



## **Whybridge Infant School SEND Information Report**

Whybridge Infant School is a mainstream school and currently has 185 children on roll. At present 36 receive SEND support with varying degree of needs. This number can change throughout the year as children may make progress and may no longer need this additional support. A copy of our Special Educational Needs policy is available from the school office for more detailed information on our school aims for the identification of SEN, assess and review of our pupil's progress.

At present the Inclusion Manager is Miss Polden who may be contacted via the school office. Miss Polden is employed two days a week (Mondays and Wednesdays).

Provision is made for a variety of educational needs, which fall into four main categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

### **What is SEND?**

Children with special educational needs have learning difficulties that call for special provision to be made. Any child may have special needs at some time in their lives. Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age or they have a disability which prevents or hinders them from make use of the educational facilities that are provided for other children of the same age.

### **The approach to teaching young people with SEND**

Class teachers are responsible for the children's day to day learning, ensuring that differentiated activities are planned for in order to meet the children's needs. Adaptations to the curriculum are made to make it accessible for pupils with SEND. Children may also be supported in class by a Teaching Assistant and/or may access a variety of group or individual interventions which are specifically targeted to help the children make progress. Occasionally the learning environment of the classroom is adapted by including a learning station for pupils on the autistic spectrum or for children with concentration difficulties.

The SENCo, with permission from parents, will seek help from outside professionals as deemed necessary e.g. Havering Children and Adults with Disabilities 5-19 support team including English as an additional language advisor, Educational

Psychologist, NHS Speech and Language Therapist, Child and Family Mental Health service, Behaviour Support Service, Family Support workers, Educational Welfare Officer, School Nurse, Parents in Partnership and children's services.

### **Interventions**

The school SENCo and Deputy Head (assessment co-ordinator) devise timetabled in class and out of class support for those children with additional needs or children highlighted on our school tracking system. The effectiveness of each type of extra support is evaluated during and at the end of a designated period of time to establish if it is having the desired effect for the child. The child's ability is assessed prior to intervention, during intervention to determine if an adaptation needs to be added and at the end to impact on further decisions involving support. At present, our Teaching Assistants support children with difficulties with mathematics, literacy, speech, language and communication, concentration and attention. Pupils can either be supported in class or in small intervention groups. However, there are some occasions where support is given to the child out of class. Talking Maths and Precision Reading intervention groups are run throughout the school year to support children who are experiencing difficulties with mathematics and reading. All staff have been trained in precision teaching strategies and are encouraged to attend relevant training courses to help support children with a range of needs.

An NHS speech and language therapist is in contact with the SENCo and visits the school once a term to assess pupils the school have identified as having specific communication difficulties. The speech and language therapist reviews each child's progress throughout the year and advises the SENCo how best to support the children with Speech and Language Care Plans. The SEN TA's work with these children on a one to one basis or small group, no larger than two children to work on their targets, outlined in their care plans.

### **New SEND Code of Practice**

The new SEND Code of Practice came into effect in September 2014. It now places an emphasis on young people and their families and involving them in the target setting process. Statements have been replaced with Education Health Care Plans (EHCP) and SEN support replaces School Action and School Action Plus. Identification of SEN takes place in consultation with class teachers, parents, the child and outside agencies.

### **Arrangements for consulting and involving pupils and parents in decision making**

The SENCo makes arrangements to meet with parents once a term to review targets outlined in an individual Education Plan and discuss progress with class teachers, parents and children. Wherever possible our children are involved with the target

setting process and we aim to involve parents and children as much as possible. Targets are set by the class teacher, SENCo and parents and children and are reviewed once a term. Decisions concerning the extent and format of extra support is discussed between class teacher, SENCo and Assessment co-ordinator on a regular basis and reviewed and amended as necessary. The IEP's are sent home and parents are asked to sign them if they are happy with the targets. Where a meeting is virtually impossible to arrange, a copy of the IEP is sent home with a request that they sign to say they have seen it, agree with the targets and interventions.

The school SENCo is responsible for arranging an annual review with parent(s) for those children with an Education Health Care Plan. This involves analysing and reviewing the details of the EHCP with parents and other outside agencies wherever possible.

### **Accessibility**

Our school is accessed on one level, there are several small steps into the playground from different exits but can also be accessed by a ramp from the school hall. We have an additional classroom used for some interventions and support, this can also be accessed by a ramp. We have one disabled toilet on site with shower facilities.

### **Health Care Plans**

Children with significant medical needs or allergies have a Health Care Plan. This is written by the SENCo, in conjunction with the school nurse and the child's parent(s). Health Care Plans are updated every year and all staff are trained annually on how to use an epi-pen. A trained member of staff always carries the epi-pen and accompanies the child on school trips. All TA's are first aid trained.

### **Transitions**

The school makes special arrangements for supporting pupils with special educational needs with the transition between pre-school/nursery and Reception and Key Stage One to Key Stage Two. We arrange additional visits to settle children to their new school and a person centred review, attended by parents, the child, new school representatives, school SENCo and significant outside professionals such as the educational psychologist, is held for any child with significant difficulties. To ensure a smooth transition from KS1 to KS2, the SENCo's meet to liaise and exchange information so all are aware of the needs of each child. All relevant paperwork is passed on to the junior school. When a child moves to another school all records and information are passed onto their new school.

Information on where the local authority's local offer is published may be found at <http://havering.mylifeportal.co.uk/home>.

### **Complaints and queries about Special Educational Need Provision**

In line with Local Authority policy, the School follows the Havering complaints procedures. If a parent/carer has a complaint or query about the special educational need provision they should speak to the Headteacher or Special Educational Needs Co-Ordinator (SENCo) in the first instance. The Headteacher, who has over-all responsibility for Special Educational Needs will investigate and will contact you within 5 school days.