



**Perryfields Infant School**  
**Special Educational Needs and Disabilities (SEND)**  
**Information Report**  
*School Offer*

**SENCO contact details**

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**What kind of special educational provision is made at Perryfields Infant School.**

**For children who have general learning difficulties**

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Teacher planning includes differentiated work for SEN children, although booster groups may run for small numbers of pupils who need extra support. Phonics is delivered as whole class, with appropriate differentiation for all abilities.

Children who cannot access the work after the usual differentiation may be supported on a 1:1 basis, or small group, usually within the classroom, or withdrawn for short periods of time to work towards achieving their personal objectives. Children maybe supported by the school SENCO or the class LSA.

Additional LSA's also support children with statements or EHCP under the direction of the SENCO and class teacher.

**For children who have a diagnosis of Dyspraxia or have gross or fine motor control difficulties; attention and organisational difficulties.**

Children experiencing difficulties with hand control for writing follow the Teodurescu Write from the Start writing programme and Gym Trail where appropriate.

**For children who have medical issues.**

The school arranges meetings with school nurse to complete Health Care Plans for children on medication including children with allergies, asthma and epilepsy.

Occasionally a child may visit outside therapy clinics in order to access specialized support. Permission is granted if access to this

support will benefit the child in a school setting.

Some children with particular difficulties are supported agencies by the involvement of external agencies e.g. Specialist Teaching, Educational Psychologists, Behaviour Support, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals, who may provide general advice, specialist assessments or advice on different strategies or materials.

The SENCO makes referral to appropriate outside agencies to aid the child's needs.

The SENCO liaises regularly with outside agencies e.g. Paediatricians, G.P's, Specialist Teachers, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Speech and Language support workers and technicians, Counsellors, Behaviour Support Team, School nurses, Home/School liaison, Health visitors.

Specialist resources are used to aid learning across the school. E.g. sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light faces, playground passes, left handed scissors, pencil grips, writing slopes, coloured overlays, speech and language programmes, writing programmes.

There is also a ramp at the front of the school, a disabled toilet and striped steps for visually impaired pupils.

Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.

#### **YMCA Home/School Liaison worker**

The SENCO and teachers work closely to identify children who may require emotional support. The children work in small groups once a week. The SENCO and class teacher receive regular feedback about the children and information is passed on to parents when requested.

#### **Counselling**

This service is commissioned through **Renew Counselling** and delivered in school so that there is minimum disruption to the education of the child or young person. Access to provision is by referral from the school.

Renew School counsellors are qualified and experienced at working with primary aged children. They understand that all children are unique and have different stories and needs and that even within a family, children respond very differently to difficult experiences. The counsellor will adapt their method of work to suit each child drawing from a range of interventions including play, art, drama, storytelling and sand tray work. They will meet the child each week for 50 minutes in private on the same day at the same time, in a quiet room where they will not be disturbed.

Counselling may be time limited (one term) or ongoing (usually a full academic year). Renew can advise schools about the likely

	<p>length of contract for each child but are asked to be mindful about the difference between time limited counselling (one term) and ongoing counselling (usually one academic year) and factor this into their expectations of the service and outcomes for children.</p> <p>Before counselling can begin a parent or someone with parental responsibility needs to give consent. Usually the school obtains this; alternatively it can be obtained by the counsellor if parents/carers attend the assessment session.</p> <p><b>Speech and Language Support</b></p> <p>A Communication Assistant (CA) works with children on a weekly basis with children who are <i>already on the Speech and Language caseload</i>.</p> <p>Under the guidance of a Speech and Language Therapist, the Communication Assistants visit each school on a regular basis to work with the children and to help to implement the objectives on their Speech and Language intervention plan.</p> <p>2 LSA's have also attended specific speech and language training and can support additional children if necessary.</p> <p><b>Learning Mentor Project</b></p> <p>The LDG funds the project from a successful Behaviour and Attendance Partnership bid. Each participating school appoints a Learning Mentor (usually from their existing LSA team) who will work on a 1:1 basis with selected children for an hour each every week. The support given depends on the needs of the child but the main aim of the support is to help to improve learning outcomes. The impact of the intervention is closely monitored by the SENCo</p> <p><b>GROW project</b></p> <p>As part of our ongoing analysis of LDG needs, all school have identified the requirement for better, early intervention support for primary children with behaviour, emotional and/or social difficulties, who may be at risk of exclusion.</p> <p>Our GROW project provides more specialised support than is normally available in a mainstream primary setting, through the delivery of high quality, enhanced early intervention specialist support for primary aged children with behaviour, emotional and/or social difficulties. Newlands Spring school acts as the 'host' LDG school and the project is supported by Educational Psychologist (EP) professionals.</p> <p>The unit is able to take up to 5 children at any one time for a fixed period of support. A normal period of support within the 'unit' would be 6-8 weeks per child following which, the child returns to their own school.</p> <p><b>SENCO Network</b></p> <p>The SENCO Development Network meets normally once a term to meet the training and development needs identified by the group. It's also serves as a support network. Recent training events include Autism and Asperger's sessions, Bereavement Training and Dyslexia.</p>
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<p><b>How does Perryfields Infant School identify, assess, provide provision and assess the effectiveness of support for children with SEND?</b></p>	<p><b>Triggers for receiving support in school in small groups or an individual basis include the concern of teachers or others (including parents) backed by evidence that:</b></p> <ul style="list-style-type: none"> <li>• Child is making little or no progress despite targeted teaching strategies</li> <li>• Child has difficulty developing literacy and/or numeracy skills resulting in poor attainment</li> <li>• Child has persistent emotional and/or behaviour difficulties, not improved by normal behaviour management</li> <li>• Child has sensory or physical problems and is making little or no progress despite specialist equipment</li> <li>• Child with communication/interaction difficulties, making little or no progress despite differentiated curriculum.</li> </ul> <p><b>Requesting an Education, Health and Care needs assessment:</b></p> <p>A request should be made where, despite the school having taken relevant and purposeful action to identify assess and meet the SEN of the child or young person, the child or young person has not made expected progress. The decision is discussed in detail with the child's parents or carers and specialist advice may be sought before the application is made. Once the application is made the school and parents have to complete statutory paperwork and wait for a decision to be made.</p> <p>The local authority will then expect to see evidence of the action taken by the school as part of SEN support.</p>
<p><b>What policies does the school have for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</b></p>	<p>The SENCo is used for in class and school based observations for behaviour from which consistent management plans are agreed with parents and teachers.</p> <p>The school uses rewards for achievement of targets and good conduct, Head teacher awards and superstar achievement certificates are awarded in celebration assembly each week and a 'top table' encourages good manners during lunch times.</p> <p>The SENCO works with children in targeted interventions and over sees other interventions run by class teachers and LSA's. Children taking part in an intervention will have a learning plan where current levels are outlined and outcomes are set for the end of the intervention. At the end of the intervention, if the outcomes are achieved, the child will be removed from the intervention or moved to an alternative intervention which will work on another area the child maybe struggling in.</p> <p>Termly meetings are arranged to update learning plans with parents, where possible these fall in line with the schools' parents Evenings.</p> <p>Children with Statements and ECHP's, where they receive 1:1 support, will have long term and short term targets outlined in more detail on a One Plan. These will also be updated termly with parents. All parental views at these meetings are documented.</p> <p>Annual review meetings are held for children with Education Health Care Plans to analyse old goals and set new targets and determine strategies to improve attainment.</p>

	<p>The SENCo will carry out In class observations for children with behavioural difficulties and consistent management plans are constructed and agreed with teachers and parents.</p> <p>The SENCo completes behaviour and ADD/ADHD tick lists sent from outside agencies.</p> <p>Analysis of data takes place regularly including; Target Tracker data, Raise online data, Individual assessments ,In class assessments, End of Key stage SAT's assessments, SEN assessments including EP and Specialist Teacher reports.</p> <p>Yearly performance management of LSA's working with whole class as well as specific SEN children takes place. Feedback is then given to staff involved in observation.</p> <p>The SENCo makes regular contact with the SEN governor and the SENCo and teachers also have performance management with feedback by the head teacher. The LSA's, including 1:1 support LSA's also have a performance management.</p> <p>Analysis of CPD (Continuous Professional Development)</p>
<p><b>What expertise and training do staff have, in relation to children and young people with special educational needs at Perryfields Infant School?</b></p>	<p>Each class has a full time LSA. 1:1 LSA's are also employed and trained to support special needs children in class, and during lunch and play times if needed. These are funded through Statements and ECHP's.</p> <p>Training is given to staff where necessary and feedback is often given to other members of staff following a successful training course. It is the responsibility of the Head Teacher and SENCO to ensure that suitable training is provided.</p> <p>The school also has access to a team of specialist teachers who visit termly and offer support and advice to teachers and LSA's supporting statemented children or those with ECHP's</p> <p>SENCo's and LSAs receive training through the LDG network. Two LSA's have had specialist speech and language training. The SENCo is training in delivering several interventions and is a qualified teacher who has had relevant training to become the school SENCo.</p> <p>Termly SENCo cluster meetings are held with SENCo's from the Mid Chelmsford Local Delivery Group, covering a range of SEN topics with speakers. The Mid cluster has a specialist teacher, Lee Collier, attached to it.</p>
<p><b>What equipment and facilities do the school have to support children and young people with special educational needs?</b></p>	<p>There is a full Accessibility plan in place as well as a SEN Action plan.</p> <p>Specialist resources are used to aid learning across the school. These include Specialist resources are used to aid learning across the school. E.g. sand timers, behaviour charts with stickers and rewards, visual timetables, left handed scissors, pencil grips, writing slopes, coloured overlays, speech and language programmes and writing programmes.</p> <p>There is also a ramp at the front of the school, a disabled toilet and striped steps for visually impaired pupils.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise</p>

	<p>There are also ramps at exits, disabled toilets and striped steps and posts for visually impaired pupils.</p> <p>All monies used for specialist equipment is utilised from the SEN budget; Statement allocated budget or from the pupil premium funds of SEN children.</p>
<p><b>What are the arrangements for consulting parents of pupils with special educational needs at Perryfields Infant School?</b></p>	<p>SENCO is available on Tuesday, Wednesday and Thursday to meet with parents and discuss any concerns.</p> <p>SENCO regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice.</p> <p>Parents of children who are statemented or have an EHC Plan are invited to discuss their child's progress at the annual review</p> <p>Parents of children who have and EHC Plan are invited to discuss transitional provision with the potential junior school at a Transitional Review</p>
<p><b>What are the arrangements for consulting young people with special educational needs about, and involving them in, their education at Perryfields Infant School?</b></p>	<p>Children on the SEN register are made aware of the targets and are informed about their progress on a regular basis. The targets are discussed with the child so he/she is aware of them set any interventions involved to achieve this. Pupils are then invited to make a contribution to the child view section of the review.</p> <p>One page profiles are created by the children to share information with the class teacher and LSA's.</p> <p>Annual review meetings are held for children with an EHC Plan to analyse old goals and set new targets and determine strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting.</p> <p>Rewards for achievement of targets and good conduct include stickers on charts, Head teacher awards and achievement certificates awarded in celebration assembly.</p> <p>Pupils with SEN are given equal opportunities to participate in all school activities and roles of responsibility.</p>
<p><b>How are complaint dealt with at Perryfields Infant School?</b></p>	<p>The procedure for complaints is highlighted in the School handbook and website.</p>
<p><b>How can parents get the correct details of available support services?</b></p>	<p>Any specialist support services details will be passed on by the Head teacher or the SENCo to parents when necessary.</p> <p>Details of the 'local offer' will be available online shortly.</p>

<p><b>What are the School's arrangements for supporting pupils transferring between stages of education?</b></p>	<p><b>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE-SCHOOL TO THIS SCHOOL</b></p> <p>The SENCO visits as many local pre-schools as possible and attends any TAC meetings that have been arranged by the pre-school setting.</p> <p>All SEN children may visit the school on several occasions to familiarise themselves with the staff, school structure, including toilets, hall, playground etc. Transition books can be made at parent's request with photographs of the child's new teacher, LSA, classroom and other parts of the school.</p> <p><b>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</b></p> <p><b>According to The Education Act 1996 s. 317</b></p> <p>The SENCO ensures that where a pupil has special educational needs, those needs are made known to all who are likely to teach him/her.</p> <p>All SEN pupils make One Page Profiles to take to their new teacher. All children spend a morning with their new teacher in their new class at the end of the Summer Term. At the beginning of a new academic year, the SENCO will inform teachers and their LSAs about the SEN children in the class with a Top Tips Sheet and provide them with the summer term's SEN targets and any other medical information. SEN files are passed between classes with up to date and relevant information about a child. The school allows time for teachers to 'hand over' information about all children in their class.</p> <p><b>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM THIS SCHOOL TO JUNIOR SCHOOL</b></p> <p>Where children are transferring to Junior School, the SENCo will meet the SENCo of the Junior school to transfer SEN information. All SEN school records will be passed on to any other school the child may transfer to regardless if the child has been removed from the register or is borderline to go on to the register. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.</p> <p>Parents of children who have an EHC Plan are invited to discuss transitional provision with the Junior School at a Transitional Review. The Junior School SENCo is invited to attend the annual review of a child who is in year 2.</p>
<p>Information on where the local authority's local offer is published</p>	<p>SEN Policy SEN Provision Review School website and handbook</p>