differentiate the activities and expectations to enable all children to take part.

### **10. How accessible is the school environment?**

Black Horse Hill Infant School is a single story building and fully accessible. The building is light, classrooms have plenty of access, doors are wide and the site is both safe and secure. There is lift access in the Year 1/Foundation 2 corridor.

There is ramp access to the Foundation 2 entrance.

There is a disabled toilet available in school which is situated in the medical room which contains a bed, shower, hoist and first aid equipment.

See School's Accessibility Plan.

**11. How will the school prepare and support my child when joining Black Horse Hill Infant School or transferring to a new school at the end of Key Stage 1?**

Parents and children are welcome to look around Black Horse Hill Infant School at any time to see what 'Outstanding' (Ofsted 2006) provision we offer and whether you feel we can meet the needs of your child.

Your child if particularly worried or anxious will be offered some extra transition visits and an opportunity to meet their new class teacher, have a look around the classroom and meet their teaching assistant. Often we find a short transition is most successful.

Transition to Key Stage 2 can be a worrying time for both parents and the child so at Black Horse Hill Infant School we do additional transition visits and talk at length to the Key Stage 2 teachers about the children's special educational needs. We ensure all paperwork is passed on to them and they are made aware of any special requirements, both educationally and pastorally.

Some children can find transition to a new year group, within school a stressful experience and for these children we offer internal transition support, suited to the needs of the child.

**12. How are your resources allocated or matched to children's educational needs?**

The school budget, allocated by Wirral Local Authority, includes money for supporting children with SEND up to a certain level of need.

Most of the resources used to meet your child's educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, staff training, specialist support/outside agencies and time allocated to the SENCO to manage and monitor the support.

How money is spent is decided on by the Headteacher, in consultation with the SENCO and school governors.

Some children will receive additional funding from the Local Authority through Pupil Funding Agreements (PFA), Inclusive Practice Funding (IPF) or Education Health Care Plans (EHCP's). Meetings are held with parents to discuss funding and support and these plans are required to be reviewed annually and paperwork is sent to the Local Authority.

**13. How is the decision made about how much support my child will receive?**

On a daily basis the class teacher determines the level of support for individual children within the class. When children whose SEN circumstances or health requirements indicate that additional support may be required, discussions are held between the class teacher and senior leaders to determine what this may be. Typically this support continues to be provided from within the class, but may be targeted at specific times. If evidence suggests that even higher levels of support or funding maybe beneficial this is agreed by senior leaders as the resources are often provided within the school or delivered from outside agencies.

**14. How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- During parents evenings
- During discussions with other professionals
- Parent workshops
- Annual /Termly reviews

**15. Who can I contact for further information or if I have any issues or concerns?**

The first point of contact for anything related to your child's education is the class teacher. We encourage parents not to wait for the next formal opportunity to meet but to contact us on an ongoing basis. Home School books can be used for communication or staff are available to talk outside of teaching hours or an appointment can be made for a mutually convenient time. Please telephone the school office to make an appointment.

For matters not directly related to your child's progress parents and carers are invited to contact the school office and the SENDCO, Headteacher or Deputy Headteacher will be available to talk to you at a mutually convenient time.

If you feel your matter still has not been dealt with you can follow the procedures outlined in our school complaints policy, which is on our school website under policies.