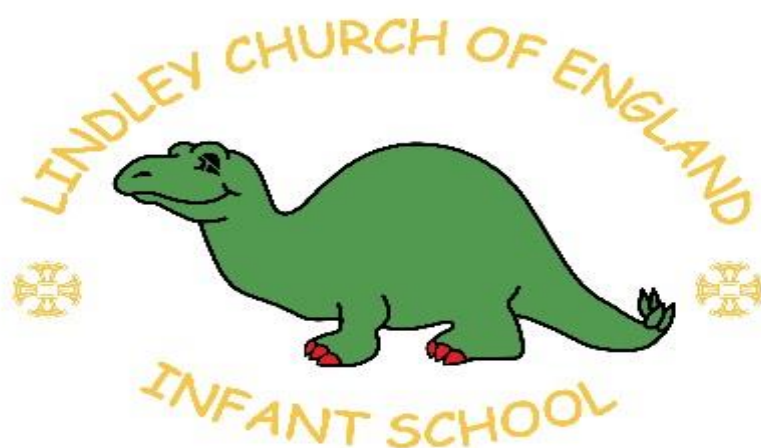


SEN and Disability

**Learning together, Achieving
together**



Updated January 2017 with parents, staff and governors

Salendine Nook Pyramid of Schools

The Salendine Nook Pyramid of schools are:

Lindley CE Infant School
Lindley Junior School
Moorlands Primary
Reinwood Infants and Nursery School
Reinwood Junior School
Salendine Nook Academy

The Headteachers of all these schools have delegated to their SENCOs the responsibility to outline each school's offer for SEND. These SENCOs meet regularly and have reviewed together their provisions, setting out their arrangements for access to services and the schools offer for SEND. This document sets out Lindley Church of England Infant School's offer. To see what the other pyramid schools offer follow the links below:

www.lindleyinfantsch.org.uk

www.lindleyjun.org.uk

www.moorlandsprimary.co.uk

www.reinwoodinfantschool.co.uk

www.reinwoodjuniorschool.com

www.snhs.kirklees.sch.uk

Our Inclusive Ethos

Any child may have additional educational needs at some point during his/her school time in school. Additional needs are most likely to be found in some or all of these areas:

- Children with Special Educational Needs
- Disabled Children
- Looked After Children
- Children who have English as an Additional Language
- Children who may spend long periods in hospital or out of school
- Gifted and Talented children
- Refugee children
- Traveller children

The Equality Act 2010 defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The definition of disability encompasses a broader range of impairments than might be commonly assumed, including children with autism, those with Tourette's syndrome and those with communication difficulties.

Lindley Church of England Infant School pays due regard to the need to; eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the single Equality Act; to advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; to foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

At Lindley CE Infant School we take into account the wide range of abilities, aptitudes and interests of the children in our planning, teaching and assessing. We strive to meet the needs of all our children irrespective of their abilities or difficulties. At Lindley we are committed to a “whole school” approach to Special Educational Needs and Disability, believing that all staff have an important part to play to ensure that all pupils, regardless of their specific needs, make the best possible progress within school.

“We believe that all children have rights no matter who they are, what their ability is, where they live, what their parents or carers do; what language they speak; what their religion is; whether they are a boy or a girl; what their culture is; whether they have a disability; whether they are rich or poor. We believe no child should be treated unfairly on any basis.”

(Article 2 from the UN Convention on the Rights of the Child)

Questions you may want to ask

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

Your first point of contact is your child's **class teacher** who is responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, precision teaching) and letting the SENCO know as necessary.
- Writing Individual Education Needs Plans (IEP), and sharing and reviewing these with you each term and planning for the next term, setting targets for the next teacher.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The **SENCO** who is responsible for:

- Coordinating all the support for children with special educational 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.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Monitoring, tracking and analysing the progress of all children paying particular attention to SEND pupils and monitoring interventions that they may be involved in.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The **Headteacher** who is 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.

SEN Governor who is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND?

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching

All children in school should be getting this as a part of excellent classroom practice.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside agencies) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have identified if your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child is assessed and set challenging yet achievable next steps.

Specific group work with in a smaller group of children

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, which means they have been identified by the class teacher as needing some extra support in school.

This is called an **intervention group** and may:

- take place in the classroom or other small learning space
- be led by a teacher or teaching assistant who has had training to deliver these groups

For your child and yourself this would mean:

- he/she will engage in group sessions with specific targets to help him/her to make more progress
- you may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward

Specialist groups run by outside agencies e.g. Speech and Language Therapy or Occupational Therapy

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups, which means they have been identified by the class teacher or SENCO as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Outside agencies such as the Speech and Language Therapy (SALT), Occupational Therapy, Sensory Impairment Service, Behaviour Support, Portex, Educational Psychology, etc.

This would mean:

- Your child will have been identified by the class teacher/SENCO (or you will have raised your concerns) as needing more specialist input in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and plan to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
 - Support to set better targets which will include their specific expertise
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group
 - Group or individual work with outside professional guidance
- The school may suggest that your child needs some agreed individual support in school. We will tell you how the support will be used and what strategies will be put in place.
- An Individual Education Plan (IEP) will be created to support your child's next steps. This will be reviewed with you and new targets set on a termly basis.

Specified individual support

This type of support is available for children whose learning needs are:

- Severe, complex and potentially lifelong

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from outside agencies such as the Speech and Language Therapy (SALT) Service, Occupational Therapy, Sensory Impairment Service, Behaviour Support, Portex, Educational Psychology, etc.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support at the previous level within school.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and potentially lifelong and that they need support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the previous level of support by ensuring a 'My Support Plan' is in place to ensure your child makes as much progress as possible.
- If an EHC Plan is written, it will outline the banding of support that your child will receive from the Local Authority and what strategies must be put in place. It will also have long and short term goals for your child. An Individual Education Plan will also be created to support your child's next steps. This will be reviewed with you and new targets set on a termly basis.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups,

How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.

How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress with their learning or needs help with their behaviour, the class teacher/SENCO will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive

How is extra support allocated to children?

- The Headteacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - the children who need behaviour or emotional support
 - deciding what resources/training and support is needed.

All resources/training and support are reviewed regularly and changes made as needed.

Who are the other services providing services to children with a SEND at Lindley CE Infant School?

School staff:

- SENCO
- Learning Mentor
- Specialist Teaching Assistants

- The SENCO supports the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in school e.g. Makaton, autism, speech and language, behaviour.

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Local School Nurse/ Health Visitor

How are the teachers in school helped to work with children with SEND and what training do they have?

How will the teaching be adapted for my child with SEND?

- Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.
- Specially trained support staff (SENCO and TA support) can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

How will my child's overall wellbeing be supported?

Emotional wellbeing/behaviour:

- We have a positive behaviour policy, which focuses on 'caught being good'. If children are finding it hard to control their emotions or behaviour we may use: Circle Time discussions, Lion Group intervention, Time to Talk, Circle of Friends or Friendship group to help.

Medicines:

- We have a policy for administering medicines and this is available on request.
- You will be asked to fill in a form to say that we have permission to give your child medicine. This medicine is kept in the school office.
- Inhalers are kept in the class medical box in each classroom. They are taken on visits and trips.

How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress in reading, writing and maths is reviewed and recorded formally every term.
- If your child is in Reception we use the Development Matters age banded grid.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of Year 2) all children are required to be formally assessed following guidelines from the Department for Education.
- Children at SEN Support will have an IEP which will be reviewed, with your involvement, every term and the plan for the next term will be written.
- The progress of children with a statement of SEND/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in. Assessments are tracked and analysed to ensure that progress is being made.

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- If your child has an IEP this will be reviewed with your involvement each term.
- If your child has an EHC Plan then we will hold an annual review. You can request a review at any time.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school communication book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- A Good News Book may be used to communicate how each day has gone.
- We hold Parents' Evenings twice a year, where you can look at your child's work and have a discussion with the class teacher.
- Please see the final pages of this SEN Information Report for more links and contact information for support groups and services for parents.

How will we support your child when they are joining or leaving this school? OR moving onto another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Before starting school:

- You may want to have a tour of the school. You can do this by calling school and asking to look around.
- When the administration details are collected we ask if your child has any SEND.
- The administrator then passes this information onto the SENCO who will contact you to arrange a meeting to discuss your child's SEND.
- If your child attends a private nursery or playgroup we will ensure that we will arrange a transition meeting to discuss your child.
- Where possible a member of staff will visit the setting to observe your child.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and a transition meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- If your child would be helped by a transition book to support them understand moving on then it will be made for them. This may contain pictures of new teachers, the classroom, etc.

In Year 2:

- The SENCO will meet with the Junior School SENCO to discuss the specific needs of your child.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- The Year 2 and Year 3 teachers meet to have a transfer of information meeting where all of the children are discussed.

If your child is not going to Lindley Junior School, other transition days are organised for your child to visit their new school.

If your child is moving child to another school (not at the end of Key Stage 1):

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will arrange a transition meeting with the new school to discuss your child's strengths and needs.
- We will make sure that all records about your child are passed on as soon as possible.

Reviewing SEND Provision

Our provision will be reviewed annually in consultation with staff, governors, parents/carers and children. During this process we will evaluate the effectiveness of our provision and plan for the year ahead paying particular regard to the different needs of children.

We also organise and host informal meetings, called 'Parent Space', where parents of children with SEND can talk to the SENCO, Learning Mentor and chat informally to each other.

Useful Information

Headteacher:

Mrs Nicola Beaumont

SENCO:

Mrs Anna O'Brien

Learning Mentor:

Mrs Claire Barton Bridgman

SEND Governor:

Mrs Yolande Shire

All of the above can be contacted through the school office:

Telephone: 01484 646888

Email: office@lindleyinfantsch.org.uk.

Educational Psychologist:

Karen How Telephone: 01924 483744

Kirklees SEND Case Worker:

Mrs Andrea West Telephone: 01484 221000

School Nursing Service (Locala – South Kirklees Child Health)

Telephone: 030 3330 9974

PCAN (Parents of Children with Additional Needs)

PCAN is an independent group for parents and carers of children with all types of additional needs, disabilities or hidden impairments in Kirklees.

We offer:

Information about activities and services

The chance to meet other parents for support and friendship

Opportunities to have your say with local service providers about the services they provide for your children/young people. (We work in partnership with local service providers to create a stronger voice for parents' needs and concerns)

Other Information

Our group is for parents or carers whose children/young people are between 0-25 years of age. You can contact us on weekdays between 9 and 5. It is free to join.

We welcome all parents or carers, whether you are just beginning to become aware of your child or young person having additional needs, or if they have confirmed diagnosis or disability.

07754102336

info@pcankirklees.org

Join us on facebook – we have a closed group



You can follow us on Twitter @pcankirklees



**Kirklees Information Advice and Support Service (KIAS)
(Special Educational Needs and Disability)**



- KIAS (formerly known as Parent Partnership Service) is a statutory, free, impartial and confidential service, working with Parents/Carers, Children and Young People.
- The service offers information, advice and support relating to a child or young person's Special Educational Needs and/or disability and is available to anybody living within the Kirklees area.
- We work with all individuals and services involved. The service is free and totally confidential and is about parents and education.

Telephone: **01484 225422**

Email: kias@kirklees.gov.uk

www.kias.org.uk

SPROUT

Strong Parents Reaching Out

www.growingworks.org.uk/families-individuals/

01484 606506

info@growingworks.org.uk

Outdoor activities for families with children and young people with additional needs. **Fun together for the whole family, relax & share information, make friends, face challenges together.**

You don't need any diagnosis, if you feel your family would benefit then come along to our sessions. Sprout sessions are fortnightly at Cliffe House in Shepley, and Northorpe Hall in Mirfield. £5 first child, £7 for 2 children, £9 for 3 or more children. Refreshments and fun activities included.