



## **SEND Information Report**

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## Who are the best people to talk to at Waynflete Infants' School about my child's difficulties, Special educational Need and/or disability?

We believe that teaching children with Special Educational Needs is a whole school responsibility. All staff have been involved in the development of the Inclusion Policy and are fully aware of the schools SEND procedures. Staff are kept fully up to date with recent government initiatives and developments in the area of SEND. Staff have access to a variety of training opportunities to develop knowledge and teaching skills in various areas of SEND.

If you have any questions or wish to talk to someone about your child's difficulties, SEN or disability your first port of call should be your child's class teacher.

### **The class teacher is responsible for:**

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- 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 when necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that the school's Inclusion Policy is followed in their classroom and for all the pupils they teach.
- Ensuring that all children have equal opportunities to learn from a range of staff members including teachers and teaching assistants.

A discussion with your child's class teacher may lead to an involvement with the Special Needs Co-ordinator. Mrs Hayley Sara has the responsibility for the day-to-day management of all aspects of the provision for children who need extra support and children with SEND.



If you are not yet a part of the Waynflete Infants' School community then please do not hesitate to contact the school. Mrs Sara will be more than happy to answer any further questions.

### **The SENCO is responsible for:**

- Day-to-day operation of the schools Inclusion Policy
- Liaising with parents to keep them informed of progress and listen to their views on their child's progress.
- Advising teaching staff, support staff and 1-1 support staff.
- Coordinating provision for all pupils with SEND (including low attaining children)
- Liaising with external agencies
- Managing the SEND budget and setting priorities
- Organizing individual and small group support, and evaluating their impact and effectiveness regularly.

- Maintaining a Provision Map that tracks the progress of all children with SEND (including low attaining children)
- Monitoring, through planning, that the curriculum is fully inclusive and accessible to all children.
- Co-ordinating termly IEP reviews and Annual Reviews of children with Education Health and Care plans.
- Attending training to continue own professional development in order to meet all pupils needs
- Delivering in-service training to ensure a high level of staff expertise
- Carrying out referral procedures to outside agencies or to request High Needs Funding and/or and Education Health and Care Plans.
- Overseeing the smooth running of transition arrangements and transfer information between schools and staff.

## What interventions are available for children who need extra support at Waynflete Infants' School?

At Waynflete Infants' school we have a range of extra support groups running, some of which are explained below. It is our aim to provide all children with the support they need, so new interventions may be introduced to support individual children or groups of children. We make sure that all children are supported in ways that best suit their needs, in order to prepare them for the social and academic demands of school life and enable them to achieve their potential.

### **COGNITION AND LEARNING**

**Read Write Inc. top up sessions** – 15 minute session based on the Read Write Inc. program to reinforce sound recognition, blending and segmenting skills through a variety of games. (Groups currently running in all year groups)



**Numicon: Closing the Gap** - A 12 week programme that uses Numicon to make the basic idea of number accessible to pupils experiencing difficulty in Maths. A detailed practical assessment is conducted at the start, where areas of difficulty are identified. These areas are targeted throughout the 12 weeks through carefully planned, practical based activities. Sessions are delivered by a trained member of staff. For more information on Numicon please visit <https://global.oup.com/education/content/primary/series/numicon/?region=uk> (Currently running in Year

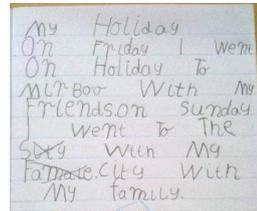
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**Maths Catch up**– A variety of games and activities to practice skills taught within the classroom, such as counting, recognising numbers, writing numbers and place value. Sessions are planned using the Numicon Closing the gap resources (Group currently running in Year 1 and 2)



**Writing Catch up**– Children are provided with the opportunity to practice their writing skills using the RWI ditty scheme. Staff work on supporting children to think of sentences to write, remembering finger spaces, capital letters and/or full stops. This session also aims to develop letter formation and handwriting. Sessions are planned using the RWI programme. (Group currently running in Year 1/ 2)



**Paired Reading**- For children who find reading daunting , this intervention is delivered to increase confidence and reading skills. Reading is taken step by step in this intervention and the children develop the sense that if they get stuck an adult will support them. Delivered on a 1:1 basis an adult will read a sentence, the adult and child will read that sentence together and then the child will read the same sentence independently. Recommended by Educational Psychologists.

We use many online resources to support our children with their learning. We use NUMbots in Maths and we are currently looking into Reading Eggs for Reading.

## **SOCIAL EMOTIONAL AND MENTAL HEALTH**

**Nurture Group** – A Group to provide children with a safe and nurturing environment where staff focus on supporting each child to meet the social and intellectual demands of school life through play (Currently provided for children in all year groups)

For more information please see our website

**Yoga** – We have an outside agency that come into school once a week to deliver child friendly Yoya sessions to a group of 10 children. Yoga develops children focus, listening skills, balance, co-ordination and can also support children to develop calming strategies.

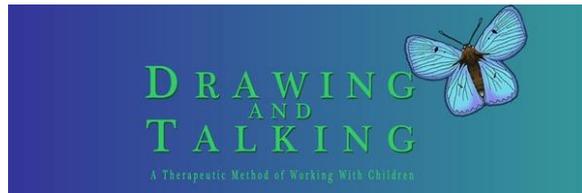


**Socially Speaking Group** – Children spend time within a small group of children playing a range of speaking and listening games. The games focus on developing confidence and self-esteem through discussion, role play and questioning. (Currently running in Year R)





**Drawing and Talking** is a safe and easy to learn serial drawing technique for use with children and young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. <http://www.drawingandtalking.com/>

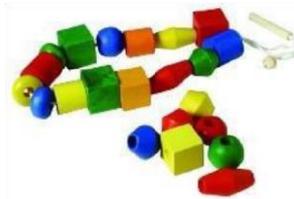


**Relax Kids** - Relax Kids uses research-based mindful and relaxation techniques alongside values and positive psychology (positivity, strength-building, gratitude, resilience and compassion) to help support children's emotional health and wellbeing. <https://www.relaxkids.com/>



**PHYSICAL AND OR SENSORY**

**Fine motor** – A variety of games and activities to develop the muscles in the hand and wrist to prepare children with the skills and strength to hold and control a pencil correctly. Activities include, Dough Disco, Tweezer games, bead threading. The Occupational Therapist toolkit is used to plan activities. (Groups currently running in Year R)



**Gross Motor** – Children experience a range of physical development activities that aim to enhance core muscles, coordination and balance. Sessions also involve activities that improve arm and shoulder muscles which in turn develops pencil control skills. Activities include, keeping a balloon in the air, playing on the trim trail, playing on the wobble board, stepping stones and ball games. The 'Physiotherapy DCD pack', 'School Physiotherapy Gross Motor Skills Development Information and Checklist' and 'Physiotherapy Exercise Programme for Schools' are used to plan activities. (Documents found at [www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)) (Group currently running in Year R)



**Write Dance**\_ Write dance is mark making intervention that aims to develop the physical arm and shoulder movements needed to control a pencil and make letter shapes. This is achieved through movement to music on a large scale using many different mark making instruments.



### **COMUNICATION AND INTERACTION**

**Speech and Language** – Children work through recommendations from the Speech and Language Therapist with a trained Teaching Assistant. We have a very close working partnership with the Speech and Language Therapist where information gets passed on regularly. (Available to all children on the Speech and Language register)

If your child is attending any of our interventions your child's class teacher will either inform you via letter (Year R) or during your child's Pupil Progress Meeting. If require more information on the intervention groups that are currently being delivered in school please do not hesitate to contact school and speak to your child's class teacher.

## What happens at Waynflete Infants' School if my child is not making enough progress?

### **At Waynflete we have three stages of support**

**STAGE 1** - Well differentiated, quality first teaching, including differentiation

**STAGE 2** - Additional Support

**STAGE 3** - Cause For Concern - High Needs Funding/  
-Education Health and Care Plan

### **STAGE 1**

- All children at Waynflete are supported at **Stage 1**.
- All children have access to quality first teaching, which includes effective assessment and planning.
- Our school has an ethos where we ensure that all children are able to learn in the way that they learn best.
- We ensure that we plan and deliver multi-sensory lessons
- We encourage a calm and organised learning environment
- We ensure that instructions are kept short and are repeated for those who need it.
- Stage 1 also includes carefully differentiated activities or approaches directly related to the curriculum which are part of good practice in making teaching and learning accessible to pupils learning at different rates.
- Practical equipment is provided for those who need a more kinaesthetic/visual approach such as Numicon or key word mats
- Recommended aids, such as hearing mikes, writing slope, laptops, different colour paper are provided/used by staff.
- Adult assistance is utilised effectively to aid groups of children who require support

### **STAGE 2**

#### **Cycle 1**

If a child is identified as not making enough progress (see pg. 11) class teachers ensure that they monitor these children closely and provide small group interventions to target areas of need. These interventions will simply involve overlearning and practicing skills (see pg 4). Class teachers will make parents aware of all interventions their child is receiving during Pupil Progress Meetings.

#### **Cycle 2**

It is always our aim, with our high expectations of all children and our high quality delivery that children make the accelerated progress they need and 'get back on track'. However in some cases children do not make enough progress in interventions.

At this stage your child will be placed on an Early Help Log which starts with a meeting between the class teacher and the SENCo to discuss previous support and ways forward to increase progress. The SENCo will decide whether to continue with the interventions that have been planned or to conduct further school assessments and observations to inform more targeted intervention.

These further assessments may consist of observations in the classroom or in the playground, assessments of physical skills, listening and attention skills, processing speeds, and/or social and emotional skills. These assessments will highlight any barriers to your child's progress and allow interventions to be more targeted to your child's needs.

If your child is in year 1 or 2 and it is decided that further assessments are required you will be invited to attend an Action Plan meeting (see Pg. 25) where we can communicate effectively to discuss the ways forward for support within school and provide you with ways that you can support your child at home.

If your child is in Reception, you will not be invited to attend an Action Plan meeting at this point as the skills that are assessed are already key parts of the Foundation Stage profile. Your child will receive this more targeted intervention as Cycle 1 provision. If, after this more targeted intervention, your child has still not made progress then an Action Plan meeting will be required.

### **STAGE 3**

#### **Cycle 1**

If your child has still not made the expected progress then, a Special Needs Assessment Profile will be conducted to provide more information on your child's strengths and needs. Both school and yourselves will be required to complete a questionnaire on your child's cognition or behaviour. The information gathered from this will inform more individual intervention. It is at this stage that your child will then be added onto our schools SEND register.

#### **Cycle 2**

At this stage, if agreed by parents, a referral may be made to an appropriate outside agency for more advice. The support recommendations that are provided will be implemented. The outside agency professional will review progress after an agreed amount of time.

At this stage it may be agreed by the SENCO, parents and other professionals involved, that your child requires such a highly individualised programme of support that they require further action. If they have needs in 3 or 4 areas of SEND outlined by the SEND Code of Practice then an application of an Assessment of Needs can be applied for with the aim to obtain an Education Health and Care plan. If your child does not meet this criteria then an application for Higher Needs Funding may be completed. This is decided by the SENCo and the Head Teacher.

## How will staff at Waynflete Infants' school support my child identified as having SEND start school?

At Waynflete we are always making sure that children feel secure and happy at school. We understand that moving to a new setting can be a very daunting experience for children and this may be even more significant for children with SEND. We also understand that it can be equally as daunting for parents too.

We aim to ensure that we make the transition process as smooth as possible. In order to do this we ensure that we provide the following;

- We will invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved with your child's needs, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- Our SENCo, Mrs Sara will attend your child's last Action Plan meeting at Nursery.
- Your child's future class teacher or the SENCo may make a home visit and also visit your child at their current setting.
- We advise that children attend our Wizzers sessions that are held on Tuesday afternoons throughout the school year, in order for you and your child to familiarise yourself with our school environment.
- We may suggest adaptations to the settling in period to help your child to settle more easily, such as a reduced timetable or a longer transition.
- Mrs Sara will meet with all members of staff who will work with your child and discuss support arrangements that need to be in place when your child starts school. She will also ensure that all staff are aware of your child's needs.
- When your child has settled into school the SENCo will meet with you to discuss targets and further plans to be made.

At Waynflete we hold an 'open door' policy, please come and speak to us, if you have any concerns - big or small, we are here to help!

## How does Waynflete Infants' School ensure early identification of children who need extra support or children who have SEND?

### **Close partnership with feeder nurseries/pre schools**

The Foundation Stage (FS) team work closely with feeder nurseries and will attend meetings with staff to discuss your child's interests, strengths, difficulties and any possible SEND. For children who are currently on the SEND register, details are passed on to the SENCo. For children who have been identified as having difficulties or have not made expected progress they will be closely monitored by the Foundation stage team over the transition period. In October interventions will be put in place to start to support these children make the appropriate progress and close the gap between them and their peers. Parents will be informed of any interventions.

### **Close partnership with parents**

The Foundation Stage team have recently introduced the option of home visits. On these visits our staff will ask for your views on your child's interests, strengths, difficulties. They will also ask if you have any concerns about your child's progress or development.

We strive to ensure that parents/carers feel welcome and feel that their input to their child's education is valued and listened to. In November and March we hold Pupil Progress meetings, which provide parents with the chance to discuss children's progress. We also hold meetings with specific parents at the end of the academic year to discuss school reports. However if you have any concerns regarding your child's development or progress please ask to speak to your child's class teacher. We hold an 'open door' policy and are happy to discuss any concerns you have regarding your child at any time. Requests can also be made to speak to the SENCo Mrs Sara.

### **Assessment**

At Waynflete we monitor children's progress very closely. The Foundation Stage staff monitor children's progress using the Foundation Stage Profile and in Years 1 and 2 children's progress is monitored using our Tracking system. Year groups meet with the Head Teacher termly to discuss progress and children who have not make enough progress are identified and interventions are put in place. These children are then discussed at a follow up meeting. If progress has not been made, the SENCo will be asked for advice, parents will be informed and a meeting will be planned with teacher SENCo and parents to discuss further plans using the stages of provision (Please see pg.8 to find out more about the stages of Provision)

Children's progress in interventions are tracked and monitored closely by grading each child's progress on each target each session using a 1, 2, 3 system. If a child receives three 3's in a row, this is identified immediately and the SENCo will be asked for advice, parents will be informed and a meeting will be planned with teacher, SENCo and parents to discuss further plans using the stages of provision. (Please see pg.8 to find out more about the stages of Provision)

For children who are finding all areas of learning difficult and are at Stage 3 support, a Cognitive assessment may be completed by the SENCo, with permission from parents, to identify any underlining difficulties such as a possibility of Dyslexia, memory difficulties and/or phonological

difficulties. If any difficulties are identified intervention is put in place for 12 weeks and an action plan is created and shared with parents.

### **Close observation of children's wellbeing and behaviour**

We believe that a child's behaviour is a child's way of communicating their needs. If your child's behaviour changes whether this is through aggression or through withdrawal, we will ensure that your child is closely monitored and provided with the support they need to work through any issue they are experiencing, whether this be moving house, family separation, family loss or bereavement.

### **Working closely with the SENCo**

All Year groups work closely with the SENCo. The intervention groups are planned and delivered by staff but are monitored by the SENCo. Every half term the SENCo reviews all interventions and meets with each year group. In these meetings key children are highlighted and discussed. Any child who is not making expected progress in the intervention groups will be highlighted, parents will be informed and all parties will come together to discuss further plans using the stages of provision (Please see pg.8 to find out more about the stages of Provision)

### **An effective The Stage Provision Model**

As a school we have a very effective system to provide children with support if they are not making expected progress and this then leads to early identification of children with SEND. (Please see pg.8 to find out more about the stages of Provision)

### **Highly experienced staff**

At Waynflete we have a range of very experienced members of staff, who have all received either outside training or in house training on identifying needs of pupils. (Trained staff pg. 17)

## How can I let Waynflete Infants' School know that I have concerns around my child?

### Progress concerns

If you have concerns about your child's progress you should speak to your child's class teacher initially. We hold many opportunities for parents to do this throughout the year. We hold two Pupil Progress meetings where parents and teachers get together to discuss how their child is progressing. We also open our doors for parents to look at their child's work once a month. If these times are not suitable, we hold an open door policy, so please do not hesitate to talk to your class teacher and book in a time when you can sit down together and discuss your concerns.

If you still have concerns please call the school and make an appointment to speak to the Special Needs Co-ordinator, Mrs Hayley Sara. Mrs Sara works in the office Thursdays and Fridays and would be more than happy to discuss any concerns you may have.

### Behaviour concerns

If you have concerns about your child's behaviour at home you should speak to your child's class teacher initially. We hold many opportunities for parents to do this throughout the year. We hold two Pupil Progress meetings where parents and teachers get together to discuss how their child is progressing. If you would like to speak to your child's class teacher straightaway, please do not hesitate to book in a time to meet with your child's class teacher so you can sit down together and discuss your concerns.

We are fully aware that some children do not behave in the same ways at school as they do at home and this can result in parental concerns differing from observations of the child at school. If this is the case then please be assured that we value all parental concerns and will aim to support you as best we can. Our SENCo is more than happy to offer you some advice and point you in the direction of some agencies that will be able to support you ie. Community Nursery Nurse, GP and an Early Help Assessment.

If it is advised that referrals to outside agencies are the best arrangement, then we ask parents to complete these referrals. Due to the fact that the most accurate observation and details of the child's needs are home based, we as a school would not have the breadth of information needed to create a successful referral. Our SENCo is again more than happy to aid parents through the referral process. Please do not hesitate to contact her for support.

If you still feel that your concerns have not been addressed, please contact the Head Teacher Mrs Lagdon.

If you feel your concerns are not being managed appropriately you can speak to the school SEND Governor, Mrs Alison Ranson.

## How will Waynflete Infants' School let me know if they have concerns around my child's progress?

We believe that children learn best when parents/carers and school work in close partnership and we strive to keep parents informed every step of the way.

### **Pupil Progress Meetings**

Twice a year parents will be invited into school to discuss their child's progress with their class teacher. At this point you could be told that your child is working behind expectations. Your child's class teacher will discuss with you the differentiation they are providing in the classroom and any additional support that your child is receiving. Such support could be small group adult support in the classroom and/or small group interventions. Class Teachers will recommend activities for you to do at home to support your child.

### **Action Plan Meetings with class teacher and/ or SENCo**

If your child is receiving Stage 2 support you may be invited to attend an Action Plan meeting. During this meeting your child's achievements will be celebrated and support arrangements and targets will be discussed, reviewed and new targets will be created. (For more information on Action Plans please see Pg.25)

## How does Waynflete Infants' School ensure that the views of my child are valued and used to inform planning?

### **Profiles**

At Waynflete Infants' School each child receiving Stage 3 support will be involved in creating a Profile.

This process starts with a discussion with your child about their strengths and difficulties. Your child will be given one target to focus on and will be involved in organising how they would like to be supported to meet this target.

Due to the age range of the children here at Waynflete this can sometimes be difficult as they may not have the maturity to complete what is being asked of them. The SENCo will support each child individually to create their profile and help them think about the ways that they learn best.

Children are also supported to monitor their own progress in relation to their targets and are encouraged to reward themselves with a sticker on the corresponding area on their profile. This encourages self-assessment, which is known to develop self-esteem and motivation to achieve.

### **Action Plan Meetings**

Before an Action Plan meeting, your child's class teacher or the SENCo will work with your child and talk about the progress they have made. They will ask your child what they like about school and what they would like to change to make school better. This will be taken into account when planning future support arrangements and targets for them and will be shared with you at your child's Action Plan Meeting.

### **Interventions**

At the end of every half term, children who are receiving intervention are asked for their feedback. Children are asked about how they think they have improved and what, if any, changes they would like to make to the intervention. All children's ideas are listened to and are taken into account in the planning of individual children's next stages of support and other future interventions.

### **The Individual Child**

At Waynflete Infants' School we see every child as an individual. We plan activities and support arrangements with each individual in mind. We use the interests of children to develop their participation in activities and as rewards to develop their motivation to achieve. We understand that all children do not fit in the same box and that some children may need different approaches in order to access school life.

At Waynflete Infants' School we ensure that all children's views are listened to and are valued.

Please read our British Values Policy for more information

## Who are the outside agencies that Waynflete Infants' School work with to support my child with SEND?

As a school we work with many outside agencies. These are the agencies that we have worked with previously and trust to provide us with expert recommendations.

### **Directly funded from the school or school cluster**

Educational Psychologist  
Jogo Behaviour Support

### **Provided by the Health service**

Physiotherapist  
Speech and language therapist  
Occupational therapist  
Child and Adolescent Mental Health Service (CAMHS)  
Social Services  
Community Nursery Nurse

### **Provided by the Local Authority**

Autism Outreach  
Sure Star Centre support  
Autism Concern  
Specialist Support Services

### **Voluntary organisations**

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As a school we access the Local Offer if we require further support. Please find the link to the Local Offer on our website

## How are teachers at Waynflete Infants' School supported to work with children with SEND and what training do they have?

The SENCo ensures that all members of staff in school have a clear understanding of each child's Special Educational Need and / or Disability and aids them in their practice. She provides all staff with training on the SEND needs in school and training on specific children. The SENCo also ensures that she updates the teaching staff in staff meetings about recent government initiatives within the SEND system and relays back information gathered from SEN conferences and courses. The SENCo also informs the staff about children's progress displayed on the schools provision map. Each member of staff is provided with a copy of the provision map after each termly review.

Staff are given opportunities to develop their knowledge and expertise on certain areas of SEND by attending courses and training.

At Waynflete Infants' School we have staff trained in the following

**Autism Support** – detailed course on what Autism is and how to support children in the classroom

**Drawing and Talking** – Drawing and talking is a serial drawing technique which helps children with underlying emotional difficulties that may be affecting their learning and behaviour.

**Relax Kids** - Through relaxation and self-esteem exercises, we encourage children to see their strengths, look after themselves, develop their confidence and positivity as well show respect to themselves and others.

**Jogo Behaviour Support** – Team teach - Team-Teach is a method of developing acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

**Jogo Behaviour Support** – Strategies and interventions - a practical look at how to address and manage low level behaviours. A range strategies and interventions, together with tangible resources to use with students.

**Speech and Language support** - At Waynflete we have a Teaching Assistant that is trained in Speech and Language support. She works closely with two Speech and Language Therapists who give her continuous recommendations for each individual child.

**Numicon Closing the gap** - We have a staff member trained to assess children's mathematical ability and plan and deliver targeted interventions using the Numicon Closing the Gap strategy and resources.

**Lego Therapy** - Our SENCo has been trained to lead Lego Therapy sessions for children to develop their communication and social skills through the manipulation of Lego.

**Play Buddies** - Developing children's play, co-operation, turn taking and communication skills at playtime.

The SENCo (Mrs Hayley Sara) is a qualified Special Needs Coordinator, achieving a first class degree in The National Award in Special Needs Coordination.

## How will whole class teaching be adapted for my child with SEND?

At Waynflete all of our staff see each child as an individual and we automatically adapt our class teaching to support all individuals in the following ways

- Our class teachers use the assess, plan, review method to ensure that they plan lessons according to the specific needs of the children in their class.
- Our class teachers ensure that your child's needs are met through detailed differentiation of activities and/or effective distribution of classroom staff.
- We have trained support staff that can adapt the teachers planning to support the needs of your child where necessary.
- We have a variety of resources available to use in school and our class teachers are aware of many strategies to support your child in the way that they learn best.
- Teachers planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- We plan interventions (small group tasks) where needed to provide an opportunity for children to practice key skills.
- Teachers plan lessons that are multi-sensory so all children are able to access lessons in the way that they learn best.
- Instructions are kept small and repeated if necessary
- Appropriate processing time (thinking time) is given
- All classrooms have Visual Timetables in them, so children are aware of the routine of the day.

These adaptations will be discussed with you in Pupil Progress Meetings.

We understand that some children may require further adaptations to whole class teaching and the classroom environment. We aim to make sure that all children are able to access the curriculum no matter what their needs. Previously we have made the following adaptations

- Adaptations to the layout or decoration of classrooms
- Seating arrangements linked to child need (nearer the front of the class for hearing impaired, away from busy areas of the classroom for children who are easily distracted)
- Employment of 1:1 teaching assistants to provide specific adaptations to teaching and learning
- Radio aids for a child who has hearing difficulties
- Addition of mobility aids, such as ramps and wall handles in the toilets
- Different expectations of listening times and completed work
- 'Cool Time' for children who need breaks during lessons
- 'Time Out' cards for children who need quieter areas to work
- Activities adapted to include aspects of child interest
- Coloured paper used instead of white
- Picture Exchange Communication Systems (PECS) used to support children with communication difficulties
- Cued Articulation used to support children who are hearing impaired
- Work stations for Year 1 and Year 2 children who require their own space to work.

## How will Waynfilete Infants' School track the progress of my child with SEND?

### **Monitoring progress for a child at STAGE 1 support.**

(For general information on how our school monitors progress please refer to our Monitoring and Progress Policy found on our website under Policies)

### **Monitoring progress for a child at STAGE 2 support.**

#### Intervention Tracking

Each intervention that is created is given a target. It is the aim that all children achieve this target by the end of the intervention program (usually 6-8 weeks). The targets are broken down into smaller steps called success criteria. Each session a success criteria is chosen by the member of staff and children participate in activities linked to that criteria. After each session every child is assessed on their performance; one indicates that the success criteria has been achieved, two indicates that the success criteria has been partially met and three indicates that the success criteria has not been achieved. When a child receives a one it is highlighted. At the end of the intervention program it is the aim that all children have all success criteria highlighted. This is then updated on the Provision Map.

This system ensures that children are receiving valuable support that is linked to their personal need and ensures that early identification of difficulties can be achieved. If a child or a group of children have received three 3s in a row, the effectiveness of the intervention for that child or the effectiveness of the intervention overall is reviewed. As a result a child may be taken out of that intervention and provided with a more suitable program or, if necessary, outside agencies may be recommended. Alternatively the intervention may be modified in order to be more effective.

#### Action Plans

On an Action Plan the child will receive three or four SMART targets to work on for the next 6-8 weeks. Progress on these targets will be monitored closely by the child's class teacher and the SENCo. The monitoring method depends on the child's needs. Progress could be monitored through an individual intervention and therefore the intervention monitoring system will be used or it could be monitored through observations from the class teacher. The Action plan will be reviewed after 6-8 weeks by the SENCO, the child's class teacher and their parents and decisions will be made regarding next steps.

#### Tracking of progress for children who are not ready for the National Curriculum

Children who did not achieve a 'Good Level of Development' at the end of the Foundation Stage, will continue the Foundation Stage curriculum in the first term of Year 1. Some children are still unable to achieve the Early Learning Goals of the Foundation Stage Curriculum. If this is the case they will be assessed by a more sensitive assessment tool which shows their level in more detail and will show smaller but significant steps of progress. These levels are called 'Pre-working towards targets'. The child's class teacher and SENCo will decide if this method of tracking is suitable and

parents will be informed if this decision is made. Children who are working on these specialised targets are monitored more regularly and closely using a tracking document, the schools Provision Map and the child's action plan.

### Nurture Group Tracking

Children attending the Nurture Group will be assessed in the following areas

- Communication and Language (including Speaking and Listening)
- Physical Development (including gross and fine motor skills)
- Personal Social and Emotional Development (including Emotional Literacy)

Children are assessed 3 times throughout the year on these areas. In October a Baseline assessment is completed and shared with the child's class teacher. The nurture staff and class teacher discuss the child's next steps and agree on specific targets. Information regarding progress and children's targets will be shared with parents at Pupil Progress meetings or Action plan meetings.

For children who have difficulties in behaviour the Boxall profile will be used to assess needs and support strategies will be put in place according to the findings.

*For more information on our Nurture Group please see our website*

### **Monitoring progress for a child at STAGE 3 support.**

#### High Needs Funding

Children who receive Higher Needs Funding will be closely monitored through a variety of tracking documents that are chosen dependent on the child's need. Children's progress can be monitored through Pre-Working Towards Targets, interventions, observations, Nurture Group assessments and/ or Speech and Language assessments. All information gathered from these monitoring documents will all be inputted onto the Provision Map and the child's support arrangement document.

#### Education Health and Care Plans

Children who have an Education Health and Care plan will be monitored through a variety of tracking documents that are chosen dependent on the child's needs. Children's progress can be monitored through Pre-Working Towards Targets, interventions, Nurture Group assessments and/ or Speech and Language assessments. All information gathered from these monitoring documents will all be inputted onto the Provision Map.

The information will also be inputted into the child's Interim Targets Plan. Every child with an Education Health and Care Plan is provided with an Interim Targets Plan. This plan outlines the priorities on the child's EHC Plan, including targets and recommended support arrangements and details how we as a school will provide support for each priority. The Interim Targets Plan is reviewed termly and the Education Health and Care Plan is reviewed annually.

## What support does Waynflete Infants' School have for parents/ carers of children with SEND?

- Your child's class teacher is regularly available to discuss your child's progress or any concerns you may have. The class teacher is also available to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, with the person involved directly, or in a report.
- Termly Pupil Progress Meetings are in place for parents and class teachers to discuss any concerns. If you have real concerns please do not hesitate to book a meeting with your child's class teacher before the Progress Meeting date.
- If many professionals are involved with your child, it may be decided to start a TAF (Team Around the Family). This meeting invites all professionals involved with a child and the family to discuss the child's progress and to provide support.
- If the school feel that it is necessary, they may ask your permission to open an Early Help Assessment that allows for a range of professionals to work together to provide support for your whole family.
- Our Website links to the Local Offer and other useful sites that contain useful training or information.

Please do not hesitate to get in contact with your child's class teacher or the SENCo. Any issue big or small we are all here to help and all have your child's best interest at heart.

## How is Waynflete Infants' School Accessible for children with SEND?

At Waynflete Infants' School we strive to be an inclusive school and aim to be accessible for all children.

We understand that some children may require further adaptations to whole class teaching and the school environment. We aim to make sure that all children are able to access the curriculum no matter what their needs.

Previously we have made the following adaptations

- We have made adaptations to the layout and decoration of classrooms
- We have employed 1:1 staff to provide specific adaptations to teaching and learning
- We currently use radio aids for a child who has hearing difficulties
- We currently have mobility aids around school such as ramps and wall handles in the toilets
- Our school is on a ground floor level only, making it accessible for wheelchair users.
- We have a wet room and toilet facilities for children who use a wheelchair for mobility.
- We plan multi-sensory lessons and activities in order for lessons to be accessible to all children in the way that they learn best
- We arrange seating plans in the classroom linked to child need (nearer the front of the class for hearing impaired, away from busy areas of the classroom for children who are easily distracted)
- We understand that some children may require different expectations of listening times and completed work
- We provide children with 'Cool Time' for breaks during lessons
- We provide children with 'Time Out' cards when they need quieter areas to work
- We adapt activities to include aspects of child interest
- We currently use Picture Exchange Communication Systems (PECS) with a child to support with communication difficulties
- We currently use Cued Articulation with children who are hearing impaired
- We create work stations for Year 1 and Year 2 children who require their own space to work

Please find our Accessibility Plan on our website

## How does Waynfilete Infants School support children with SEND move school or to a different class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible

### **If your child is moving to another school:**

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will work with your child to create an All About Me book for their new class teacher to share with them.
- We will make sure that all records about your child are passed on as soon as possible.
- We are happy for you to take your child out of school in order for them to visit their new school.
- If your child receives Stage 3 Support a Transition Meeting may be required between yourselves, child's class teacher, our SENCo and the SENCo of the Junior school to plan a successful transition.

### **When moving classes in school:**

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.
- A book about moving class will be made with your child, for them to take home and share with you to prepare them for the change.
- We will work with your child to create an All About Me book for their new class teacher to share with them.
- We are fortunate, being a small school, that children often get familiar with most the adults within school. However extra sessions can be planned for your child to start to build a relationship with their new class teacher before transition.

### **When moving to the Junior School**

- A meeting with the Junior School SENCo will take place, either over the phone or face to face to discuss any special arrangements or support that needs to be made for your child.
- If the Junior School is not in Brackley we are happy for you to take your child out of school in order for them to visit their new school.
- If the Junior school is in Brackley extra transition day/s may be requested to ensure that your child feels comfortable in the new setting and know where important areas are e.g. Toilets, their new classroom, the lunch hall ect. On these day/s your child may meet their new class teacher and start to build a relationship with them to ensure familiarity when they start in September
- We will pass on any records about your child in advance.
- A book about moving class will be made with your child, for them to take home and share with you to prepare them for the change.
- We will work with your child to create an All About Me book for their new class teacher to share with them.
- If your child receives Stage 3 Support a Transition Meeting may be required between yourselves, child's class teacher, our SENCo and the SENCo of the Junior school to plan a successful transition.

During any of these transition times if we or you feel it necessary to have a Transition Meeting that involves members of staff from Waynflete, members of staff from the new school and yourselves, we are happy to arrange this.

## How are the school resources allocated and matched to childrens' SEND?

- The SENCO and the schools business manager meet every term to discuss the budget for children with Special Educational Needs and Disability.
- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on individual and group needs.
- The additional provision may be allocated after discussion with your child's class teacher.
- Resources may include deployment of staff depending on individual circumstances.

Please find our SEND Information Report Updates on our website for more information on allocation of resources and the impact.

## What is an Action Plan?

If your child is in Cycle 2 of Stage 2 support, an Action Plan will be created. This document will begin by highlighting where your child is working in all areas of the SEND Code of Practice, including Cognition and Learning, Social Emotional and Mental Health, Communication and Interaction and Physical/Sensory. This information is gathered by the SENCO and your child's class teacher. The plan will then include three or four short SMART targets that will address the underlying reasons why your child is having difficulties. Following the targets, actions will be agreed that may include ways to achieve targets and may also include actions that you or school must take in order to provide the best support for your child ie. activities to complete at home, referrals to be completed/chased up.

The SENCO will aim to meet with you to discuss your child's Action Plan five times a year. These may be meetings solely with the SENCO or they may be in conjunction with your class teacher during Pupil progress Meetings. During these meetings actions and targets will be reviewed and new actions and targets will be documented. Before the meeting takes place you will be provided with a Parent's Views document, where you can note down any concerns or views that you would like to address in the meeting. After the meeting a copy of completed Action Plan that includes both your views and the views of your child will be sent to you. Please read through the documents carefully and sign the complements slip if you are in agreement with the Action Plan.

During this process your child's voice will also be collected and inputted into the Action plan. Your child will be asked what they like about school and what could make their time in school better. It is our schools aim to involve children in all decisions affecting them, however due to the age range of the children in our school this can sometimes be difficult. Some young children will not have the level of maturity required in order for them to be able to take ownership of their plan. Every child will be involved in a way that best suits them and this will be decided by the SENCO after an assessment of each individual child.

## How does the referral process work?

Some children who are receiving Stage 3 support will require support from outside agencies. These outside agencies may include Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists, Specialist Support Services etc..

If school makes the professional judgement that your child needs support from an outside agency, you will be informed. We will **always ask for your permission** before we go ahead. If you do not feel that it is appropriate and do not give your permission we are unable to go ahead. If you are in agreement, the SENCo will be responsible for completing the referral. The SENCo will meet you and the child's class teacher and the evidence that has been collected will be collated into a referral report.

Referrals for most outside agencies are done via the Referral Management Centre. In the referral, school will be asked to provide a detailed review of the child's needs and difficulties. We will comment on all of the areas detailed in the Special Educational Needs Code of practice, which include Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Physical and Sensory needs. We may send copies of observations, checklists, questionnaires, and children's work to support the referral.

If a referral has been made by another professional, ie. the child's GP, then school may be asked by the Referral Management Centre to provide a report on the child in a school context. This report will cover the same areas as mentioned above.

A referral is a document that is written from a professional to a professional, so may include jargon. In order to provide the agency with the most accurate picture of the child, we are required to provide evidence that has been gathered over a long period of time and evidence that demonstrates the child's needs most accurately. We ensure that all referrals include the child's strengths and achievements, however in order for the referral to be successful it requires an in-depth review of the child's difficulties. The referral will include true accounts of behaviour and or needs and class teacher and SENCo's **professional opinions**.

You are entitled to a copy of this document. However, please be aware that referrals are a document to predominantly highlight difficulties rather than strengths in order to get the support that school feel that they require, so they may come across as harsh. If you feel that you need to discuss anything in a referral with the SENCO then please book a meeting to discuss any concerns or questions you have. Amendments will be made to the document if the SENCO feels that it is appropriate. If your views are significantly different to schools, or if your child acts significantly different at home than they do in school, then you will be asked to complete a Parental Views Form where you can express your views openly. This will be sent to the referral Management Centre along with the school report.

Please be aware that the referral process can be a very lengthy one. As a school we pride ourselves on creating a comprehensive referrals accompanied by strong evidence to support it. Our referrals have been highly commended by professionals, including our Consultant Community

Paediatrician Dr Williams. This speeds up the process when the document enters the Referral Management Centre as they have all the information they require, however this does mean that the wait for a referral to be completed can take time. Referral completion can also be affected by the volume of children needing support in school at that time, and there may be a school waiting list. Parents will be kept up to date on the process.

Additionally some outside agencies require specific interventions to have been completed for a specific amount of time before a referral is made. Please be patient with us while these are being completed. Again school will keep parents up to date on the process.

We are fully aware that some children do not behave in the same way at school as they do at home and this can result in parental concerns differing from observations of the child at school. We ensure that we value all parental concerns, and aim to support parents as best we can in these situations. Due to the fact that the most accurate observations and details of the child's needs are home based, we ask parents to complete any referrals, with the aid of our SENCo. Our SENCo is available to support parents through this process but also direct parents to other agencies that may be able to provide support ie. the Community Nursery Nurse, the child's GP or an Early Help Assessment.

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