



Lindley CE Infant School – Special Educational Needs and Disability (SEND) Information Report



October 2018

1. What kinds of Special Educational Needs (SEN) are provided for at Lindley CE Infant School?

The school provides for a wide range of special educational needs within the four broad areas of need as outlined in the SEND Code of Practice 2015. These are:

- Communication and Interaction (including Autism Spectrum Condition)
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Further details can be found within the school's SEND Policy which is available on the school website: www.lindleyinfantschool.org.uk

2. How does the school identify pupils with SEN and assess their needs?

Early identification and assessment and then making effective provision are vital in order to improve the long-term outcomes for children with SEN. There are a number of ways in which children may be identified as having special educational needs, including:

- Information or concerns shared by parents or nursery/previous school
- Information or concerns shared by other professionals from education, health or social care
- Ongoing teacher assessment and observations
- Monitoring of progress through a variety of activities including data scrutiny, book scrutiny, lesson observations, learning walks and pupil progress meetings

Teachers who have concerns about a particular pupil, at any point during the year, and feel that the pupil requires support which is additional to or different from that which is normally available, will work with the SENCO to complete an 'Initial Concerns Checklist'. The SENCO may make further assessments of needs through observations and/or standardised assessments. Any concerns about a child's progress will be discussed with parents at the earliest opportunity, and a plan for how to support the child in school will be agreed. A decision may be made at this point to place the child on the school's SEN Support Register. In some cases, the class teacher, SENCO and/or parents, may feel that it is necessary to refer concerns to additional specialists e.g. Educational Psychologist (EP), Speech and Language Therapist (SALT), Occupational Therapist (OT). Referrals to external agencies can only be made with signed consent from parents.

<p>3. How does the school consult with parents of children with SEN to involve them in their child's education and to assess and review progress?</p>	<p>We work hard to build positive and effective partnerships with parents. We value the expertise of parents in helping school to identify children's individual needs and plan appropriate support. Review meetings with parents of children on the SEN Support Register are planned each term. During these meetings class teachers, parents/carers, and where appropriate the SENCO, share progress information and plan future targets, which are recorded on an Individual Education Plan (IEP) or My Support Plan (MSP).</p> <p>Parents/carers of children with an Education Health Care Plan (EHCP), and all professionals involved in supporting that child, will be invited to an Annual Review meeting. The Annual Review is an opportunity to review and amend outcomes and targets in the EHCP, and ensure that provision continues to meet the individual needs of the child.</p> <p>Termly 'Parent Space' meetings are informal coffee mornings or afternoons where parents of children on the SEN Support Register are invited to school to network with other parents, share information and work with the SENCO and Learning Mentor to review and develop the school's SEN provision.</p>
<p>4. How does Lindley CE Infant School consult with pupils identified as having SEN to involve them in their education?</p>	<p>As part of the school's Quality First Teaching approach, all pupils take part in regular discussions with the class teacher and other adults about their learning and progress. Pupils are given regular verbal and written feedback about their progress. In addition, children identified as having SEN are encouraged to take an active part in reviewing their own learning and setting future targets as part of the termly review process. Children are asked (in a way that is appropriate to their age and understanding) what they are good at, what they would like to get better at, and what support they need. Each child on the SEN Support Register helps to write their own child friendly 'One-page Profile' which outlines their interests, skills and the support they need at school.</p>
<p>5. What approach does the school have to teaching children with SEN?</p>	<p>All children at Lindley CE Infant School benefit from high quality teaching which includes an appropriate broad and balanced curriculum that is differentiated to meet the needs of all learners, including those who need additional support or further challenge. Our school's Quality First Teaching Commitment is:</p> <ul style="list-style-type: none"> • We create an environment which is stimulating, creative, exciting, inclusive, happy, safe and caring • We provide high quality teaching which is personalised, motivating and builds on children's prior learning • We establish supporting, nurturing and positive relationships between children, staff, parents, governors, the church and the wider community • We plan and deliver a curriculum which is innovative, engaging, inspiring, meaningful and dynamic • We have high expectations for behaviour and learning built on the aspirations of our children, their parents, staff and governors <p>Teachers use a variety of teaching styles and a wide range of resources, and are aware of the needs of each child in their class. Sometimes children need additional support to make good progress.</p>

	<p>Additional support may include:</p> <ul style="list-style-type: none"> • Small group support in/out of class • Individual support in/out of class • Access to specific resources (e.g. technology, specific aids) • Nurturing interventions • Specifically differentiated materials <p>The school has a graduated whole school approach to SEN support. All teachers are teachers of SEN. <i>Everyone</i> in school is responsible for the wellbeing of <i>all</i> our pupils.</p>
<p>6. What adaptations does the school make to the curriculum and learning environment for pupils with SEN?</p>	<p>Adjustments are made to the classroom environments and the curriculum will differ according to the individual needs of children in that class. The school is an inclusive environment where all children are given the support they need to make progress. This means that children with SEN access a curriculum which is personalised, meaningful, engaging and appropriate to their individual needs. The class teacher, SENCO, external professionals e.g. Occupational Therapy, and parents/carers will agree any changes to teaching and learning arrangements that need to be made to support children with SEN. These may include:</p> <ul style="list-style-type: none"> • Personalised timetables • Specific seating positions • Access to learning aids e.g. sloped writing board, technology • An increase in a nurture based curriculum <p>This is not an exhaustive list, but provides examples of adjustments that may be made within the school.</p>
<p>7. How does the school make sure that pupils with SEN are able to engage in activities in school?</p>	<p>We are committed to ensuring that every child is included in all aspects of school life. Enrichment activities are planned for all children as part of the curriculum during the school day, and all children are able to apply to take part in after-school activities. SEN and disabilities are not a barrier to participation. Children with SEN and disabilities are included in all educational visits and experiences, and appropriate support will be provided. If you are worried about whether your child might need additional support to take part in an educational visit, please come and talk to us.</p>
<p>8. How are staff trained to support children with SEN at Lindley CE Infant School?</p>	<p>Every teacher is a teacher of SEN and is responsible for every child's progress. The school provides training and support for all staff to continually improve the teaching and learning of all children, including those with SEN. Planned continual professional development includes training on the SEND Code of Practice 2015, to ensure that all teachers are aware of and act upon their responsibilities. In addition, individual teachers and teaching assistants are supported by other agencies such as Educational Psychologists, Speech and Language Therapists, Visual Impairment teachers, etc., who provide advice, support and training linked to the needs of individual children.</p>

<p>9. How are the emotional, social and mental health needs of pupils in the school supported?</p>	<p>At Lindley CE Infant School we prioritise the wellbeing of all of our pupils and this is reflected within our Christian values – Respect, Friendship and Trust. Provision for social and emotional needs is outlined in the school’s provision overview, which is available on the school website.</p> <p>We have a dedicated nurture room, known in school as “The Rainbow Room”. A nurture group and social/emotional interventions are available for children who need this type of additional support. The senior leadership team, teachers and teaching assistants, ensure that they are available to listen and hear the views of all children within the school. Through the taught curriculum, including PSHCE, topics and Collective Worship, pupils learn how to listen and respect the views of others. The school works closely with partner agencies to promote the mental health and wellbeing of our pupils and staff. This was a target within the school development plan 2017-2018, and continues to be a priority. The SENCO is also the Emotional Wellbeing Lead in school and attends termly network meetings with professionals from CAMHS (Child and Adolescent Mental Health Service).</p>
<p>10. How does the school work with other services to meet the needs of pupils with SEN and their families?</p>	<p>Lindley CE Infant School works with a number of external agencies within education, health and social care. Sometimes children with SEN require more specialist interventions and strategies, and external professionals such as the school nurse, Educational Psychologist, Speech and Language Therapist, Primary Pupil Referral Service, Portex and Family Support Workers can advise and support school with this. Any referrals to other service are made in agreement with parents/carers, class teachers and the school SENCO. Referrals to external agencies can only be made with signed consent from parents.</p>
<p>11. How does the school know that the provision for children with SEN is effective?</p>	<p>Teaching and learning is monitored and evaluated on a regular basis and in a range of different ways. The attainment and impact of provision for children with SEN is scrutinised and relevant changes are made where necessary to ensure effectiveness as part of whole school monitoring procedures. Support for pupils with SEN is identified on IEPs, MSPs, EHCPs, on planning and provision maps, and is evaluated for impact on progress. Governors and senior leaders of the school are informed of the impact of SEN provision through end of year data, termly feedback and through governor visits.</p>
<p>12. How does the school support children moving between phases of education?</p>	<p>For children starting school in Reception, stay and play sessions are held in the Summer Term to enable both parents/carers and children to become familiar with the classroom and adults who will be teaching them. Children with SEN are invited to have additional transition visits with their parents/carers or nursery keyworkers.</p> <p>We liaise closely with parents and professionals when receiving and transferring children to and from different schools and settings, ensuring that all relevant information and paperwork is passed on securely, and that children’s individual needs are discussed and understood. If your child has complex needs, a transition meeting will be arranged with parents and staff from both schools/settings.</p> <p>Transition between year groups within the school is planned as part of our annual transition programme. More details about this can be found in the school’s Transition Policy, which is available upon request.</p>

13. How accessible is the school environment?	<p>The school has an Accessibility Policy and Plan which is reviewed annually. This is available on the school website. The school is a split-level building, but is accessible throughout by wheelchairs. A designated parking bay is available in the school car park. A disabled toilet is available on the long corridor.</p> <p>For children with specific physical or sensory needs, accessibility visits are carried out at school by Occupational Therapy, with parents/carers and their child, to ensure that the school is able to make any adjustments prior to the child starting school.</p>
14. What should I do if I have a complaint about SEN provision?	<p>If you have any concerns or questions about SEN provision, please speak to your child's class teacher, as worries can usually be dealt with very quickly. You are also welcome to contact the SENCO, Mrs O'Brien.</p> <p>Complaints can be made following the school's complaints procedure with the complaints policy. A copy of the policy is available on the school website: www.lindleyinfantsch.org.uk</p>
15. Who can I speak to for further information?	<p>General information relating to SEN can be found on the school website, including the SEND Policy. Further information is available from the SENCO (Mrs Anna O'Brien) or the Headteacher (Mrs Nicola Beaumont).</p> <p>School office telephone number: 01484 646888</p> <p>School website: www.lindleyinfantsch.org.uk</p> <p>SENCO email: anna.obrien@lindleyinfantsch.org.uk</p> <p>The following websites provide a lot of very useful information for parents of children with SEN in Kirklees:</p> <p>www.kirkleeslocaloffer.org.uk</p> <p>www.kias.org.uk</p> <p>www.pcankirklees.org</p>