

Whitehall Nursery and Infant School



SEN Information Report

Introduction

The governing bodies of all maintained schools and nurseries and the proprietors of academy schools **must** publish information about the implementation of their policy for SEN. This information report should be updated at least annually and updated whenever there are significant changes to share with parents. (SEND Code of Practice, 2014: 6.79)

SEN Provision at Whitehall Infant and Nursery School

We are a 322 place, maintained stand-alone infant and nursery school.

At Whitehall Nursery and Infant School our aim is for every child, whatever their background or their circumstances, to have the support that they need to be happy and healthy in body and mind and so be able to make a positive contribution to school and our community. The subjects we teach and the way we deliver them offer an exciting and stimulating curriculum that gives all children the opportunity to meet their academic and creative potential, enabling them to achieve economic well-being in the future.

Our school is set up to keep all children safe and secure whilst giving them the opportunities to develop resilience through failure and risk taking. Children need to learn how to cope with failure in order to develop their problem solving skills and strengthen their character. Our school gives them the physical and emotional environment to do this with the right level of support.

We review our practices regularly alongside guidance given by expert outside agencies, ensuring the best practice for all pupils, but in particular those with SEN. We have an inclusive ethos, and therefore will undergo any possible changes to our practice or resourcing that we believe to be effective, while ensuring safety and well-being.

How we identify individual special educational learning needs

- Where pupils will be joining us from other settings at the start of the next academic year with previously identified special learning needs, the SENDCo will attend transition meetings for those children in the previous summer term. A plan for transition is written with advice from agencies involved. The plan is then put into action so that we are ready for admission in the following September.
- Where pupils join us mid-year, the SENDCo will follow the same protocol, using information from previous educational settings which is sought either via email, post or My Concern.
- If you believe that your child has a special educational learning need, we are always happy to discuss this with you. The class teacher and SENDCo can then assess your child and together you can put actions into place e.g. school can involve other agencies.
- If the class teacher believes that your child has a special educational need, we will make an assessment of what we think the difficulty is and make adjustments to the curriculum and teaching styles accordingly. We will discuss our concerns with you and ask for your thoughts or any information that can help us remove barriers to learning.

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How we involve pupils and their parents/carers in identifying special educational needs and planning to meet them.

- We will never make a significant decision about a pupil without discussing it with them or with their parent/carer.
- When we first have a concern about a pupil we will meet with parents to compare information about the child from school and home to help us understand the underlying difficulty.
- If the concern is shared and parents agree we will put a plan in place to support the pupil by making reasonable changes to the way their education is delivered. These plans will be discussed with parents and copies made available to them. We will include ideas for parents to support their child at home.
- Depending on the level of support needed, parents will be invited to discuss their child's progress towards the expected outcomes each term, with either class teacher or SENDCo. To develop the working relationship between school and home we like to hold these meetings face to face but an online meeting can be held if necessary.
- Again, depending on the level of support and their age, the pupils have opportunities to discuss the targets that we work towards and the programmes we use to support them.
- Teaching staff are available at the end of each school day for parents to discuss progress or concerns or share relevant information. Additionally, the Inclusion Manager/SENCO is available at the beginning of most school days.
- If parents work and are not able to meet regularly with class teacher, a home/school book can be initiated on request. This will keep parents informed of what activities the child has been involved in that day and the outcomes of those activities where appropriate.

How we use other adults in school to support pupils with special educational needs

- Each member of support staff in school are expected to work with and support the children in their classroom, including those with SEN. The class teacher will direct this work and will monitor the outcomes alongside the support staff.
- Support staff in school are also guided by the Inclusion Manager/ SENDCo when the level of support is significant, and SEN has been identified.
- Some support staff are working within our provision for those children with significant special needs, who cannot reach their full potential in a mainstream classroom. This provision will house a minimum of 8 and maximum of 12 children, with four support staff and lead by a HLTA and the SENCo.
- Support staff record outcomes when working on specific targets with individual pupils or in groups. They can regularly feedback to class teachers and the SENDCo, e.g. if targets are achieved in a shorter time frame than expected. We can then assess the impact of the strategies of support we have undertaken and can be used as evidence to inform our decisions about the level of support needed.
- Some support staff are trained to deliver specialised support such as Speech and language and nurture groups, which aid all pupils with social and emotional development.
- Our Inclusion Manager/ SENDCo can offer guidance and information for colleagues about individuals or groups of pupils. Additionally, if there are any other issues regarding the pupils attendance, well-being or safeguarding then the inclusion manager, attendance officer and parent support advisor can share this too.

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How we use specialist resources to support children with special educational needs or disabilities

- We have a variety of sensory materials and resources which are used regularly by EYFS, but are available to any children in the school to whom it would be of benefit.
- All classrooms from nursery to year 2 have visual timelines incorporating the Makaton symbols which are used daily and consistently across school. Some classes have adapted their visual timeline when a pupil has a specific need, e.g. using pictures or real objects that are relevant to the child instead of Makaton. We have developed small individual timelines for those children who would benefit from them.
- All staff in EYFS, and where necessary KS1, have Makaton key rings which are used to aid communication and support pupils understanding.
- The majority of school staff have updated their training on Makaton, to make sure that all staff are using the signs and symbols correctly and effectively.
- We have a variety of reading materials in our library which cater for all abilities, relevant languages and sensory difficulties.
- We have a variety of ICT equipment which can aid with communication and motivation to learning.
- We are planning this academic year to train our Learning Support Assistants and Teaching Assistants in Lego Therapy.
- The whole school are undertaking the Trauma Informed Practice award through the Virtual School.
- We have a sensory room for those children who benefit from short periods of time away from the mainstream classroom or from particular situations.
- This year we have extended the SEND provision, where children with significant special needs, who cannot work effectively in a mainstream classroom, can be educated for parts of the school day. It will be organised in the same vein as all other EYFS classrooms, but the resources, routine and curriculum will be more specialised.
- Lastly we have lots of bespoke resources that have been made by our staff for individual pupils to support a specific need.

How we modify teaching approaches for individual pupils

- Our teaching and support staff are trained in a variety of approaches which benefit all pupils and especially those with SEN, e.g. Makaton, precision teaching, speech and language programmes, intensive interaction and Emotion Coaching. We have also undergone training in child development theories and use this knowledge both in the whole class and individual context.
- We take into account the different learning styles of children, and endeavour to include activities and teaching tasks that cater to all styles.
- Adaptive teaching is planned for within every lesson in every classroom and explained clearly, so that the pupils have clear understanding of the expectations.
- Teaching is adapted to enhance the learning for any pupils, including those with SEN. This may include having their own set of resources to support on the carpet or the teacher using real objects rather than abstract pictures.

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- Resources are also adapted to fit the needs of the pupils or we can buy new resources or teaching schemes that are recommended to us by other professionals.
- Visual timelines in classrooms can be individualised when a pupil needs a different approach. Additionally, pupils with significant communication needs can use a now&next board to learn routines.
- Each year group runs interventions for small groups for those pupils who will benefit from smaller group focussed activities which are designed to fill any gaps in learning.
- We can run speech and language groups for reluctant speakers and to enhance social communication.
- We have sensory provision from nursery to year 2.
- We offer nurture programmes for those children who need support with resilience, motivation, self-esteem and confidence.
- We work with outside agencies and act on the advice they give when adapting our teaching approaches to support individual children and/or groups of children.
- Where a child is looked after by the Local Authority, we will work in collaboration with Walsall Virtual School or any support agency from different Local Authorities, to write supportive educational targets for those children. We will make plans through those targets in order to use the budget effectively either in school or for outside activities.

How we assess pupil progress towards the desired outcomes and how we review this progress so that pupils stay on track

- In the Foundation Stage we use on going observation and interactions to assess the needs of the pupils against their level within Development Matters. Baseline is undertaken with all EY children during September.
- WELLCOMM assessments are used to set communication targets and plan for intervention groups.
- In Key Stage One we use on going assessment to establish the needs of all pupils and where needed we will take appropriate action to adapt the learning to their needs.
- Pupil's attainment levels are recorded on our secure school system and relevant members of staff have access to track progress and raise any concerns they may have.
- Our Headteacher and year group leaders analyse the progress of every child each term, and these results are discussed with class teachers at regular pupil progress meetings. Each teacher plans targeted interventions for all children whose progress is causing concern, and will write a plan for children whose needs are not met by normal classroom differentiation.
- The SENCo gathers the progress data for SEND pupils half-termly, and discusses any issues with the relevant teachers.
- We gather views of parents and carers of pupils with SEN at termly parent consultation meetings and make notes of concerns or relevant information so that we can solve any issues in school.
- Parents of pupils with SEN are invited to review meetings each term where we discuss progress and set individual education plans outlining challenging but achievable targets. These are set in consultation with parents and other professionals involved with the pupil.
- All teaching staff will meet regularly to look at anonymised pieces of work and assess them together. This is so that we know that all teachers are assessing the pupils at the same level for comparable pieces of work.

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- The pupils with individual targets are clear on expectations in all lessons and they are encouraged from an early age to assess their own progress in each lesson.
- At the end of each academic year the SENCo will analyse the progress of all children with SEN and ensure that progress has been at least good.

How we work collaboratively with other agencies to help us support SEN

- We can request support and advice from a variety of external agencies for advice about accessing the curriculum and SEND such as speech, language and communication; hearing impairment; visual impairment; behaviour related needs; severe learning difficulties and autism.
- We can refer individual pupils to these services for more specific assessment and support.
- We can access support from specific websites, e.g. AET, dyslexia/SPLD trust.
- The SEN toolkits provided by the Local Authority and NIAT are available to all staff.
- We get support from local authority services regarding training, policy and funding.
- The local authority provides Early Years Advisory Teachers who supports children with SEN when they make the transition to our nursery from pre-school settings or from other nursery settings to our reception class.
- The local authority provides educational psychologist support for assessment, advice and training. We pay for 12 sessions each year in advance, but can request and purchase more if necessary.
- Speech and Language Therapy service provides support on a needs basis, which is co-ordinated in collaboration with therapists and the SENCo.
- We purchase support from NIAT to help and advise us on SEN strategies and resources.
- We have links with the School's Health Advisor who can support with general medical issues and to aid communication between school and health services. They can also refer individual pupils to other specialised support services such as Occupational Therapy and CAMHS.
- All of these external agencies will communicate with schools and parents to work together to plan for improved outcomes. We include your child in these discussions when appropriate.

Activities available to pupils with SEN in addition to the curriculum

- We enhance our creative curriculum with a variety of educational visits, both around our local area and further afield. All pupils, including those with SEN are given the opportunity to attend these trips and when there are limited spaces the pupils are chosen depending on their needs and interests. If we believe that the safety of the pupil will be an issue when outside the school grounds, we will work with parents to either find a similar alternative, or provide extra staff to ensure safety. We may also ask parents to join us in some circumstances.
- In addition to visits outside school we have many visitors to enrich our curriculum and make learning much more fun! All children can access these exciting learning experiences, unless they choose not to.
- We run a variety of free after school clubs which are delivered by teaching and support staff on a voluntary basis. They change half termly and are open to all pupils regardless of their SEN. If necessary, extra support will be requested in clubs to enable individual pupils to have access. If we believe that the club is not the right option for a child with SEND, we will discuss this with parents.

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Supporting our pupils when they transition into our school and then to junior school

Before pupils are admitted

- If a pupil is transitioning to us from another pre-school or nursery setting and there are already special educational needs identified, then the inclusion manager/SENCO will attend a transition review. During this meeting all relevant information will be shared and a plan is made to inform us of what needs to be in place to support the pupil's move. Parents/carers are always present at this meeting.
- Parents of new pupils in nursery and reception are invited to induction sessions in the July before they are admitted. They are given information about the school and what to expect when their children begin attending. If parents are concerned about their child or they know of previously identified SEN they can speak to the Inclusion manager/ SENDCo during this time.
- Also in July, children who are due to start reception have stay and play sessions with their new class teacher. Parents can have a drink in a different part of school and meet the Parent Support Advisor and SENDCo.
- The teachers in reception undertake nursery setting visits, to meet their new pupils and get as much information as possible from their present key workers, so that any necessary support can be put in place before September.
- The SENDCo will send a PowerPoint containing pictures of the teachers, all areas of the setting and the uniform to the previous nursery or to home, so that parents can talk about their new school.
- Where children have no previous nursery setting listed, teachers have telephone conversations with their parents to gather information before the September start. If there any SEN needs discussed, teachers will carry out a home visit and meet the child and parents in person.

At the point of admission

- In the first week back to school in September, staff in nursery will visit each new pupil at home to gather contact information and answer any questions parents or pupils may have. They also use these visits to develop a positive relationship with the children and parents.
- Our nursery pupil intake is staggered to enable us to settle and assess the pupils individually and support them to separate from parents positively.
- Our reception pupils attend part time in the first week so that they can settle and build up their stamina for longer days. They attend in the morning or afternoon and on the Friday of that week they all attend in the morning then stay just for lunch so that staff can eat with them and address any concerns or difficulties pupils may have. In the second week the pupils attend school full-time.

Pupils who join us mid-way through the year

- As with pupils from pre-school and nursery settings, where pupils join us throughout the year into any year group, information is gathered from their previous setting where possible and the information is used to support the pupil's move. If there has been no other setting previous to joining us, then the class teacher will request information and advice from parents and assess the pupil through our school systems.

Moving classes within school

- Pupils with SEND and other identified children are supported with transition to a new class within the school, using a programme based on the 'fun friends' nurture group. We meet with small groups of

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children who are transitioning from our nursery to reception, reception to year one and year one to year two. These pupils are provided with photos of their new class and teachers, so they can remember and recap of the summer break.

Moving on to junior school

- All pupils in year 2 will be supported with their transition into junior school with regular parent meetings and visits throughout the year, especially the summer term.
- If we feel that pupils may need extra support to transition into another setting, including those with SEN, a transition plan will be written and put into practice. Actions will include extra visits to the new school, group work around resilience, making friends and asking for help, meeting new teachers in a 1:1 or small group setting and providing them with photos of the key areas and adults in their new setting so that they can remember them over the summer break.
- Within the transition plan we aim to keep support techniques the same across the year groups where possible, so that the pupils are not overwhelmed with change.
- Some parents and pupils may decide to attend a school setting that is out of borough. In this case the Inclusion Manager/ SENDCo will try to follow the same protocol but where the school is a great distance away the information will be shared using email, letters and telephone conversations.

Funding of provision for SEN pupils in school

- Schools receive funding from the local authority for all pupils and this includes some additional funding for pupils with special educational needs. Any resources that pupils need will be taken from this allocation (including equipment). The local authority will also top-up funding for pupils with a high level of need when schools have provided enough evidence of their need.
- If a pupil's Education, Health and Care Plan identifies resources or specialist support that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund any agreed plan formulated by professional advisors, parents and school.

Where parents and pupils get can extra support?

- Our children are made aware of the support that is available to them. They know who to talk to if that are worried or have any concerns they want to share. We will always listen and act on information where necessary.
- We have a 'play leader' system that promotes child-to-child support on the playground. These children are trained by school staff and supported in their work. The play leaders can act as a buddy for pupils who need support outside.
- Additionally, each class has a Happiness Hero who is trained to support emotional well-being by being kind and positive to their classmates.
- We always welcome parents into school to discuss any issues however small they feel they are. We will do our best to address any concerns that parents or pupils may have.
- The Walsall Information, Advice and Support Service can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 650330 or their email is iassend@walsall.gov.uk .

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- Walsall SENDIASS is an additional service that parents can access for advice and support. Their telephone number is 0808 802 6666 or their email address is walsallsendiass@family-action.org.uk . There is also a 24 hour text service using the number 01922 612008
- Our Inclusion Manager/SENDCo is available to be spoken to, most days, and can signpost parents to a range of support groups as appropriate to the specific needs of your child. Please come into school and discuss your needs. Anything we are not sure of, we can find out together.

What parents or pupils can do if they are not satisfied?

- The first point of contact for any concern would be your child's class teacher who is available at the end of each school day. The Inclusion Manager/SENDCo is also available most mornings before school. If you are not satisfied that your concern has been dealt with appropriately then an appointment can be arranged to meet with the Headteacher. If they are not able to solve the issues, then you may request to see one of the governors.
- If your concern is with the local authority, follow a similar path. The person who will log and keep informed of your complaint is the Headteacher.
- The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with. Telephone 01922 686200. Alternatively, the Information, Advice and Support Service and Walsall SENDIASS (contact details above) provide independent information and advice.

Inclusion Manager/SENDCo – Mrs Lyndsey Mason 01922 721991

Headteacher – Mr Lee Kilkenny

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