

Special Educational Needs - Information Report

SEND Information Report

Airedale Infant School support for pupils with Special Educational Needs and Disabilities

Welcome to our Special Educational Needs and Disability (SEND) information page. We hope you will enjoy reading about the variety of ways in which we are able to support your child to reach his/her full potential in order to ensure a successful transition into adult life.

We are an inclusive school and believe that all children should be valued and treated with respect. The school uses its best endeavours to ensure that the provision for all its pupils is of the highest possible standard, whilst acknowledging that we are continually striving to improve our practice. We are committed to narrowing the attainment gap between children with SEND and their non-SEND peers. We are working to achieve this in variety of different ways. Airedale Infant School works with due regard to the SEN Code of Practice (2014) and the Equality Act (2010).

What is a special educational need?

A child or young person has SEN 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)' (SEN Code of Practice 2014, 1.8)

What is a disability?

The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability

Who do I speak to in school if my child has SEND?

Headteacher - Mrs Robinson Roles and responsibilities:

The Headteacher is responsible for the day to day management of all aspects of the school, this includes the support for children with SEND. Mrs Robinson will oversee the role of SENCO and class teachers and informs the Academy Council about up to date issues in the school relating to SEND.

SENCO - Miss C Lovelock

Roles and responsibilities:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to ensure that 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 and that you are involved in the review process.
- Liaising with outside agencies who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, Inclusion Services etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are recorded) and making sure that there are accurate records of your child's progress and needs.
- 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.

Class Teacher

Roles and responsibilities:

- 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) and letting the SENCO know as necessary.
- Writing personalised plans (IEP's) - sharing and reviewing these with parents at least once each term and planning for the next term.
- 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.

SEN Governor - Mrs Smith

Roles and responsibilities:

- Liaising with the SENCO to gain up to date current information regarding SEND in school
- Helping to raise awareness of SEND issues at governing body meetings
- Helping to review the school's policy on provision for pupils with SEND
- Understand how the school identifies children with SEN and what happens once a child has been identified.

What should I do if I think my child has Special Educational Needs or a disability?

If you feel that your child may have SEND then you should ask to speak to your child's class teacher in the first instance. If they are unable to see you straight away, they will be happy to make an appointment when you can discuss your concerns in more detail. Your child's class teacher may also feel that it would be helpful to have the SENCO attend the meeting also. Miss Lovelock (SENCO) is available to speak to parents on request by appointment.

What will the school do if we feel that your child has Special Educational Needs or a disability?

Airedale Infant School closely monitors all of its children with special needs and uses a graduated approach when meeting the needs of children with SEND. For many children, simple changes to the way that the curriculum is delivered can make a significant impact on removing the barriers to their learning and with these changes in place they are soon able to catch up with their peers and make expected levels of progress. We call this 'differentiating the curriculum'. Your child's class teacher will be doing this on a daily basis in order to ensure that all the children in the class can make the most of the learning experiences presented.

For some children this may not be enough to help them make adequate progress and they may need something which is 'additional to and different from' that which is normally provided for all children. If a child requires this type of support the school will monitor them according to the SEND Code of Practice. You will be kept informed of the additional support that your child is receiving. This could mean that the class teacher may be using different strategies to help your child to learn, or perhaps your child will be receiving some additional support in a small group alongside other children with similar needs. The small group work will be carefully targeted to address your child's needs and his/her progress will be closely monitored and evaluated. You may be asked by School to support your child's learning by carrying out some simple tasks at home such as extra reading practice, or providing opportunities to practise new skills that have been taught in class. Please ask your child's class teacher for some suggestions as to how you can best support your child's learning at home. The important thing is to try and make the learning fun and to give lots of praise and encouragement.

We will monitor your child at this stage for a period of time. You will be kept informed of their progress through termly meetings. At the meeting we will share with you how we plan to personalise learning for your child. Often this level of support in addition to the classroom curriculum differentiation is sufficient to mean that your child no longer has barriers to their learning and they start to make progress. However, for some children this may not be enough and, with your agreement, will make the decision to increase the level of support provided. This simply means that we have decided to involve some external professionals or agencies to provide them with more specialist advice and guidance in order to support them to remove the barriers to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

As more people become involved in helping the school to meet your child's needs, your child's class teacher or the SENCO, may talk to you about holding a Common Assessment Framework (CAF) meeting. Once established, the CAF will help the school to organise meetings where everyone involved (including yourself) can sit down together and discuss the best way forward to help the School help your child to make progress. We may decide to draw up a personalised learning plan (My support plan). This will record the additional more specialist strategies and interventions that will be required to help remove the barriers to your child's learning. You will be kept informed all the way through the process and will be able to make suggestions as to how you can help at home to ensure all round support for your child.

Again, for the majority of children, actions taken using this graduated approach often mean that the child begins to make adequate or expected levels of progress. If this is the case, then the school, following discussions with yourself, may decide to continue to monitor your child or even decide that he/she no longer needs any additional support because they are making good progress.

Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the SENCO may discuss with you the possibility of a statutory assessment of your child's needs. If this is considered appropriate, then the School will collect together all your child's information and evidence of all the carefully evaluated additional strategies and interventions that have been put place and with your permission send it off to the local authority for them to consider the information at a panel meeting and make a decision whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place the school will continue to meet your child's needs with the support that is already in place.

Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN Code of Practice. The SENCO will be able to explain the process and timescales to you or alternatively you would find this in the SEN Code of Practice. If the decision is made to go ahead with a statutory assessment then the local authority will

signpost you to guidance and support that will assist you through the process for example from the Parent Partnership Service.

What will Airedale Infant School do in order to meet my child's special educational needs?

'Quality First Teaching' is an entitlement for all children and the staff at Airedale Infant are constantly striving to ensure that this is of a 'good' or 'outstanding' quality at all times. This is the classroom teaching that your child receives on a daily basis from the class teacher. Lessons are carefully differentiated to take account of different learning styles and abilities. Teaching and learning is carefully targeted to meet individual need. This is called personalised learning. Where appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. This may be to undertake work on particular intervention programmes or simply as a means of facilitating opportunities to re-visit skills, or knowledge where they may need additional practice or over-learning. The work carried out in small groups is carefully overseen by the class teacher who is responsible for monitoring the child's progress and targeting the support carefully. Airedale Infant currently has the following group interventions available for children, but if a child was considered to need something different then this would be considered.

Interventions we may use are:

Catch up reading

Time to Talk

Phonic intervention group

Writing intervention group

Maths intervention group

Every Child a Reader

Some children may require interventions of a 1/1 nature for very short periods of time.

Again these are overseen by the class teacher and progress is carefully monitored.

How will my child's learning needs be assessed and their progress monitored?

Airedale Infant has a rigorous programme for assessing children's learning. Some assessment takes place at the end of specific pieces of work to inform teacher's planning of the children's next steps in learning. Also, on-going assessments take place on a regular basis to ensure that the opportunities presented to children are appropriate to meet need and aid their learning and development.

The same systems and procedures are in place for children with special educational needs. In some instances additional assessments may be appropriate for children with special educational needs in order to provide further information to determine their strengths and areas for development. The SENCO/class teacher will be happy to discuss any additional assessments used, the results achieved and the implications for future learning. However if it is felt that something more specialised is required then the relevant service could be contacted to discuss this.

The school sets aspirational targets for all its children including those with special educational needs. Individual targets are shared with children so that they are aware of what they need to learn next. Children with special educational needs who have a personalised plan (IEP) are aware of their learning targets and are engaged in the discussions relating to how much progress they feel they have made. Parents are invited to the reviews of personalised plans (IEP's) and their contribution to the setting of new targets is welcomed. Once a new personalised plan has been written the school will carefully monitor the progress being made. If it is felt that the targets are inappropriate for any reason then the school will discuss more appropriate targets with parents at the earliest opportunity rather than waiting for an inappropriate personalised plan to run its full course.

How effective is the School's provision for children with special educational needs?

Airedale Infant School has a robust policy for special educational needs. The policy is implemented by all members of staff and its effectiveness is monitored and evaluated by the Governing Body on an annual basis. The SENCO meets with the SEN Governor on a regular basis, enabling up to date general information on the progress of children with SEN and the provision made for them to be shared with the whole governing body.

If you wish to discuss any matter relating to SEND, please contact Miss C Lovelock at the school address or telephone number

Admissions

Pupils with SEN are admitted to the school on the same basis as any other child as long as the school has the necessary resources to meet the special educational needs of the pupil (see admissions section for details).

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Reviewed: Sept 20

To be Reviewed: Sept 21