

Wallace Fields Infant School & Nursery



SEN Information Report Local Offer Response- Special Educational Needs & Disabilities (SEND)

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Wallace Fields Infant School is proud to be a part of South Farnham Educational Trust.



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Document History

Date	Version	Amended By	Comment (e.g. reason for version change)
2014	1	Katie Muir	Wrote SEND information report in response to the local offer 14 questions.
September 2015	2	Katie Muir	Reviewed and uploaded to the website September 2015
Summer 2016	3	Katie Muir	New front cover sheet added and reviewed. Amendments made to wording (Changed IEP to Arrangement Plan)
September 2016	4	Katie Muir	Annual policy review. Following staff meeting with teachers.
September 2017	5	Katie Muir	Annual Policy review
September 2018	6	Katie Muir	Amended SENCo name and contact details
September 2019	7	Niki Proctor	Annual Policy review Amended SENCo name and contact details Additional professionals added to list of whom can support Class Teachers to match the curriculum to their child's needs Wording changed detailing how provision will be shared with parents at SEND Support Plan Meeting Information about ELSA and sensory room added to response to question 5 Termly planning meeting with SALT added in response to question 6

			Addition of SEND coffee mornings in response to question 13 Where to find information about how to access local authority SEND services in response to question 14
September 2020	8	Kirstie Smith	Annual Policy Review Update on school reward scheme from tokens to dojos in response to question 5 Amended titles for Assistant Teachers throughout Updated outside agency listings Information about sensory room added to response to question 5 Update on support during Coronavirus pandemic in response to question 4. Amended SENDCo name and contact details
September 2021	9	Kirstie Smith	Annual Policy Review
September 2021		Nicky Mann	SLT proof read

Report Introduction:

What is the Local Offer?

The draft Children and Families Bill (2013) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The purpose of a local offer is to enable parents and carers to see more clearly, what services are available for children with SEND in their area and how to access them. The information below forms our local offer and shows how we have, for many years, provided for children with Special Educational Needs and Disabilities.

How does Wallace Fields Infant School & Nursery know if children need extra help and what should I do if I think my child/young person may have special educational needs? How will Wallace Fields Infant School support my child?

Throughout the year class teachers/subject leaders and the senior leadership team closely monitor the progress of all children in the School, through half termly formal assessments as well as ongoing observations and evaluations of children's progress. If a child is not making the progress that they expect them to in a particular area of learning, they can identify and implement the additional support required. This will also be discussed with parents and the child.

The school uses the Assess, Plan, Do, Review graduated approach where following assessment, support is planned, put into place and reviewed half termly to ensure the support is having an impact on children's progress.

Data is used in conjunction with work scrutiny half termly to ensure the expected progress is being made by individual children. Discussions between the Senior Leadership Team and class teachers regarding data is analysed and support put in place where needed.

The school has a SEND and Inclusion Policy detailing how needs are identified. This policy can be found on the school website via this [Link](#). The SENCO is Kirstie Smith and can be contacted on **0208 394 0647** or contacted via email at sendco@wfis

There is an open door policy at the School. If a parent is concerned about the progress their child is making, they can initially speak to the child's class teacher or alternatively they can arrange to meet with the Special Educational Needs and Disability Co-ordinator (SENDCo).

How will Wallace Fields Infant School & Nursery support my child?

Wallace Fields Infant School is a mainstream inclusive setting which fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained, to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/ or Physical

Children are supported through a differentiated curriculum. There is a full time assistant teacher in every classroom, who is deployed to meet the needs of the children. Assistant teachers support children under the above headings through different interventions. The interventions can take place in group or 1:1 situations and are closely monitored to ensure there is maximum impact on progress. Interventions are planned and overseen by the class teacher and monitored by the SENDCo.

We have An Emotional Literacy Support Assistant (ELSA) who is trained on providing emotional literacy support to children who may require support with anxiety, self-esteem and other areas of their emotional development.

For children who require additional support, reasonable adjustments to our practices are made as to comply with the Equality Act (2010).

Our staff are trained in the following areas:

- Supporting children with Speech and Language Needs
- Autism
- Supporting Children with listening and Concentration
- Supporting children with dyslexia
- Supporting children who find spelling difficult
- Developing Phonological awareness in children
- Supporting children with fine and gross motor skills

- Supporting children with Early Years Speech Development
- Supporting children with visual Impairment
- Supporting children with sensory processing difficulties.
- Supporting children with anxiety and mental health needs

When a child is identified as having Special Educational needs a support plan is put in place called 'SEND Support Arrangements'. These are written in collaboration with the teachers, SENDCo, parents and the child and are formally reviewed termly to ensure the best outcomes for children.

To support each child, waves of interventions will be put in place. These can be accessed on the schools website and consist of tailor made and research based interventions.

How will the curriculum be matched to my child's needs?

As part of the school day and in each lesson, learning will be matched to the individual needs of the children. They will be provided with activities that are appropriate to their level.

We are working towards a person centred planning approach, where the views of the child are discussed with each individual through the use of 'one page profiles'.

The teacher plans for the individual taking into account the child's views about what strategies help them best, as well as the teacher's own knowledge and advice taken from outside agencies.

We have an Accessibility Plan, which shows how adaptations are made not only to the built environment but to the curriculum and how it is accessed.

In order to ensure Wallace Fields Infant School is fully inclusive, children will (in the main) work towards the same learning objective and teachers will differentiate using various procedures. These include the use of word banks, cloze procedure, different learning tools inc. number lines, practical resources, differentiated levels of questioning and scaffolding. The level of adult support given, will support children in achieving their learning objectives.

On occasions it is necessary to provide children with a different learning objective, in order to ensure learning is tailor made to match the needs of the child. The School also welcomes advice from different professionals as to how we can best provide additional support for our children.

Professional advice may involve internal staff (Head, Deputy Head, SENDCo etc.) as well as external staff such as Speech and Language Therapists (SALT), Specialist Teachers for Inclusive Practise (STIPS), Occupational Therapists (OT), Educational Psychologists (EP) etc. We have a School Provision Map that shows the range of additional support taking place in our School for children who require extra help in their learning. All the interventions we use should be effective in supporting the children to make expected progress against the targets we have set for them.

The Governing Body is responsible for monitoring the effectiveness of the provision we have put in place, and the SENDCo liaises with the SEN responsible Governor regularly to report back on the progress of children with SEND.

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

Through ongoing assessments children's progress is closely monitored and any concerns or celebrations will be discussed with you as the parent. We have an open door policy where parents are invited to come in and speak to the SENDCo should they have any concerns about the overall progress of their child.

The school has a regular reporting system of a parents evening in the Autumn term and Summer term and a written report in the Spring term. For children with Special Educational needs a SEND Support Arrangement meeting is arranged each term to discuss and review targets. As part of your SEND Support Arrangement Meeting details of any additional provision your child is taking part in will be shared with you.

In light of the Coronavirus pandemic, termly curriculum talks will be virtually shared with parents. These curriculum presentations seek to keep parents informed of how they can support their child at home with learning, covering topics such as Early Reading and Phonics.

Each Class has a parent representative who feeds back any concerns parents may have regarding their child's life at the school. We also have adult volunteers who read with children that we have identified as needing extra reading support in school.

Home activities are provided and advice on how these can be adapted for your child will be provided or discussed with you.

Targets and next steps will be set for the children following a discussion with the children and their parents and at the meeting strategies of how children can be supported at home will be discussed.

In light of the Coronavirus pandemic we endeavour to work alongside parents to ensure that children with SEND can be supported effectively at home during periods of isolation. This may be achieved through personalised support packs created to target key areas, liaison with outside professionals and the schools SENDCo and well-being phone calls.

On children returning to school following a prolonged period of absence we offer a child centred approach to return to education. We work alongside parents to ensure pupils return to school in a way that will best support their needs. For example through the use of visual social stories, visual timetables and staggered slow transition days.

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

All pupils are supported with their social and emotional development through the curriculum and at playtimes. Team Time and citizenship assemblies take place each week to ensure the School is developing children's personal, social and moral education, as well as their academic education.

The School works with parents and children to encourage high levels of attendance. For example best class for attendance is highlighted each month in the school's newsletter.

The School also has a very strong and supportive ethos and a very positive approach to behaviour management. Reward systems such as stickers and 'class dojo' to encourage good behaviour are used within classes. Spiritual, Moral, Social and Cultural development (SMSC) is woven throughout the curriculum.

The school has six core values, and the children are awarded a 'dojo point' if they are seen to be demonstrating a school value. These are collected per class and each week a class winner is named.

There is also a school suggestion box, which allows children to write down their concerns, worries or suggestions and these are shared and solved in a weekly assembly. We have a school council allowing children to have contribution into the life of the school.

Safeguarding is embedded throughout the curriculum and there are many opportunities to teach the children how to keep themselves safe.

Interventions are implemented for children who require additional pastoral care and nurture groups.

The school has an Emotional Literacy Support Assistant (ELSA) who is able to provide support for children with a wide range of emotional needs through targeted interventions that are overseen by a group of Educational Psychologists.

We have a dedicated sensory room space to allow pupils to access a multi-sensory environment. Pupils are encouraged to access this space when they need sensory regulation often with targeted adult support.

What specialist services and expertise are available at/accessed by the school?

Where it is deemed that external support is necessary, we discuss any referrals with parents in the first instance and gain full consent before proceeding with the referral. This academic year the school has worked with:

- Surrey Speech and language service
- Learning Language Support
- Behaviour support
- NHS Occupational therapy service
- CAMHS (Child and Adolescent Mental Health Service)
- NHS Physiotherapy service
- Early Years Support service
- Educational Psychologist
- Sure Start Children's service
- School Nurse

At the start of an academic year, a planning meeting is held with the Educational Psychology Team, Speech and Language Therapy Team and the Specialist Teachers for Inclusive Practise Team to discuss any requirements of these services and to go through staff training needs for the coming year.

What training are the staff given for supporting children with SEND?

The School is committed to further developing the skills and knowledge of the staff supporting children with SEND through training. We do this in the following ways:

- Positive touch behaviour management strategies
- Auditory memory and active listening
- Working memory
- Staff training sessions on supporting children with SEN
- SEND policies
- Code of practice
- National SENCo award
- Supporting children with speech and communication needs
- Precision teaching
- Phonics training
- Maths intervention training
- Autism awareness
- Phonological awareness to support reading and writing
- Supporting children with listening and concentration needs
- Dyslexia
- Makaton
- Supporting children's mental health and wellbeing

We aim to ensure that all staff working with SEND learners possess a working knowledge of the difficulty, to help them in supporting access to the curriculum.

The SENDCo is responsible for ensuring that Staff in the school have the relevant training, to support particular children with whom they are working.

How will my child be included in activities outside of the classroom (including School trips)?

We have a holistic approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. We make reasonable adjustments so that learners can join in with activities, regardless of their needs.

The School carries out risk assessments for all children including SEND children before attending a school trip. Consideration is made for how school trips can be adapted to assist the individual child. Parents or carers are consulted prior to a school trip and asked to attend if necessary.

How accessible is the school environment?

The School is on one level. There are small steps to the Year 2 classrooms marked with tape. There is a sloping entrance to the School and accessibility plan is in place for when adaptations need to be put in place. We have ramps leading from the main hall into both the playground and the Early Years buildings.

How will Wallace Fields Infant School & Nursery prepare and support my child to join the School, transfer to a new setting or the next stage of education and life?

Before children start in reception they have induction afternoons where they will be given the opportunity to meet their new teacher, assistant teachers and become more familiar with the setting. During this time, parents are invited to a meeting with the Head Teacher where routines of the school day will be discussed and there is an opportunity for parents to ask any questions they may have.

When entering part way through a year, children are given a 'buddy' to support with the transition and make them feel welcome at the School. When joining our School from another school or nursery the class teacher/ SENDCo will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting.

They will also liaise with parents to ensure the transfer to the School is as smooth as possible. When a child is moving to a new school, transition meetings will take place between current class teacher and SENDCo of both schools. Special Educational Needs (SEND) Arrangement Plan and the individual needs of the child will be discussed as well as ways to make the transition as smooth as possible for the child. These ideas and meetings will also be shared with parents.

When moving school the additional provision in place to ensure a smooth transition and support our children are:

- Extra class visits
- Social stories
- Taking photographs of the new staff
- Transition books
- Transfer of children's confidential files to new setting
- Parent teacher meetings at Reception Induction

The files contain educational information about the child, which supports a smooth transition as well as a continuous education from one school to another.

How are Wallace Fields Infant School & Nursery's resources allocated and matched to children's special educational needs?

School budgets are closely monitored to ensure the resources are allocated appropriately to match and cater for the needs of the individual children.

The majority of the School's SEN budget is spent on providing support staff in every class to support individual children in their learning. The remaining budget is spent on resources to support individual children's needs. We seek advice from outside agencies as to how to best spend this money; e.g. a child may require specialist ICT equipment in order for them to access learning.

We review the need of the learners in the school and endeavour to put in place provisions in order to be able to cater for these needs. Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are providing to be affective, both in terms of the time spent on them and the finance used to provide the intervention.

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

As a School all staff are aware of high quality, inclusive teaching approaches in order to meet the needs of all the children. Regular assessments are carried out to make sure children are making good progress and meetings take place to discuss and review the progress of individual children.

If a teacher is concerned about the progress a child is making, despite extra support, discussions between the support staff, class teachers, SENDCo and Head Teacher take place. They then look to make improvements if necessary, to ensure the best support is in place for the child. The support given to an individual child will be based on that child's needs, therefore the support for each child may be different, depending on their needs and learning style. Support that has been put in place is reviewed regularly.

Children are spoken to about their learning and what best supports them through the use of a 'one page profile'. Parents are also consulted when a profile is put together. One page profiles are produced in consultation with learners so that teaching staff have overview of the whole child. We feel that it is important to have the views of the learner so that they feel involved in their own learning.

How are parents involved at Wallace Fields Infant School & Nursery? How can I be involved?

The School welcomes working in partnership with parents at all stages of their child's education. We have an open door policy and parents are welcome to come and discuss their child's needs at any time. We involve parents in school life in the following ways:

- Home activities
- Parent helpers in school
- A strong and very active PTA
- Class parent representative meeting with the Head Teacher
- Annual questionnaires
- Curriculum meetings
- Parents can experience lunchtimes
- SEND Coffee mornings twice a term

Where can I find information on Local Authority provision for children and young people with SEND?

Information about how Surrey Local Authority supports children with SEND can be found on their website:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Their phone number is 0300 200 1004. The local offer is a website that provides information on local services and support available for families including children and young people aged 0 to 25 years with special educational needs or disabilities.

Who can I contact for further information?

Parents can contact the child's class teacher as a first point of contact. The named SENDCo at the school is Kirstie Smith. The Co-Head Teachers are Nicky Mann & Jamie Hallums

Kirstie Smith (T) 020 8394 0647 (E) sendco@wfis.sfet.org.uk

Nicky Mann (T) 020 8394 0647 (E) nmann@wfis.sfet.org.uk

Jamie Hallums (T) 0208394 0647 (E) jhallums@wfis.sfet.org.uk

A copy of the schools complaints procedure can be found on the school website (www.wfis.co.uk). The complaints procedure will outline the formal steps the school will take in handing each complaint. Where a resolution between the parent and the school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership.