



Perryfields Infant School

Special Educational Needs and Disabilities (SEND)

Information Report

School Offer

SENCO contact details

Karen Barnett 01245 268714

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 usually takes place in the classroom setting and is the responsibility of the Class Teacher. Teacher planning includes adaptations within work for SEN children, although booster groups may run for small numbers of pupils who need extra support. The teaching of Phonics is also delivered at a whole class level. The SENCO supports teacher planning where there are large numbers of SEN children in specific year groups.

Children who cannot access the work after the adaptations may be supported by the class LSA or one of the schools SEN Key Workers. Children are supported in the classroom whenever possible to avoid disruption and allow them to build peer relationships. On occasions target work will be carried out outside of the classroom to allow children to concentrate.

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

Children experiencing difficulties with fine motor control for writing follow the Teodurescu Write from the Start writing programme and there is a weekly gym trail, when required. In the Foundation Stage children access Doh-Disco on a regular basis to develop fine motor control as well as lots of opportunities throughout the day to manipulate small objects. Children in this group usually receive OT support outside of school or have identified needs in this area through their EHCP.

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. A letter from the specialist service will need to be kept on file to explain any

absences.

Some children with particular difficulties are supported agencies by the involvement of external agencies e.g. 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 referrals to appropriate outside agencies to aid the child's needs. Parents are usually advised to seek guidance and referrals from their GP which can then be supported by a letter from the school.

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, The Zones of Regulation tool boxes, left handed scissors, pencil grips, writing slopes, coloured overlays and wobble cushions to aid appropriate seating positions.

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.

Emotional Support

The SENCO and teachers work closely to identify children who may require emotional support. The school uses the Zones of Regulation to help support the emotional needs of the children and has a carefully planned PSHE Curriculum. The school has access to the Family Well Being Service and other advice and information can be found on the Essex Local Offer.

Speech and Language Support

A Communication Assistant (CA) works with children on a weekly basis with children who are *already on the Speech and Language caseload*. Under the guidance of a Speech and Language Therapist, the Communication Assistants visit on a regular basis to work with the children and to help to implement the objectives on their Speech and Language Plan.

SENCO Network

Local SENCOs work together in many ways; through the Educational Psychologist Service and Inclusion Partners and through Hub Meetings across the Academy Schools.

<p>How does Perryfelds Infant School identify, assess, provide provision and assess the effectiveness of support for children with SEND?</p>	<p>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:</p> <ul style="list-style-type: none"> • Child is making little or no progress despite targeted teaching strategies • Child has difficulty developing literacy and/or numeracy skills resulting in poor attainment • Child has persistent emotional and/or behaviour difficulties, not improved by normal behaviour management • Child has sensory or physical problems and is making little or no progress despite specialist equipment • Child with communication/interaction difficulties, making little or no progress despite an adapted curriculum. <p>Requesting an Education, Health and Care needs assessment:</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>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.</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 and SEN Keyworkers work with children in targeted interventions and over sees other interventions run by class teachers and LSA's. Children taking part in an intervention will be carefully tracked and current achievements 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 One Plans with parents, where possible these fall in line with the schools' parents Evenings. Children who have previously been in an intervention will be tracked for the remainder of the year to monitor progress.</p> <p>Children with EHCP's will have long term and short term targets outlined in more detail on a Termly One Plan. The SENCO will meet with parents to discuss what is working well and what needs to be changed in order to meet targets. Children with an EHCP will be supported by the Class teacher, Class LSA, SEN Keyworker and SENCO.</p> <p>Annual Review meetings are held for children with Education Health Care Plans to analyse targets 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 and 5 Step Response Plans are constructed and agreed.</p> <p>The SENCO completes behaviour and ADD/ADHD tick lists sent from outside agencies in collaboration with the Class Teachers.</p> <p>Monitoring of data takes place regularly including; Target Tracker, 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 and SEN Key Workers 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.</p> <p>Analysis of CPD (Continuous Professional Development)</p>
What expertise and training do staff have, in relation to children and young people with special educational needs at Perryfields Infant School?	<p>LSA's and Key workers are also employed and trained to support special needs children in class, and during lunch and play times if needed.</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 an Inclusion Partner who visits termly and offers support and advice to teachers and LSA's supporting those with EHCP's</p> <p>Teachers, SENCO, Class LSAs and SEN Key Workers receive training in various forms depending on the current needs of the school. The SENCO and other class teachers are trained TO deliver several interventions across the school including Elklan, Talk Boost, EPS Maths and ELS. The SENCO is a qualified teacher who has had relevant training to become the school SENCO.</p>
What equipment and facilities do the school have to support children and young people with special educational needs?	<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. E.g. sand timers, behaviour charts with stickers and rewards, visual timetables, The Zones of Regulation tool boxes, left handed scissors, pencil grips, writing slopes, coloured overlays and wobble cushions to aid appropriate seating positions.</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; EHCP allocated budget or from the pupil premium funds of</p>

	<p>SEN children.</p> <p>The school has a sensory den located in the Rainbow room, a small trampoline and other gross motor equipment for children who have sensory needs.</p> <p>Children with social and emotional and/or sensory needs may also have access to a personalised toolbox to help calm and re-focus them</p>
What are the arrangements for consulting parents of pupils with special educational needs at Perryfields Infant School?	<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 a mutually convenient time if they have a concern or need advice.</p> <p>Parents of children who have an EHCP are invited to discuss their child's progress at each One Plan meeting and the Annual Review.</p> <p>Parents of children who have an EHCP or children who may have other significant needs.</p>
What are the arrangements for consulting young people with special educational needs about, and involving them in, their education at Perryfields Infant School?	<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.</p> <p>One Page Profiles are created by the children with EHCP's to enable them to share information with the Class Teacher, LSA and SEN Key Worker.</p> <p>Annual Review meetings are held for children with an EHCP to analyse targets and set new targets and determine strategies to improve attainment. Their views are gathered, where possible, ahead of the 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>
How are complaint dealt with at Perryfields Infant School?	<p>The procedure for complaints is highlighted in the School handbook and website.</p>

<p>How can parents get the correct details of available support services?</p>	<p>Any specialist support services details will be passed on by the Head teacher or the SENCO to parents when necessary. Details of the Essex Local Offer are available online.</p>
<p>What are the School's arrangements for supporting pupils transferring between stages of education?</p>	<p>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE-SCHOOL TO THIS SCHOOL</p> <p>The SENCO visits as many local pre-schools as possible and attends as many One Plan, Annual Review and TAF meetings as possible that have been arranged by the pre-school setting. 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 pre-school and parent's request with photographs of the child's new teacher, LSA, classroom and other parts of the school, where possible.</p> <p>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS According to The Education Act 1996 s. 317</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. A top tips for teaching sheet is created to give the teachers up to date, useful information.</p> <p>All children spend a morning with their new teacher in their new class at the end of the Summer Term. 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>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM THIS SCHOOL TO JUNIOR SCHOOL</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.</p> <p>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 EHCP are invited to discuss transitional provision with the Junior School. The Junior School SENCO is invited to attend the annual review of a child who is in year 2. Alternative provision is discussed at the Annual Review so that parents have to opportunity to explore different options.</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>

