

## **Airedale Infants School SEN Information Report September 2023**

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Our vision for Airedale Infants School is that we create a thriving community school committed to developing successful citizens for the future.

Airedale Infants School School work hard to ensure that all pupils:

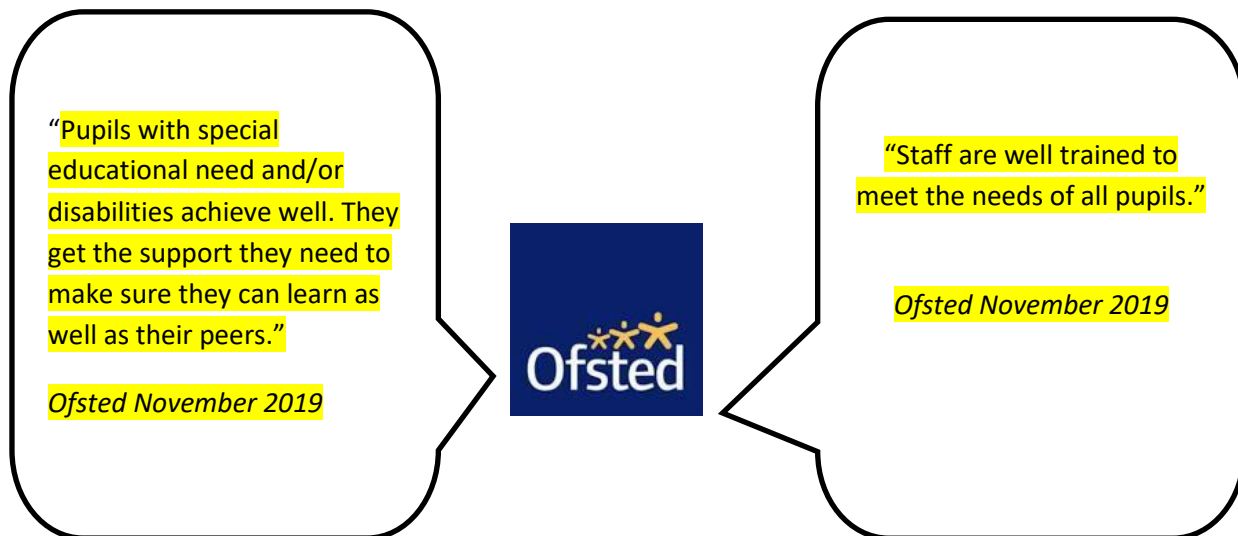
- We will provide a challenging and stimulating environment in which each child can develop to their full potential and feel secure and valued.
- We will provide a broad and balanced curriculum designed to nurture enquiring minds, which will enable all children to acquire the skills, attitudes, concepts and knowledge appropriate to the Primary Stages of Education.
- We will help children develop self-confidence and to encourage good behaviour promoting self-discipline and responsibility for themselves and others.
- We will encourage children to have a positive and tolerant attitude towards themselves, other people and the different cultures in the world in which they live and provide equal opportunities for all children, regardless of gender, race, creed or ability.
- We will work hard to create a supportive and caring learning community which provides our children a happy and successful time at our school

Special Educational needs provision is educational provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of quality first teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

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As part of the role of SENDCo Miss Lovelock also mentors and supports colleagues within the setting to enable them to provide appropriate assessment and targeted provision for children in their class with SEN.

All teachers are teachers of SEN pupils and as a result will provide quality first teaching which takes account of the specific needs of pupils with SEN within the classroom setting.



The information below outlines the support available within the school setting to all pupils at Airedale Infants School but specifically those with Special Educational Needs.

Teaching and Learning
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<i>What additional support can be provided in the classroom?</i>
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- A Teaching Assistant (TA) is an additional member of support staff who works under the direction of the SENCO and class teacher. At Airedale Infants TAs work with small groups and on a 1:1 basis within the classroom to help the pupils access differentiated activities.
- TAs are trained to deliver intervention programmes that support children in developing their literacy, numeracy or social skills. These take place outside of the normal literacy and numeracy lessons.
- If additional funding has been allocated for a child through a statement of special educational needs or an Education, Care and Health Plan we may use the funding to employ an Education Support Assistant to work specifically with them.
- We have a team of 13 Teaching Assistants that work across the school and a team of Educational Support Assistants working on a one to one basis for those pupils who have a statement of special educational needs.
- We also have a learning mentor. She provides support to pupils and parents across the whole school.
- We benefit from volunteers who support children throughout school.
- Classroom displays are specifically aimed to support children's current learning, and the use of a literacy and numeracy working wall provides appropriate prompts for the children.
- Differentiated activities specifically target the needs of the learner within a specific area of the curriculum. Differentiation may be through a variety of means for example; adults support, resources and the tasks set.

### ***What provision do you offer to facilitate access to the curriculum and to develop independent learning? (This may include support from external agencies and equipment/facilities)***

- All of our teachers are required to plan differentiated lessons that children can access. This is achieved by our teachers using the assessment information to identify each individual pupil's starting points and their subsequent next steps.
- If a pupil has difficulties in certain areas these are taken into account by the teacher and they will make plans to overcome this. If further support is needed they will discuss a child's needs with the special educational needs coordinator (SENCO)
- The SENCO may carry out additional assessments to find out more about the child's learning difficulties so that the curriculum and teaching can be tailored to ensure the child makes progress.
- If needed the SENCO may refer to outside agencies for advice from specialists in a particular area such as the Educational Psychologist, Community Paediatrician, Speech and Language Therapist, Occupational Therapy, Learning Support Services, Communication Interaction and Access Team. The advice provided from the specialists is used to inform planning and any intervention provision needed.
- If a child needs a Pupil Profile –(PP) parents will be involved in planning child centred targets and provided with a copy. Parents will be invited to discuss the PP three times annually.
- Some pupils need specific pieces of equipment to help them work and learn more independently. At Airedale Infants we have a range of different types of specialist equipment to support pupils.
- The school building is on one level and there are disabled toilet facilities.

### ***Staff specialisms/expertise around SEN or disability***

- Experienced SENCO who has undertaken the National Accreditation Award for SENCOs.
- All staff have undertaken Dyslexia Training.  
Staff have received training in the following areas:
  - ✓ Wakefield Council Inclusion Development Programme
  - ✓ Phonics

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- ✓ Team Teach
- ✓ Numicon
- ✓ Behaviour Management
- ✓ Makaton
- ✓ Socially Speaking Intervention
- ✓ Precision Teaching
- ✓ Lexia
- ✓ Wake up Shake Up
- ✓ Fit to Learn
- ✓ It's in a little bag/ What's in the bag
- ✓ Speed Up
- ✓ Dyslexia specialist teaching

### ***What ongoing support and development is in place for staff regards supporting children and young people with SEN?***

- Staff development needs are identified through performance management and appraisals.
- The SENCO identifies training required according to pupil need.

### ***What arrangements are made for reasonable adjustments in the curriculum and support to the pupil during exams?***

- The Headteacher and teaching staff oversee access arrangements – which includes Readers, Scribes, extra time, small classroom for anxious students/behaviour students
- Coloured overlays/paper for pupils with dyslexic tendencies
- Differentiated activities and resources/tests for SEN pupils.
- PP's shared with all staff who have direct teaching/support contact with a pupil.
- Guidance for Readers and Scribes before exams.

### ***What external teaching and learning do you offer?***

- If needed we may refer pupils to a number of external agencies such as a Speech and Language service, Educational Psychology.
- If a pupil requires additional support from the Learning Support Service or the Communication, Interaction and Access Team they may conduct 1:1 teaching sessions to target the specific needs and to train TA's specifically in these areas

### ***How does Airedale Infants know if pupils need extra help?***

Children may be identified as having SEN through a variety of ways including the following:-

- Liaison with any previous school or setting.
- Child performing below age expected levels.
- Concerns raised by parent.
- Through termly Pupil Progress Meetings held between the Teachers/SENCO and Head Teacher.
- Concerns raised by a teacher for example if self-esteem is affecting performance.
- Liaison with external agencies.
- Health diagnosis through pediatrician/doctor.

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further

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support is needed. As a school, we track children's progress from entry at Nursery or Reception through to Year 2 using a variety of different methods including National Curriculum levels and the Foundation Stage Profiles. Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the class teacher and Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

### ***What should I do if I think my child may have special educational needs?***

- Talk to the school. In the first instance contact your child's class teacher. If you require more information contact the SENCo or headteacher. We pride ourselves on building positive relationships with parents.

### ***What support will there be for my child's overall well being?***

- We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at Airedale Infants School we commit to our own aims and ethos statement and ensure pupils are able to develop to their full potential and feel secure and valued.
- The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this would be the parents' first point of contact.
- We have a learning mentor who supports pupils and parents by providing pastoral care. The headteacher is the designated safeguarding officer in school.
- If further support is needed the learning mentor can liaise with the SENCo/headteacher. This may involve working alongside outside agencies such as Health and Social Services.

## Reviews

### ***What arrangements are in place for review meetings for children with Statements or Education, Health and Care (EHCP) Plans?***

- All parties involved, including parents and child, will be invited to attend the meeting with at least 3 weeks' notice this may include: The SENCO, Class teacher and representatives from appropriate external agencies.
- Parents will receive documentation prior to the review and will be asked for their views so that they can actively contribute to the plans going forward.
- Review meetings will be held at school.
- Translation services will be provided if necessary to help communicate with parents.
- Pupils with an EHCP will be consulted about their views on their SEN and provision in school the evidence gathered may be in the form of writing, photographs, pictures, mind maps or also recorded on a recordable device.
- In the documentation sent prior to the meeting parents will also be made aware of the parent partnership support service.
- Pupils who are transitioning at a key point for example Lower Foundation to Upper Foundation stage and Key Stage One to Key Stage Two have additional arrangements. The Phase Leaders of each department, new class teachers and the SENCO will meet to discuss the needs of all SEN pupils making the transition. Social Stories and transition books will be started at the start of the second summer half term for those children who require it. Pupils will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it.
- The SENCO works closely with the Learning Mentor and liaises with all Junior School SENCOs regarding pupils transitioning from KS1 to KS2. Should a child with an EHCP be moving to junior school the junior SENCO will also be invited to the annual review.

### ***What arrangements are in place for children with other SEN support needs?***

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- Parents of pupils who have a PP meet with the class teacher three times annually to discuss the child's progress, review their PP and set smart targets for their new PP.
- Parents will also receive two interim reports at a Parents Evening and one annual report each year.
- The parents can also meet with the SENCO/ by appointment anytime throughout the school year.

### ***How do you share educational progress and outcomes with parents?***

- Meetings are held with parents three times annually where progress and Pupil Profiles are reviewed/discussed.
- Interim reports twice annually.
- Annual School report – once yearly
- Meetings with parents as the need arises for SEN pupils.
- Review of statements

### ***How will my child be able to contribute their views?***

- We value and celebrate each child being able to express their views on all aspects of school life. Children who have PP's discuss and set their targets with their class teacher. If your child has EHCP Plan then their views will be obtained before any meetings.

### **Keeping Children Safe**

#### ***What are the school arrangements for undertaking risk assessments?***

- Risk assessments are undertaken when children are taken off site to take part in an activity. Risk assessments may also be used when a pupils needs may pose a risk to themselves, the adults responsible for them or the children in the immediate vicinity.
- An outcome of a risk assessment for a pupil with special educational needs may be for a child to have increased support at key points in the school day/ in off site activities, for activities to be adapted if they are unsuitable for a pupils needs. If necessary these would be shared with parents at either an annual review or regular parents meeting with the class teacher.
- Airedale Infants School follow Wakefield Council guidance on risk assessments and the Evolve reporting system is used for all off-site trips.

#### ***What handover arrangements will be made at the start and end of the school day? Do you have parking areas for pick up and drop offs?***

- Pupils in the EYFS and in Key Stage One enter the school via the playground where they wait with their parents until the bell.
- Should there be a need for a pupil to enter/leave school separately from the other children they can enter and leave via the main school entrance. There is also an area for parents to wait.
- Members of staff will wait for the children to come into the office area with their adult and take them into school at the beginning of the day
- Members of staff will wait for the adult at the office to hand over at the end of the day.

#### ***What support is offered during breaks and lunchtimes?***

- If a pupil is struggling to access playtimes and lunchtimes either because they struggle to regulate their behaviour or find it difficult to interact with their peers then they may access a range of activities/ strategies such as playground buddies at lunchtime.
- Playground equipment is available to all pupils in the EYFS and KS1 and is monitored by the welfare staff and pupil monitors.
- Staff members are on duty and visible to pupils.

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- All pupils have a dedicated key worker at lunchtimes who they must report any problems to. This will be the class teachers' point of contact.
- If there is provision within a statement of special educational needs for lunchtime support a member of staff will be employed specifically to support that child.

### ***How do you ensure my son/daughter stays safe outside the classroom? (e.g. during PE lessons and school trips)***

- At all points in the school day when children are moving around the school staff are placed strategically to ensure that children safe. Staff meet children in the classroom to minimise risk.
- Risk assessments are undertaken for all school trips and individual risk assessments are taken out for pupils in conjunction with the parent and any outside agencies as necessary.
- PE lessons are always supervised and risk assessments for individuals are undertaken if and when necessary.
- Staffing ratios are strictly adhered to and in the case of lunchtime provision are exceeded.

### ***Where can parents find details of policies on bullying?***

- All key policies are available in the Policies section of the schools website. Should a parent want a hard copy, one will be provided by post.

### **Health (Including Health and Emotional Wellbeing)**

#### ***What is the school's policy on administering medication?***

- School has a policy on medication administration, ratified and agreed by governors. A copy is available in the Policies section of the schools website

#### ***If my child has a disability how will they access the school?***

- School has an Access Plan. A copy is available in the Policies section of the schools website.

#### ***How do you work with the family to draw up a care plan and ensure that all relevant staff are aware of the plan?***

- A multi-agency meeting is held with the parent/carer, the SENCo, Learning Mentor, school nurse and any other professional who is involved with the pupil. The Care plan is then shared with all staff during briefing and is regularly monitored by the SENCo, parents are consulted should there be any adjustments made to the plan. Equally, parents can come into school and meet with the SENCo if they feel the plan needs to be amended.
- Key staff are trained in the use of Epi-Pens.

#### ***What would the school do in the case of a medical emergency?***

- Call 999
- Contact a qualified first aider
- Contact parent/carer, and ensure that they can make their way to the hospital. In absence of parent/carer a first aider would accompany the pupil to the hospital.
- If language is an issue the member of staff would stay at the hospital and explain to the medical staff what had happened, if possible a translator would be brought in.

#### ***How do you ensure that staff are trained/qualified to deal with a child's particular needs?***

- All staff are trained every 3 years on Safeguarding/Child protection
- Relevant staff undertake external courses provided by the LA and private companies
- Relevant staff are trained on how to use an epi pen.
- Relevant staff all trained on CAF completion and other relevant documents, i.e. MASH, EWO referrals, etc.
- Training by outside professionals for ASD, ADHD, S&L, etc.

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<p><b><i>Which health or therapy services can children access on school premises?</i></b></p> <ul style="list-style-type: none"> <li>• Scheduled health screening for example vision and hearing tests.</li> <li>• Speech and Language is delivered by the SALT team according to the needs of individual children.</li> <li>• Occupational Therapy may conduct work 1:1 with pupils in school.</li> </ul>
<p><b>Communication with Parents</b></p>
<p><b><i>How do you ensure that parents know “who’s who” and who they can contact if they have concerns about their child/young person?</i></b></p> <ul style="list-style-type: none"> <li>• Staff information is provided at the start of each school year to all parents and to new parents as and when required.</li> <li>• Staff information is also available on the school website.</li> <li>• The SENCo encourages all parents to ring regarding any concerns that they may have.</li> </ul>
<p><b><i>Do parents have to make an appointment to meet with staff or do you have an Open Door policy?</i></b></p> <ul style="list-style-type: none"> <li>• Airedale Infants School does operate an open door policy to speak to a member of staff but an appointment will be made if they request to speak to a teacher, due to their teaching commitment. However all teachers can be spoken to briefly at the end of the school day in the playground. All parents concerns are dealt with as swiftly as possible; usually on the day of initial contact or at the latest, the day after.</li> </ul>
<p><b><i>How do you keep parents updated with their child/young person’s progress? Do you offer open days?</i></b></p> <ul style="list-style-type: none"> <li>• Parents Evenings twice annually and PP meetings three times a year</li> <li>• Interim reports twice annually.</li> <li>• Annual School report – once yearly</li> <li>• Meetings with parents as the need arises for SEN pupils.</li> <li>• Review of statements</li> <li>• Reward Certificates, Stickers</li> <li>• Letters home</li> <li>• Postcards home</li> </ul>
<p><b><i>How can parents give feedback to the school?</i></b></p> <p>There are plenty of opportunities for parents to provide feedback both formally and informally.</p> <ul style="list-style-type: none"> <li>• Parental Questionnaire</li> <li>• Reading Record</li> <li>• Home/School book</li> <li>• SEN Parental Questionnaire</li> <li>• Parental Meetings</li> <li>• Telephone Calls</li> <li>• Letters</li> <li>• Arrange to see staff at a mutually convenient time.</li> </ul>
<p><b>Working Together</b></p>
<p><b><i>Do you have home/school contract?</i></b></p> <ul style="list-style-type: none"> <li>• Yes the school does have a home/school agreement that parents and pupils are required to sign at the start of each academic year. The class teacher and head teacher also sign the agreement. It is reviewed and updated annually.</li> </ul>
<p><b><i>What opportunities do you offer for pupils to have their say? e.g. school council</i></b></p> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Pupil questionnaires</li> <li>• Pupil voice</li> </ul>



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<b><i>What opportunities are there for parents to have their say about their son/daughter's education?</i></b>
<ul style="list-style-type: none"> <li>• Parents Evenings</li> <li>• SEN Review Meetings 3 X Annually</li> <li>• Annual Review Meetings</li> <li>• Open door policy</li> <li>• Arranging a meeting with teachers.</li> <li>• Feedback on the PP</li> <li>• Feedback on annual school report.</li> </ul>
<b><i>What opportunities are there for parents to get involved in the school or become school governors?</i></b>
<ul style="list-style-type: none"> <li>• All parents (new and current) are encouraged to be a member of the Friends of Airedale Infants School group.</li> <li>• Parental volunteers are encouraged.</li> <li>• As governor posts arise all parents are offered the opportunity to become a governor they are asked to complete a letter of application and this is then published to parents.</li> </ul>
<b><i>What are the Governors responsibilities?</i></b>
<ul style="list-style-type: none"> <li>• Our current SEN Governor is Stephen Groves and he is contactable through the usual school contact details.</li> <li>• The Governor meets regularly with the SENCo and will be updated on changes and current needs in school.</li> <li>• The Governor undertakes learning walks with the SENCO</li> </ul>
<b><i>What Help and Support is available for the Family?</i></b>
<b><i>Do you offer help with completing forms and paperwork? If yes, who normally provides this help and how would parents access this?</i></b>
<ul style="list-style-type: none"> <li>• If parents need help completing forms or paperwork then either the SENCO or Learning Mentor would arrange to meet with them and help them complete all the necessary paper work.</li> <li>• Parents are offered this service at a parental meeting or by phone.</li> <li>• All parents of pupils with special needs are made aware of the Parent Partnership service whom also support our parents with completion of forms.</li> </ul>
<b><i>What information, advice and guidance can parents and young people access through the school? Who normally provides this help and how would they access this?</i></b>
<ul style="list-style-type: none"> <li>• Our Learning Mentor provides parents with important information about financial support and external agency support for parents.</li> </ul>
<b><i>Transition from Primary School and School Leavers</i></b>
<b><i>What support does the school offer around transition?</i></b>
<ul style="list-style-type: none"> <li>• Pupils who are transitioning at a key point for example Lower Foundation to Upper Foundation stage and Key Stage One to Key Stage Two have additional arrangements. The Phase Leaders of each department, new class teachers and the SENCo will meet to discuss the needs of all SEN pupils making the transition. Social Stories and transition books will be started at the start of the second summer half term for those children who require it. Pupils will also be provided with more opportunity to spend time in their new classroom and setting to familiarise themselves with it.</li> <li>• Parents of Key Pupils who we envisage experiencing difficulties will be invited in to school for a meeting with the Learning Mentor or SENCO . This is particularly important for children with social and communication difficulties.</li> <li>• The SENCo works closely with the Learning Mentor and liaises with all Junior School SENCOs regarding pupils transitioning from KS1 to KS2. Should a child with an EHCP be moving to Junior school the Junior</li> </ul>

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SENCo will also be invited to the annual review.

- Year 2 pupils spend a full day at their new school in July of the summer term.
- All pupils from N-Y2 will take place in transition activities within school with their new class teacher. These include meeting their new teacher and spending the morning with them
- All pupils take their PP/MSP/EHCP with them to their new class from September and this will be reviewed in October. This is to ensure that the pupils needs continue to be met at the start of the new school year.

### **Extra Curricular Activities**

***Do you offer school holiday and/or before and after school provision? If yes, please give details.***

- Yes. Breakfast Club is an on-site Breakfast Club that provides care from 8am-9am. School staff run the club so that we can ensure that the children receive high quality, professional care from familiar staff.

***What lunchtime or after school activities do you offer? Do parents have to pay for these and if so, how much?***

- There are a wide variety of lunchtime and after school activities that pupils are actively encouraged to attend. These include: multi-skills sports, homework club, football, gardening, cooking and choir.
- All activities are free
- Most lunchtime and after school clubs are targeted at a particular age group however all pupils within this group and encouraged to sign up and they will then be chosen on a first come first served basis.

***How do you help children and young people to make friends?***

- We employ a number of measures to ensure that our pupils are able to make friends. These include: Playground befrienders who are trained to encourage pupils to interact and communicate in the playground. Buddy benches where pupils can easily identify themselves as needing support to interact, pupils monitor these as do staff. Playground leaders- pupils who are trained to lead and encourage play at break-times, buddy systems for vulnerable or new pupils and weekly PSHE sessions which regularly focus on the theme of friendship.

**This document is contributing to the Wakefield Council Local Offer. A copy of the Council Local Offer is available at**

<http://mylocaloffer.org/Wakefield>

**Local Offer Review:** Airedale Infants School School's Local Offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents.

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### Glossary of terms:

	<b>Annual Review</b>	<p>All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.</p>
<b>ADHD/ ADD</b>	<b>Attention Deficit Hyperactivity Disorder/Attention Deficit Disorder</b>	<p>ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to hold back their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.</p> <p style="text-align: center;">Children with ADD/ADHD may be:</p> <p style="text-align: center;">Inattentive, hyperactive, and impulsive (the most common form)</p> <ul style="list-style-type: none"> <li>• Inattentive, but not hyperactive or impulsive.</li> <li>• Hyperactive and impulsive, but able to pay attention.</li> </ul>
	<b>Assessment</b>	<p>This involves building a picture of your child’s abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child’s progress rate is as good as is expected. Teachers carry out routine assessments regularly.</p> <p>More specialised assessments may be required if progress is not at an expected rate. This may</p>

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		<p>be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.</p> <p>A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of a statement of special educational needs.</p>
<b>ASC</b>	<b>Autistic Spectrum Condition</b>	<p>Autistic spectrum disorders are characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment':</p> <p>Socialisation - poor social skills;          Communication - difficulties with speech language and communication;          Imagination - rigid thought and resistance to change.</p> <p>The commonly used terms 'autism' and 'asperger syndrome' are autistic spectrum disorders.</p>
	<b>Clinical Psychologist</b>	<p>Clinical Psychologists help parents and children who are experiencing emotional and/or behavioural difficulties in their home environment.</p>
	<b>Code of Practice</b>	<p>The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.</p>
	<b>Differentiation</b>	<p>Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.</p>
	<b>Differentiated Curriculum</b>	<p>A curriculum that is specially adapted to meet the special educational needs of individual children.</p>

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	<b>Dyscalculia</b>	Children with dyscalculia have difficulty in acquiring mathematical skills. Children may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures. Dyscalculia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
	<b>Dyslexia</b>	Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words. Dyslexia is a type of Specific Learning Difficulty (SpLD). See under SpLD below
	<b>Dyspraxia</b>	A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing or writing. Dyspraxia is a type of Specific Learning Difficulty (SpLD). See under SpLD below.
<b>EHCP</b>	<b>Education, Health and Care Plan</b>	From 1 <sup>st</sup> September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Wakefield's Local Offer.
<b>EP</b>	<b>Educational Psychologist</b>	Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.

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	<b>Exam Special Arrangements</b>	Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed.
	<b>Exam Special Concessions</b>	Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.
	<b>Governors</b>	Each school has a board of Governors that is responsible to parents, funders and the community for making sure the school provides a good quality education.
<b>HI</b>	<b>Hearing Impairment</b>	Children with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, children are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum
	<b>Inclusion</b>	Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.
<b>PP</b>	<b>Pupil Profile</b>	A PP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have a PP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. A PP should be reviewed regularly and at least twice a year. If there is no PP the

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		school should have another method of recording how it is meeting your child's SEN
<b>LD</b>	<b>Learning Difficulties</b>	A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.
	<b>Learning Mentors</b>	Learning Mentors work with school pupils students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.
<b>LA</b>	<b>Local Authority/ Council</b>	Each council has an LEA. The LEA is responsible for the education of all children living within the council's area and has some responsibility for all state schools in our area. In Wakefield, the LEA is combined with the children's social services departments and is known as Family Services. Family Services have the same responsibilities for educational provision for children with special educational needs as LEAs.
<b>MLD</b>	<b>Moderate Learning Difficulties</b>	Children with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills.
	<b>National Curriculum</b>	This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.

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	<b>National Curriculum Inclusion Statement</b>	A detailed statement within the national curriculum, setting out the principles that schools must follow, to make sure that all children have the chance to succeed.
	<b>OFSTED</b>	OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.
<b>PPO</b>	<b>Parent Partnership Officer</b>	Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education.
	<b>Personalised Learning</b>	Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability
	<b>Phonics</b>	A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words.
	<b>Phonological Difficulties</b>	A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.
<b>PD</b>	<b>Physical Difficulty</b>	There is a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their



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		<p style="text-align: center;">educational needs.</p> <p>There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.</p>
	<b>Physiotherapists</b>	Physiotherapists see children who have difficulties with movement (e.g.: walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.
	<b>Responsible Person</b>	The person (either the headteacher/deputy headteacher, chair of the governing body or SEN Governor), who has responsibility for making sure that staff know about a child's special educational needs
<b>SENCO</b>	<b>Special Educational Needs Co-Ordinator</b>	A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.
<b>SEN</b>	<b>Special Educational Needs</b>	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
	<b>Special Educational Provision</b>	The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.
<b>SpLD</b>	<b>Specific Learning Difficulties</b>	See Dyslexia, Dyscalculia and Dyspraxia above.

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<b>SEN</b>	<b>Special Educational Needs</b>	Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.
	<b>Special Educational Needs (SEN) Code of Practice</b>	See 'Code of Practice' above.
	<b>Statement of Special Educational Needs</b>	The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1 <sup>st</sup> 2104, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.
	<b>Statutory Assessment</b>	This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.
<b>TAs</b>	<b>Teaching Assistants</b>	Almost all schools now employ teaching assistants to support whole classes, small groups or individual pupils. Educational support assistants (ESA) support a child with special needs.

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	<b>Transition</b>	<p>Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.</p>
	<b>Transition Plan</b>	<p>If your child has a statement of SEN that has not yet been converted in to an Education, Health and Care Plan (EHCP), the annual review in year 5 (and any subsequent annual reviews until the young person leaves school) must include the drawing up and subsequent review of a Transition Plan for secondary school.</p>
<b>VI</b>	<b>Visual Impairment</b>	<p>Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.</p>