



## **SEND INFORMATION for PARENTS**

### **Church Aston Infant School**

As from the 1st September 2014, the Department for Education introduced reforms to the way support is provided to children with Special Educational Needs & Disabilities. These reforms impact on how we work with parents and support children.

At Church Aston Infant School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school.

#### **What are special educational needs?**

If your child has more difficulties than most children their age with aspects of their learning, communication or behaviour, they are likely to benefit from additional support in school which will enable them to access the curriculum at their level. Children have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

Good special needs practice is good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives. The Special Educational Needs and Disabilities Co-ordinator ensures that resources are allocated appropriately and to enable support to be sought for your child from additional outside agencies, such as an Educational Psychologist, Child and Family Support Worker or Speech and Language Therapist.

To find out more about what we offer, click on the SEND Offer document. If you need further advice please contact our SEND Co-ordinator, Mrs Bryon on 01952 386390 (school office) or alternatively by email [sue.bryon@taw.org.uk](mailto:sue.bryon@taw.org.uk). Mrs Bryon is a fully qualified teacher, who gained the "National Award for Special Educational Needs Co-ordinator" qualification through Bath Spa University. The Governor with responsibility for SEND is Dr Janet Bennett.

Link to Telford and Wrekin SEND offer <http://www.telford.gov.uk/send>

and SEN Direct – [www.sendirect.org.uk/](http://www.sendirect.org.uk/)

### **How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

At Church Aston Infant School we closely track the progress of all pupils through our school target and tracking system. We have points of checking progress each half term. As a staff we also closely monitor pupil progress regularly through staff meetings - whole school moderation, across class moderation and half-termly assessment analysis.

We then identify pupils that may need extra help within specific areas of their learning or who may need emotional support to enable their learning to progress. If it was felt a pupil was not making expected progress, or was struggling in a particular area, this would first be discussed with parents and carers and then would be actioned with pupils being identified by the school as to how support is allocated.

SEND progress and matters are discussed at each full governing body meeting. The Head teacher regularly tracks the progress of pupils identified with a special educational needs as well as the effectiveness of any intervention work they are receiving.

At present staff and governors refer to progress data, intervention evaluation, pupil progress tracking and information received from parents and carers to make judgements about how a pupil is progressing. Some children may have an individual education plan (referred to as an IEP) which highlights specific targets to help a pupil to make progress.

Pupils with statements or Education and Health Care Plans (EHCP) would have targets which are set annually that would be reviewed at the annual review.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

As a school the class teacher and teaching assistant with guidance from the SEND co-ordinator will review a child's progress and targets each term. They will then decide if targets have been met and the next steps a child will need to take to ensure progress and new targets will be identified for the child. We will discuss with parents and carers the progress that the children are making. We will celebrate success and also discuss how you can help your child progress in terms of their targets. We constantly monitor progress and we may speak to you at any time if we have concerns about your child's progress. Individual targets may be reviewed more regularly if we have specific concerns or areas of learning we wish to target for more rapid progress. We ask parents to support our home learning projects and read with their child each day. If specific programmes are provided for your child we ask that you partake fully in the programmes to ensure your child achieves to their full capability.

### **How will the staff support my child?**

Inclusion is the key priority at Church Aston Infant School. Within each lesson teachers plan and differentiate tasks to ensure the needs of each group of learners are met. Quality first teaching is the key way we ensure we meet the needs of all learners. This is good quality teaching in all lessons that is clearly differentiated.

All teachers and teaching assistants engage in regular training about ways to improve teaching and learning for pupils with a range of needs. This is then applied in the classroom setting and reviewed to see how different groups are progressing and any changes that need to be implemented are put in place.

Teachers and teaching assistants are the teachers of all pupils at Church Aston Infant School and may teach or support any pupil.

### **How does the school adapt the curriculum and learning environment for pupils with special educational needs?**

If a child needs extra support they are supported in the classroom and receive the same exciting project based curriculum all of our pupils receive with adaptations made to suit their needs, for example a sound recorder that may be used to record a pupil's idea verbally to enable them to remember what they would like to write in a sentence. Adaptations will be detailed within a pupil's individual plan. Please refer to the SEND Offer for the types of provision available at Church Aston Infant School.

Support staff are deployed within the class and mostly will support a group of pupils. Intervention programme support is delivered as a group where possible. If physical adaptations need to be made to the classroom this will be done with the help of the Local Authority.

### **How is the decision made about the type and how much support my child will receive?**

The school will work in partnership with parents and carers on individual plans for pupils and these will detail the support the pupil will receive in class and any support programmes. The support is deployed by the Head teacher and SEND Co-ordinator who will work with the parents and class teacher to determine how support is provided. Children with an Education and Health Care Plan will have their support decided by the Head teacher and Local Authority in line with statutory requirements. This will also be discussed with parents/carers at annual reviews.

### **How will my child be included in activities outside the classroom including school trips?**

Our after school sports clubs are provided by an outside company and will be made accessible for all children. For school trips and outings we would always ask for the views of parents and carers prior to the trip or outing. Support from parents and carers may be required for school trips and outings and parents and carers may be asked to attend trips and outings. This would be based on a careful risk assessment of the trip or outing, additional to the needs of the pupil and the rest of the group. If a child needs support at break times, lunchtimes, before or after school it would be discussed with parents and carers as to how best to implement this support and then a decision would be made by the Head teacher as to best deploy support from our staff with the support of parents and carers if needed.

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

We aim to provide a high level of care and social support for all pupils. We provide personal care through the use of care plans which we may draw up with the help of suitable professionals such as the school nursing team. We would always seek the advice of parents and carers when drawing up

these plans. Medications pupils need would be carefully considered and kept in line with school policy and procedures. Again, we may seek the support of parents and carers when making decisions about administering medication. Please see Administration of Medication in School Policy.

We encourage good behaviour from all pupils and have high expectations of behaviour from all pupils. Behaviour at Church Aston Infant School is supported by a number of different systems but is positive and based upon reward. We have a clear Behaviour Policy; this is available on our website.

Safeguarding is a priority, DBS checks are in place for all staff and safer recruitment procedures are followed. We have a Confidentiality Policy in place that all members of staff adhere to.

We ensure the safety of all pupils through rigorous risk assessment procedures and policy. The Head teacher and governing body regularly review safety in all aspects of school life.

All pupils have the opportunity to be part of or feed into our School Council or take on responsible jobs at lunchtime.

**What specialist services and expertise are available at or accessed by the school? and What training have the staff supporting SEND had or what training are they having?**

We have a professional development and training cycle in place for all of our staff that is reviewed regularly based upon their needs. Our SEND Co-ordinator holds the National Accreditation Award for Coordinators of special educational needs and attends regular training for SEND issues as well as liaison with other professionals.

All teachers are trained in SEND issues through INSET training and regular staff meetings. Teaching assistants also attend whole staff INSET training and meet regularly with the teaching staff to discuss SEND issues. They are fully trained in the intervention programmes they deliver or are likely to deliver.

All teaching assistants have the relevant qualifications for their posts and this is checked as they are employed. Through the performance management cycle of the school the training needs of all staff are considered and if specialist training for a particular pupil or group of pupils was needed this would be undertaken.

We have strong use of information communication to support the learning needs of our pupils and have technology such as sound recorders, pens, iPods and iPads accessible to all pupils to enhance their learning where it is appropriate.

**How accessible is the school both indoors and outdoors?**

We have an Accessibility Statement 2014-2015 that is available on request and on the school website. The school building is fully wheel chair accessible and the fire doors in most areas of the building are held open with Dorgard devices. The usual access to the playground involves steps however there are alternative exits that can be used. These include a ramp leading to the playground via the staff room or a ramp exiting from class 1 porch. There is a disabled toilet. The visual environment is colourful and bright. Any changes that need to be made to the school both indoors and out, for pupils that may require it, would be provided in consultation with specialist advisors and the views of parents/carers.

### **How are parents involved in the school? How can I get involved?**

Inclusion is the key priority at Church Aston Infant School. We always try to involve parents and carers and work in partnership. We encourage parents to communicate with us freely and come to us with any worries or concerns as soon as possible so they can be resolved quickly. We may sometimes ask parents to make an appointment at a different time to discuss concerns if it is felt the issue requires more time. The termly parents meetings are the ideal opportunity to discuss issues but parents can speak to a member of staff at any time about concerns and queries. We have transitions sessions for parents coming into the Reception year and we encourage parents to speak to us early on, at these sessions, about any issues that they may have with their child starting school.

We also have a number of parent workshops over the course of the year to find out about different aspects of our curriculum. We encourage all parents to be involved with our home learning projects and reading with their child. Individual Education Plans are discussed termly with parents as part of Individual Progress Meetings and Education and Health Care Plans will be reviewed at a meeting where all parties involved with the child will be invited to come along. We always ensure parents and pupils view are included in these meetings.

We may also sometimes ask parents to attend TAC or a 'team around the child' meeting these may involve parents and any professionals that are involved with the child.

We also ask parents to complete regular questionnaires about their views. If there are any serious concerns we ask parents to speak to a senior member of staff straight away.

### **How do we consult with children with special educational needs and involve them in their education?**

We consult children over any individual plans and targets and we encourage pupils to sign their own individual plans. If children have difficulties recording we may record their views in different ways such as voice recording or pictorially. We encourage all pupils to self-assess their learning. The school also has close links with other professionals such as the speech and language therapist and educational psychologist who can assist pupils and families in getting their views across.

### **How does the Governing body involve other agencies to meet the needs of pupils?**

We have a variety of professionals involved in supporting the school. Some of the professionals are available to support the school on referral.

- Educational Psychologist
- Speech and Language Therapy
- Local Authority teams (Health services and School nursing team, Safeguarding teams)
- Behaviour Support team
- Occupational Therapy
- Schools Multicultural Development Service
- We have an accredited SEND coordinator

The intervention programmes we generally use are Time to Talk, Cool Kids, Precision Teaching, etc.

We may use other programmes but would discuss them with professionals and parents / carers to ensure the correct delivery.

**How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?**

The school engages parents in a full transition programme for the Reception year children. It starts with a pre-school meeting in the Summer Term where we invite parents to give them lots of information about the school.

We may arrange a specific transition meeting for pupils who need specific help with the move into school. These may be conducted with the help of pre-school practitioner key workers and key members of staff who will be working with the child once they start school.

As children move onto the next school we would liaise closely with the receiving school staff and would arrange again, a transition meeting that was specific to the child, and invite parents and key professionals along. The children in Year 2 also get opportunities as part of our transition sessions to visit their next school. Individual plans would be reviewed with the staff from the receiving school.

**How do parents discuss a concern or make a complaint?**

If parents are considering a pupil joining the school and they have concerns they should first contact the head teacher.

If a child is in school, the initial point of contact would be the child's class teacher. Many issues could hopefully be resolved at this point with mutual cooperation from the parents/carers. If the issue needed to be taken further a more senior member of staff may be contacted and they may meet with parents and carers to resolve the issue. If further action is needed the senior leadership team and Head teacher may then become involved.

At this point other professionals may be called in such as the educational psychologist or behaviour support team. Members of the governing body may also become involved.

The first point of any contact for serious concerns or complaints is the Head teacher. In her absence it would be a member of the senior leadership team. We would hope to first resolve any issues within school through careful discussion. We may also ask an outside professional to aid this process if it was felt beneficial, for example, the educational psychologist.

We have a Complaints Policy that we would adhere to in the case of a formal complaint but our hope would be that we could resolve most issues in partnership with parents. If a formal complaint is received a member of our governing body may also contact you.

Information about our Complaints Policy may be given on request from the school office.

Day to day issues can hopefully be resolved by any member of teaching staff and we would always encourage parents to come to us about any situation or issue they are concerned about.