



Glendale Infant School

Special Educational Needs and Disability Information Report

INTRODUCTION

Our special educational needs and disability (SEND) information report provides a comprehensive overview of the school's approach to identifying and supporting pupils with SEND so that they make progress, achieve their best and become confident individuals.

All staff in school have a responsibility for maximising achievement and opportunity of all vulnerable learners - specifically, all teachers are teachers of pupils with special educational needs and English as an additional language (EAL). Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We continually monitor the progress of all learners and use assessment information to ensure that sufficient learning is taking place. Our whole school system for monitoring progress includes regular Pupil Progress meetings.

Key staff with responsibility for pupils with SEND:

Our special educational needs coordinator (SENCo) Mrs Clark, works with the Headteacher, Mrs Hopkins, and the senior management team.

The SENDCo - Mrs Clark, jeff.z@welearn365.com

The Headteacher- Mrs Hopkins

The SEND Governors - Mrs Mila Vodianytska

Useful links-

- SEND Information and Advice Service:
<https://www.kids.org.uk/sendiass-home/>
- The Local Authority's Local Offer site:
<https://www.warwickshire.gov.uk/send>

The kinds of Special Educational Needs which are provided for in our school and admissions arrangements

In admitting pupils with special educational needs we would have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision.

Please refer to the county admissions policy for further information and Warwickshire SEND.

<https://www.warwickshire.gov.uk/admissions>

<https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send>

Our school's policies for identifying children with SEND and assessing their needs.

A pupil will be identified as having SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children could be identified as having SEND through a variety of ways including the following:

- On entry to Reception, initial information is gathered from pre-schools and nurseries. This is then checked against baseline results and our own observations in the Reception year.
- Children performing significantly below age expected levels that require extra provision to be made;
- Concerns raised by parents;
- Concerns raised by a teacher: for example: emotional state or self-esteem is affecting performance;
- Liaison with external agencies;
- Information received from health specialists.

At different times in their school career, a child or young person may have a special educational need. The Code of Practice states:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age: or*
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."*

At Glendale Infant School we are committed to ensuring that all learners have access to quality first teaching with activities and approaches to the curriculum that are differentiated in order to allow each child to progress and close gaps within their learning. This may include small group work within the class or differentiation of resources or expectations. This is called Universal Provision.

Where differentiation alone is not allowing for a child to make sufficient progress or is highlighting specific difficulties that a child is experiencing, the class teacher and SENCO will discuss these and decide on further steps to be taken.

Once a child has been assessed as needing 'additional', or 'different' support to that already available within the differentiated curriculum this will be discussed with you. Your child's name will be put on the school's SEND Register so they can be closely monitored.

A half termly graduated plan will be developed, in consultation with parents and external agencies when required. Small appropriate steps to ensure progress will be identified and worked on within school and at home over the term. These targets are also shared with the children.

The class teacher will share these action plans regularly with parents. Parents will be given the opportunity to discuss these further with the class teacher and/or SENDCo if required.

What should I do if I think my child has SEND?

If you have any concern regarding your child's progress or well-being then please speak to the class teacher first who may direct you to the school's Learning Mentor or Special Needs coordinator.

What kinds of SEND are provided for at Glendale Infant School?

Support is given for children with an identified SEND under all areas of need as outlined in the SEND Code of Practice 2014:

1. Communication and interaction:

For example:

- Speech, language or communication needs (SLCN)
- Difficulties with making themselves understood
- Difficulties with understanding or using social rules of communication
- Autism Spectrum Disorder

2. Social, emotional and mental health difficulties

For example:

- Children who display challenging, disrupting or disturbing behaviours as a result of social and emotional difficulties.
- Children with underlying mental health issues such as anxiety, depression self harming, eating disorders or attachment disorder

3. Cognition and learning:

For example:

- **Moderate learning difficulties (MLD)** - children who learn at a slower pace than their peers, even with appropriate differentiation.
- **Severe learning difficulties (SLD)** - children who are likely to need support in all areas of the curriculum
- **Profound and multiple learning difficulties (PMLD)** - children are likely to

have severe and complex learning difficulties as well as physical or sensory impairment.

- **Specific learning difficulties (SpLD)** - children who have specific difficulties in one aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4. Sensory and/or Physical needs

For example:

- Children who have a disability which prevents or hinders them from making use of the educational facilities generally provided
- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Children with a physical disability (PD)

What is our approach to teaching children with SEND?

At Glendale Infant School, we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils in a broad and balanced curriculum, made accessible through differentiated activities.

Special Educational Needs Co-ordinator SENCo

Our school's SENCo, Mrs Clark, oversees the planning and monitoring of children who have SEND. She works with parents, school staff and outside agencies to ensure that 'reasonable adjustments' are made and the needs of children with SEND are met within the school's resources.

Class teachers

Pupils with SEND work alongside their peers as much as possible. Class teachers are responsible for ensuring that all children have access to quality teaching and that the curriculum is adapted to meet children's individual needs (known as Quality First Teaching). Class teachers will discuss with the SENCo and outside agencies what 'reasonable adjustments' will be put in place.

Class teachers may adapt their teaching and the learning environment in a number of ways to ensure that SEND pupils are able to access the curriculum. For example:

- Providing additional practical or visual resources/prompts;
- Increased use of praise/reward;
- Adapting language used with certain pupils;
- Planning additional support from teaching assistants (TA);
- Planning intervention from either the class teacher or assistant to reinforce concepts;
- After school reading club.
- Differentiated expectations, structure and support;
- Using peer-to-peer support ie a buddy system;
- Providing pupils with alternative ways of recording (ICT/voice recording/scribing);
- Pre-teaching of new vocabulary or certain concepts to ensure understanding;

- Prior notice of new learning, different experiences or changes to normal routine;
- Planned use of additional Targeted Intervention programmes of work e.g. Precision Teaching of phonemes, high frequency words, Plus One maths coaching programme, Occupational Therapy school's fine motor programme, Nurture Group.
- Access to calm areas when children are in a heightened emotional state.
- Access to small group social skills interventions.
- On school trips, staff are effectively deployed so all children are able to attend.

Class teachers may direct support staff to work on a regular basis with pupils with SEND, but the class teacher maintains overall responsibility for monitoring the progress and impact of any planned additional support.

For pupils with very high or complex levels of SEND or disabilities, a TA may be directed to support an individual pupil for longer periods of the school day and may include breaks and lunchtimes, this is higher needs provision. However, the school aims for pupils to work as independently as possible and with a wide range of peers and adults so that even pupils with high levels of SEND or disabilities are included in classroom activities as much as possible.

Support from external agencies

If your child has been identified as needing more specialist input, referrals are made to outside agencies who can support the school in enabling your child to make progress.

Permission from parents/carers would be sought at this time.

External agencies which the school can make referrals to include:

- Specialist Teaching Service (STS)
- Education Psychologist
- Speech and Language Therapy Service (SALT)
- Integrated Disability Service (IDS)
- Child and Adult Mental Health Service (CAMHS)
- Children identified with particular impairments may be supported by local authority specialist teachers, who will review their progress and offer support and advice to the school to ensure on-going achievement.

Once a professional from an external agency is involved in supporting your child, they may work with your child and the school in a variety of ways, including: supporting your child in class, observing your child and producing reports and recommendations and working 1:1 with your child on a regular basis for a specific amount of time.

Recommendations from external agencies will always be discussed with the SENCo and class teacher and built into the school's planned provision for your child.

How does the school maintain up to date SEND records?

SEND Register

All pupils with an identified SEND will be added to the school SEND Register and the school information management system (SIMS). This register contains basic SEND information,

such as each pupil's category/categories of need. This is updated at least termly by the SENDCO. All teaching staff have a copy of the SEND Register for the class in which they teach or support.

Individual Pupil Graduated Action Plans (GAP)

Every pupil on the SEND Register has an individual Graduated Action Plan that is updated at least termly by the class teacher, and involves parents and children. Targets are agreed with parents/child and copies of these are also given to class teachers, SENDCo and parents.

Outside agency reports

If your child is referred to an outside agency for further assessment and advice, they often write written reports that outline strengths, needs and recommendations. These reports form evidence of need.

How does the school measure progress of children with SEND?

Depending upon the level of support the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils
- Half termly evaluation of the effectiveness of interventions
- Reviews with parents and child as to whether children are meeting their targets on their graduated action plans
- Outside agency standardised assessments reviews.
- Annual Review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

How does the school consult with parents of pupils with SEND?

The concept of parents as partners is central to the SEN and Disability Code of Practice (2014) and is essential to ensuring that pupils achieve the best possible outcomes.

The school aims to work in partnership with parents and carers. We do so by:

- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- giving parents and carers opportunities to play an active and valued role in their child's education
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs,
- involving parents in the drawing-up and monitoring progress against these targets
- working effectively with all other agencies supporting children and their parents
- keeping parents and carers informed and giving support during assessment and any related decision-making process

- making parents and carers aware of the Parent Partnership services available as part of the Warwickshire Local Offer.
- providing all information in an accessible way, including, where possible, translated information for parents with English as an Additional Language

We strongly encourage children to take an active role in learning by:

- using the language of learning to assist them in becoming independent and resourceful learners.
- setting individual targets with children, reminding them of them when appropriate and discussing them with them when they are set
- children identified as having special needs will be included in meetings where their graduated action plans, targets, difficulties and progress are discussed where appropriate.
- Children with Educational Health Care Plans are encouraged to take part in Annual Reviews in some way ie creating a poster about themselves and their progress to share at the meeting.

How does our school involve other bodies, including health, social care, local authority support services and voluntary sector organisations in meeting children's special educational needs and disabilities?

We seek to respond quickly to emerging need and work closely with other agencies including :

- Early Help team
- RISE
- Educational Psychology Service
- Local NHS services
- Specialist Teaching Service

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to Annual Review meetings for Educational Health Care Plans, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

- At the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- The SENCO is the contact point for outside agencies in most instances.

How does Glendale Infant School evaluate the effectiveness of provision for pupils with SEND?

Class teachers review provision at least termly and evaluate how successful specific interventions/programs of support have been in moving pupils forward. New targets/outcomes are put forward in light of this evaluation.

Regular whole school monitoring of ongoing SEND provision by the SENDCO also takes place, and provision may be adapted in light of feedback from this monitoring.

The SENDCO maintains an overview of all provision for pupils with SEND, and undertakes analysis of the impact of SEND provision.

How are school staff trained to support pupils with SEND?

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment. The SENCO will regularly attend local network meetings to keep abreast of wider SEND developments.

Part of the SENCO's role is to identify any training staff may need in order to meet the needs of pupils with SEND. Staff training takes place in a variety of ways including:

- Staff sharing good practice with each other during year group meetings.
- Staff working alongside one another to improve practice (mentoring)
- Advice/training from outside agencies when they visit school.
- Attending external training courses
- SENCO/STS/External agencies leading staff meetings/teaching assistants meetings on specific areas of SEND
- Specific low incident needs of children may result in the school needing advice and resources to effectively support. They may source this information through Warwickshire Specialist Teaching Service, or Disability Service.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specific training needs will be identified and met through the appraisal/performance management process.

How does Glendale Infants School deliver support for children with social, emotional and mental health needs (SEMH)?

Whole school approach

The ethos of the school, and its five rules ensure the promotion of respect for each other, no matter what our strengths and weaknesses, and the need to look after each other as being kind and friendly ensures a happy time in school. All our lessons and activities are open to every child, although sometimes we will have to adapt the activities to ensure inclusion for all.

Children with SEMH, as with other children are asked to consider various aspects of school life as part of the PSHE curriculum. Within these arrangements, they have the opportunity to raise questions or concerns or state what they particularly like about school. When the time comes for children to transfer to junior school, normal transition arrangements will apply, unless the child is anxious, or particular adaptations need to be made for induction

day.

The school has a Well-being/ Learning Mentor who runs small group interventions for social and emotional development. The school uses the Solihull Approach in order to provide parenting classes as and when appropriate.

Class teachers

Class teachers will adapt their teaching to ensure that the needs of pupils with any social, emotional, mental health difficulties are met. This may include planning individual activities, adapting language, providing additional resources, allowing pupils 'calm time' or introducing individual rewards and consequences with more immediate results. Class teachers use the school's PHSE curriculum to develop behaviour and social skills with the whole class or with small groups as appropriate. It is the class teacher's responsibility to ensure that pupils with such difficulties make progress in line with their peers.

Teaching Assistants (TA's)

Additional adults may be used to deliver specific interventions for pupils with emotional, social or mental health difficulties. This could be in the form of targeted (small group) support such as Social Skills groups or in the form of higher needs (one-to-one) support such as specific emotional literacy programs. TAs may also be directed by class teachers to support pupils within the classroom or to contribute to any individual rewards and consequence programs.

Additional Pastoral Support

The Learning Mentor can provide additional support for pupils who have problems with self-esteem, friendships, bereavement and anger management.

Support from External Agencies

A specialist teacher from the Specialist Teaching Service (STS) visits the school weekly and is used to advise and support school staff with planning provision for pupils with high levels of need. For pupils with particularly high levels of need, the school will refer to other external agencies for additional advice and support. This will always be done through consultation with parents. The external agencies that school may refer to include:

- Educational Psychologist
- RISE

Specific Health Needs

The school works closely with parents so that any specific health needs can be met. The School Nursing Service offer advice and support with specific health care plans, training is provided by them (annually if needed) so that the staff working closely with a child are confident in supporting them.

How have we made the school accessible to pupils with SEND?

The school makes reasonable adjustments, including the provision of additional equipment and services for pupils with SEND and/or disabilities, to prevent pupils being put at a

disadvantage.

Adjustments have been made to the school environment to include pupils with specific mobility needs. In addition to this, clubs and residential visits are planned and adjustments made to ensure all pupils can attend.

See Accessibility Plan

How does the school support pupils when they move between year groups and on to Junior school?

We recognise that transition between year groups and between schools can be difficult for a child with SEND or disability and we take steps to ensure that any transition is as smooth as possible.

Starting school

- Staff from Reception liaise with the feeder nurseries. When there are identified special needs the SENCO or new class teacher will visit the setting if required.
- There is one induction day for all new pupils and planned induction for those who join the school mid- year, this is amended where necessary to accommodate pupils with additional need e.g. part-time timetable.

Transition to a new school from this school

- The school will contact the new school's SENCO and discuss SEND arrangements or the need for additional support when necessary.
- If possible, we arrange additional visits to the new school.
- We make sure that all records about your child are passed on as soon as possible.

Transition to a new class

- Information is passed on to the new class teacher in advance and a planning meeting takes place with the new teacher.
- Additional transition arrangements are made if needed, this will depend on the needs of the child.
- Relevant in-service training will be arranged for new staff when they receive a pupil with specific health or academic problems.

What should I do if I have a complaint about the school's SEND provision?

In all cases where a parent has concerns about an SEND matter, we encourage them to contact the class teacher in the first instance and then the SENDCo.

Parents may also contact the headteacher or write to the Chair of Governors as specified in the school's Complaints' Policy.

Contacts of support services for children with SEND?

- Educational Psychology Service :
Contact Number 01926 742911
<https://www.warwickshire.gov.uk/educationalpsychology>
- Specialist Teaching Service:
Contact Number: 01926 413777
<https://schools.warwickshire.gov.uk/education-resources/specialist-teaching-service->

sts

- Integrated Disability Service:
Contact Number: 01926 413737
www.warwickshire.gov.uk/ids

Information about the Warwickshire Local Authority Offer

For more advice contact:

- The Warwickshire SEND Information, Advice and Support Service which supports parents and carers of all Warwickshire children with special educational needs and disabilities.
<https://www.warwickshiresendiass.co.uk/>
- The Warwickshire Local Authority's Local Offer site. The Local Offer brings together information about education, health and care services for children and young people from 0 to 25 with special educational needs and disabilities
<https://www.warwickshire.gov.uk/send>

School policies related to SEND

- The Accessibility Plan
- Equality Statement
- Behaviour Management
- Special Educational Needs
- Anti-bullying policy