



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Alwyn Infant School

Name of Headteacher:	Miss N T Cale
Name of SEN Co-ordinator (SENCO)	Miss N T Cale
Name of SEN Governor:	Mrs C Corbitt
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School website:	www.alwyn.org.uk
Type of school:	Infant School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Alwyn Infant School is an inclusive mainstream 3 form entry infant school. We work towards ensuring that all pupils, regardless of their SEND needs, make the best possible progress in school. We welcome all children to our school.

Here at Alwyn we believe that all children should enjoy school and develop a love of learning. We aim to identify and break down possible barriers to learning for those children who find learning more challenging.

Additional needs are identified early and we work closely with parents to ensure appropriate provision is in place to ensure every child is able to achieve their potential.

Staff are experienced in working with children with Autistic Spectrum Disorder (ASD), speech and language delay, specific learning difficulties and those with social and emotional needs.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

We try to identify pupils with SEND as early as possible and the progress of children is regularly monitored and reviewed. We identify children as having SEND through:

- Observation
- Assessment
- Tracking progress & attainment
- Information from parents/carers
- Information from previous setting
- Input from Educational Psychologists

- External agencies may be involved in order to make a more detailed assessment where appropriate.

If the pupil is failing to achieve in the first instance the class teacher will speak to the parents/carers of the pupil and discuss interventions that can be put in place. Should the pupil continue to have difficulties the Special Educational Needs Coordinator (SENCo) will become involved. It may also be that outside agencies will be consulted with the parent's/carer's permission. Information gained from assessments will be shared with the parent's through either a formal report or feedback at a review meeting.

Different assessments help us form decisions about the child's needs. Once the child has been identified as having special educational needs we will agree targets we would like the child to meet. The type of support the child receives will depend on the extent of their needs and the targets that have been agreed.

A Provision Grid will be written with individual targets for the child to work on. These will be set at the initial review meeting and reviewed at the review meeting in the following term. The targets are written with the expectation that they will be achieved by the next review meeting.

Teaching Assistants are used both within the classroom and to support intervention groups and individuals.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

Initially concerns should be raised with the class teacher. If the difficulties are more complex the Special Educational Needs Coordinator will oversee targets set and the interventions to be put in place. Miss Cale, the headteacher is also the Special Educational Needs Coordinator, and she can be contacted via the school office.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

Work within the classroom is differentiated to ensure all children can fully access the curriculum. Different strategies will be used according to the needs of the individuals as the teachers recognise that not all children learn in the same way.

If a child has been identified as having a special need, they may be given a Provision Grid. Targets will be set according to their area of need. These will be continually monitored by the class teacher and the SENCo and three times a year they will be reviewed. Provision Grids will be discussed with parents/carers and a copy given to them. If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, pencil grips or easy-to-use scissors.

For children with identified special educational needs, or disabilities, teaching strategies are tailored to support their learning. If they have a Provision Grid, they might have time both within and away from the classroom receiving one to one support or very small group support in order to help them meet their targets. Similarly, children with Speech and Language Therapy Plans may receive one to one support and small group activities to work on their specific targets.

We may also adapt the classroom to support a child in their learning, e.g. use of visual timetables or individual work stations.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

Each class has an allocated teaching assistant in the mornings to support the children. They work with individuals and with groups of children. Often children with an Education, Health and Care Plan (EHCP) will work with specific Teaching Assistants (TAs) and this will include implementing learning strategies recommended by the Educational Psychologist and recommended in their EHCP.

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Autism Outreach Team
- CAMHS (Child & Adolescent Mental Health Service)
- Social Services
- School Nurse

An Educational Psychologist is allocated to each school and she usually works with children whose needs are felt to be quite considerable and who may not have responded well to the interventions previously put in place for them. In order to help understand the child's educational needs better, the educational psychologist will usually meet with the parents/carers and give feedback after the assessment has been completed. They will offer advice to the school and parent/carer(s) on how to best support their child in order to move their learning forward.

c. How is the decision made about what type and how much support my child/young person will receive?

If a child has an EHCP the amount and type of support recommended to progress their learning will be specified in the Plan.

For children who have been observed and assessed by an Educational Psychologist or Speech and Language Therapist, recommendations will be made about the type and frequency of support necessary in order to progress learning.

For children with a Provision Grid, drawn up by their teacher, after consultation with parents/carers, the teacher will provide opportunities within the school day for additional support and a copy of the Provision Grid is sent home to enable parental/carer involvement in meeting the targets.

Discussions about individual progress are held between the class teacher and the Headteacher/SENCo in the form of Pupil Progress meetings. This combined with regular teacher assessments enables additional support and intervention programmes to be targeted where they are most needed.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

If the class teacher has concerns about a child's progress they will discuss this with parents/carers either at Parents' Evening or at a separately arranged meeting and may recommend the introduction of a Provision Grid. Once the targets have been drawn up, they will arrange a meeting to go through the Provision Grid with parents/carers and they will receive a copy in order to support their child in the home environment. Provision Grids are monitored and updated once the targets have been met.

For children with a Speech and Language Therapy Support Plan, a copy of the Plan is always sent to the home address by the Speech and Language Therapist to enable you to support your child at home.

If we recommend an intervention support programme for a child, we will consult with parents/carers and seek permission before we begin.

Parents or carers are more than welcome to come and speak to the Headteacher, who is the SENCo, at any time or they may prefer to make an appointment to speak to their child's teacher.

The child's class teacher will contact parents/carers if they have any concerns about a child's needs. Parents/carers will be involved in prioritising needs, discussing targets and the progress made towards these targets. There will be regular contact with the class teacher who will also give advice as to how parents/carers can help their child at home.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

Although our children are very young their views and opinions are always listened to. For children with an EHCP, their views are sought prior to review meetings by a familiar member of staff.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

The progress of all children is assessed regularly to show attainment and achievement, to inform planning so each child's needs are being met, to help teachers set appropriate, challenging and individual ongoing targets, to differentiate group work, to monitor standards across the school, to provide feedback for parent evenings and report writing and to pass on results to the next teacher.

We assess the different areas of reading, writing and maths and record our findings. These assessments are kept by the teacher. They are studied and appropriate action taken as necessary. They inform planning. They are passed to the next teacher and are also passed to the child's next school at the end of Year 2.

Regular Pupil Progress Meetings are held to provide a forum for analysis and discussion of the factors that have supported pupil progress. Any barriers to learning are identified as are successful strategies.

Children with a Statement or Education, Health and Care Plan (EHCP) will have a formal annual review and depending on the needs of the child, may have interim reviews throughout the year.

b. How do you involve my child/young person and parents in those reviews?

Parents/carers are always invited to attend reviews for children with an EHCP and they are asked to make a written contribution prior to the review. Children are always asked for their views before the meeting.

c. How do you know if the provision for children and young people with SEND at your school is working?

Assessments and tracking of pupil data allows us to measure children's progress in learning against national expectations. This data is reviewed by the class teachers, the school senior management team, the headteacher and the school governors. Progress is tracked and formal assessments take place at the end of Key Stage 1.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social development?

The emotional and social development of all children is intrinsic in all daily activities and is promoted in a focused way through the school's shared values and the Personal, Social and Health Education (PSHE) curriculum area. Playtimes and lunchtimes are well supervised and any incidents of unkindness between children are dealt with swiftly as this will not be tolerated.

Support and intervention is not limited to development of 'cognition and learning' but also encompasses 'speech, language and communication needs', 'behavioural, emotional and social development' and 'physical, sensory and medical development'.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- Individual tours are offered to all incoming parents/carers.

- There are good links between the Early Years Foundation Stage leader and staff from other settings. In the summer term the Early Years Foundation Stage Team Leader visits the main feeder settings.
- Teachers use the records from previous settings to inform their judgements when recording the children's attainment on entry to the Early Years Foundation Stage at Alwyn.
- Parents/carers of prospective Foundation Stage children are invited to a New Parents Information Evening during the summer term prior to entry to school, to meet the Headteacher and the Foundation Teachers.
- The Chair of Governors may also attend and a short presentation with an opportunity for a 'question and answer' session is used to help parents/carers feel confident about the transition.
- Children and their parents/carers are invited to visit our Foundation Stage for a short session in July to meet their teacher and their new classmates in their classroom.
- Home visits are offered to all families and carried out in September. These give opportunities for staff to meet the children where they are relaxed. It also gives parents/carers another opportunity to ask questions and talk about any concerns.
- For their first week, children attend school for the morning and lunch time only.
- Shorter sessions can be arranged should a child continue to struggle with the transition.

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

Transition from the Foundation Stage to Year 1

The Year 1 curriculum builds on and extends the experiences children have had during the Foundation Stage. A kinaesthetic (doing) approach to teaching and learning is maintained and built upon to offer a creative 'hands-on' method of teaching and learning.

- Year 1 teachers are made fully aware of The Characteristics of Learning and Foundation Stage Profile for each child. These are passed onto the Year 1 teacher in the summer term.
- Although Year 1 is the first year within which the National Curriculum is followed, the teachers continue to develop the independent learning skills established in the Early Years Foundation Stage; children in Year 1 are encouraged to select resources and activities independently and use decision making skills in their learning.
- Before the children move from the Foundation Stage into KS1 teaching staff meet to discuss the individual children's progress. Foundation Stage teachers inform the future teacher of the child's level of ability, special educational needs and any other information relevant to the well-being and development of the child.
- Information passed onto Year 1 teachers includes a copy of their Early Years Foundation Stage Profile.
- Year 1 teachers spend time in the summer term with the reception children –reading stories, child initiated play etc.
- At the end of Year 1 the children will write a class book all about their experiences and share this with the Reception children.
- Foundation Stage children attend assemblies, PE, music and lunch in the main school.

Transition from Year 1 to Year 2

- Daily whole school assembly.
- Children are encouraged to share their work with a teacher of a Year 2 class.
- Teachers meet in the summer term to discuss individual children.
- All children visit new classes and work alongside new teachers on Transition Day at the end of the Summer Term.
- Continuous tracking of children's progress is passed on to the Year 2 teacher.
- Throughout the year, there are shared assemblies and other activities, such as Sports Day, Christmas performances, and the Leavers' Concert when children throughout the school mix together to enable them to get to know other teachers, teaching assistants and each other.
- Examples of work move with children to provide further evidence of previous years' progress and targets.
- Transfer of Individual Education Plans (IEPs) and assessments take place.

- Shared playtimes give the children the opportunity to meet teachers from different year groups

Transition from Year 2 to Year 3 (the next school)

- Year 2 parents/carers are invited to an introductory meeting at the junior school.
- Children in Year 2 visit their new teacher and their new classroom and observe the lunchtime routines.
- Children in Year 2 have playtime with their new teachers.
- Year 2 and Year 3 staff have a face to face meeting to discuss individual pupils; during these meetings information about pupils' progress, achievements, and personality are shared in order to inform future planning and expectations in the next class. Child protection issues are also communicated during these visits.
- The Special Educational Needs Coordinators of both schools meet to discuss relevant children on the Special Educational Needs Register.
- Children's records, including end of key stage assessment information, are passed to the junior school.
- Additional visits are also arranged for pupils who need extra time in their new school.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

- **Is your school wheelchair accessible?**

Yes, the school is on one level. There are no automatic doors.

- **Have adaptations been made to the auditory and visual environment?**

No

- **What changing & toilet facilities does the school have for children and young people with SEND?**

2 accessible toilets

Do you have disabled car parking for parents?

4 disabled parking spaces are available.

b. What if my child needs specialist equipment or facilities?

We make every effort to provide the equipment and resources appropriate for a child's needs.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

In line with our risk assessment findings children are usually included on school trips/visits and support will be put in place for them as it would on a normal school day. Parents may wish to join their child and this can be arranged through consultation with the Headteacher. Risk assessments are completed for all school trips/visits and the needs of children with special educational needs are taken into account. Children are encouraged to participate in school clubs in line with our risk assessment findings.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

<p>We have a range of trained and experienced members of teaching and support staff in the areas of ADHD, ASD and some specific medical conditions. Training records ensure that the range of expertise remains consistent throughout the school and is constantly refreshed.</p>
<p>b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?</p>
<p>We will regularly involve other agencies to help us meet the needs of children and whenever we do so we will inform parents/carers beforehand and ask for their permission to discuss their child. Agencies we often use include the RBWM Children and Young People Disability Service, Educational Psychologists, the School Nurse, the Speech and Language Therapy Team, and SHINE (the Outreach Autism Service for pupils with an ASD diagnosis). In addition to this we have contact with Occupational Therapy and Behaviour Support.</p>
<p>c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?</p>
<p>You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families. Tel: 01628 683182 Email: IAS@rbwm.gov.uk Website: http://ias-rbwm.co.uk/</p> <p>Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer</p>

<p>8. Policies</p>
<p>a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?</p>
<p>Yes</p>
<p>b. Where can I find other school policies relating to SEND?</p>
<p>The following SEND policies are available on the school website: www.alwyn.org.uk</p> <ul style="list-style-type: none"> ▪ Behaviour Management Policy ▪ Child Protection procedures ▪ SEN Information Report ▪ SEN Policy ▪ Complaints Procedure ▪ Disability Equality Scheme ▪ Equality Statement ▪ Health & Safety Policy

<p>9. Additional Information</p>
<p>a. Do you provide any other resources for children and young people with SEND?</p>
<p>Provision would be dependent on individual need.</p>

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

Our open door policy encourages parents to talk to the class teacher or headteacher about any concerns. If however a parent/carer wishes to make a formal complaint, it should be made in writing to the headteacher or the Chair of Governors. A copy of our complaints procedure is available on the school website.

www.alwyn.org.uk

Date of last update of this document: March 2018

Date of next review: January 2019