



Alwyn Infant School

SEN (Special Educational Needs) Information Report 2016 – 2017

Under the Children and Families Act 2014 all schools are required to publish information available for children with disabilities and Special Educational Needs to improve transparency and choice for families.

Alwyn Infant School is an inclusive mainstream infant school and offers the following range of provision to support children with Special Educational Needs (SEN).

- The school has a SENCo (Special Educational Needs Coordinator) who supports all school staff in the identification of SEN children.
- The SENCo monitors the progress of all children with SEN to ensure that they make at least expected progress in English, Reading, Writing and Maths.
- The SENCo supports staff in the organisation and management of appropriate provision for SEN children.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Alwyn Infant School, children are identified as having SEN (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Concerns raised by a parent about a child's academic, social or behavioural needs which have been identified at home;
- Liaison with previous school or pre-school setting;
- Child performing below 'age expected' levels;
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance;
- Liaison with external agencies e.g. teacher advisors for visual or physical needs, educational psychologists, speech and language therapists.
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified.

HOW DO PARENTS/CARERS RAISE CONCERNS?

- Talk to us – contact their child's class teacher about any concerns initially. If they feel that they would like to speak to a senior member of staff, ask to arrange an appointment with the SENCo/Headteacher. At Alwyn the Headteacher is the SENCo. Appointments can be arranged in person, by phone or by email.

HOW DOES THE SCHOOL SUPPORT CHILDREN WITH SPECIAL NEEDS?

- The class teacher will oversee, plan and work with each child with SEN in their class to ensure that appropriate progress is made in every area;
- Our SENCo/Headteacher will oversee the progress of any child identified as having SEN;
- There may be a TA (Teaching Assistant) or HLTA (Higher Level Teaching Assistant) working with the child either individually or as part of a group; The content of this support will be explained to parents/carers when support begins, as part of a child's individual programme of learning;
- The class teacher will meet with parents/carers formally at least 3 times during the academic year in order to discuss their child's progress and the support that they are receiving. The child's IEP (Individual Education Plan) will be shared with parents/carers during this meeting;
- Class teachers are always happy to discuss a child's needs if parents/carers have questions or concerns between these formal meetings;
- An appointment can be made with the SENCo/Headteacher to discuss support in more detail if required.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an adopted accessibility policy which can be found on the school website;
- All areas of the school are accessible by wheelchair. Disabled parking bays are available and additional parking is available in the staff car park;
- Accessible toilet facilities are available by the main reception;
- If parents have any concerns/questions they are encouraged to speak to the SENCo/Headteacher.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- The curriculum plans are available to parents/carers on the school website, alongside ideas for how parents/carers can support their child's learning outside of school;
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this might be individually differentiated;
- The class teacher, alongside the SENCo/Headteacher will discuss a child's needs and what support will be appropriate;
- Children with SEN will have access to the appropriate resources needed in order to help them to make progress;
- The SENCo/Headteacher regularly reviews the progress of all children and informs the Governing Body of their progress.

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels and that the gap is narrowing between them and their peers;
- Reviewing children's targets in IEPs and ensuring that they are being met;
- Through verbal feedback from the child, the parent and teacher to build a wider picture;
- Through children moving off the SEN Register when they have made sufficient progress. Parents/carers will always be informed if this has taken place.

HOW DO PARENTS/CARERS KNOW HOW THEIR CHILD IS DOING AND HOW DO THEY KNOW HOW TO SUPPORT THEIR CHILD'S LEARNING?

- Parents/carers are welcome to make an appointment to meet with either the class teacher or SENCo/Headteacher at any time throughout the year to discuss how their child is getting on. We can offer advice and practical ways that they can help to support children at home;
- The child may have an IEP or IBP (Individual behaviour Plan) that will have individual targets. These are discussed with parents/carers at least three times a year and parents/carers are provided with a copy. The conversation will also provide suggestions as to how parents/carers can support their child's learning at home;
- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made;
- If the child has complex SEN they may have a Statement or EHCP. In such instances an annual formal meeting will take place to discuss the child's progress and a report will be written.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against school expectations, national expectations and age related expectations at least three times an academic year;
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 2;
- Pupil Progress Meetings are held each term between each class teacher and the Headteacher or Deputy Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed;
- The Headteacher/SENCo reports regularly to the Governing Body.

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

As a school we work closely with external agencies: GP's, school nurse, educational psychologist, behaviour support team, speech and language therapists, occupational therapists, physiotherapists, social workers, paediatricians and specialist consultants.

HOW WILL THE SEN CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents/carers. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs;
- A risk assessment is carried out prior to any off-site activity. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be provided within the school environment, wherever possible;
- The school does not operate extended child-care services however, a variety of after-school clubs are provided before and after school and during some lunchtimes. We aim for these to be as inclusive as possible and may provide additional staff in order to achieve this. Very occasionally children find the lunchtime period challenging. Depending upon their needs, it

might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis.

HOW WILL THE SCHOOL PREPARE AND SUPPORT THE SEN CHILD WHEN THEY JOIN THE SCHOOL OR TRANSFER TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting;
- We can create 'social stories' with/for the children if transition is likely to prove challenging;
- For children starting in Reception, the Headteacher and EYFS (Early Years Foundation Stage) Team Leader hold a meeting for parents/carers in addition to visiting as many pre-school settings as possible and arranging home visits;
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood;
- If the child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools;
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher;
- At any point where a child with SEN is preparing to leave our school, we would seek to arrange additional visits for the child in question to support a smooth transition.

TRAINING IN SCHOOL

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- The specific training held by staff includes: TEAM TEACH and precision teaching, ELKAN (Speech and Language) training and ELSA (Emotional Literacy Support Assistant) training. We also operate an internal training programme for support staff, facilitated by senior members of staff.

WHO TO CONTACT FOR FURTHER INFORMATION?

The first point of contact will usually be with the child's class teacher. Parents/carers may also arrange a meeting with the school Headteacher/SENCo. The school website also contains more information, including our policies.

WHO TO CONTACT WHEN CONSIDERING WHETHER A CHILD SHOULD ATTEND THIS SCHOOL?

Contact the school Administration office to arrange to meet the Headteacher or Deputy Headteacher who will willingly discuss how the school may be able to meet the child's needs.

All school applications are made through the RBWM (Royal Borough of Windsor and Maidenhead) Admissions Department 01628 798888 or 01628 683870.

If parents/carers have any queries in relation to Special Educational Needs, they can contact the Children and Young People Disability Service on 01628 685878 or email CYPDS@rbwm.gov.uk.