



Shirley Infant School

SEND Information

Report

This is our school's Information Report

It tells you more about how our school can support your child if they have a special educational need or disability.

Our Mission statement:

Within the Jefferys Education Trust, we believe that:

- All children are valued and included regardless of abilities, needs and behaviours.
- All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.
- All our teachers are teachers of children with special educational needs.
- All our children can learn and make progress.
- Effective assessment and provision for children with Special Educational Needs and Disabilities (SEND) will be secured in partnership with parents/carers, children, Local Authority and other partners.
- Maintaining children's safety and well-being is central to their development.

Education Framework

We are a mainstream school. We are fully committed to including children with a range of needs, including the areas of need below:

- Learning difficulties
- Communication difficulties
- Autism spectrum
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

Q: What should I do if I think my child may have special educational needs?

Shirley Infant School is committed to early identification of special educational needs. A range of evidence is collected through the school assessment and monitoring arrangements. If this suggests that the child is not making the expected progress, the teachers will decide whether additional and/or different provision is necessary.

If you are concerned, you need to speak to your child's teacher, or contact the SENDCO (Special Educational Needs and Disabilities Co-ordinator).

Q: How will staff at Shirley Infant School support my child?

Your child's class teachers and the SENDCO will oversee and plan your child's education programme. Depending on the intervention required, your child may be working at times in a small group aimed at supporting their learning. Sometimes a student requires support to access the curriculum or to manage his or her behaviour, emotions, or to work on their social skills. In this case the ELSA (Emotional Literacy Support Assistant) may support your child to be a successful member of the school community. This will all be explained to you by your child's class teacher, the ELSA or the SENDCO.

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

All our teachers are teachers of children with special educational needs. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Senior Leadership Team.

Q: How will I know how my child is doing and how will you help me to support my child's learning?

We have an open door policy at Shirley Infant School. We have open mornings once a term, where parents are invited into classes to look at their children's work. We will always ask to see you if we have concerns about your child's progress. We have two parent's evenings during the year, and you will receive a school report at the end of the academic year. In some cases, children will have learning logs, which will be shared with parents. These logs will record the targets that a child is working towards and also show how he or she is meeting those targets. Learning logs are a celebration of the child's hard work, so both child and parents will be asked to give their feedback about how well it is working. You can also ask for an appointment to speak with your child's class teacher or the SENDCO at any time outside of these meetings.

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

At Shirley Infant School we hold regular assemblies which focus on different areas of personal health and social education. In class, teachers hold class "circle time". Pupils are encouraged to take an active part in discussions and express their own views. We can also refer children to the school's ELSA or to our Family Support Worker when necessary.

Q: What specialist services and expertise are available at, or accessed by Shirley Infant School?

In addition to high quality teaching in school, we have links with other professionals such as Child and Adolescent Mental Health Service, Social Care, School Nurse, Speech and Language Therapist, Educational Psychology, Occupational Therapy and Specialist teachers for children who have physical difficulties, specific learning difficulties or hearing impairment.

Q: What training has been available for the staff supporting children and young people with SEND?

Our SENDCO is a qualified teacher, who has the Masters Level National SENDCO Accreditation. All staff members receive regular training and updates for the main categories of special educational needs. During the academic year 2015/2016 staff have received training from the Educational Psychology Service on Attachment.

Q: How will my child be included in activities outside the classroom, including school trips?

We make every effort to include all pupils in school trips. If an individual risk assessment is required, we will write this in order to ensure that everyone is as fully included as possible. We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, activities weeks and sports day.

Q: How accessible is Shirley Infant School?

We make reasonable adjustment where possible. Our school is on the ground floor with access to the playground. We have an accessible toilet next to the school office.

Q: How will Shirley Infant School prepare and support my child to join the school and then transfer to a new school?

The SENDCO and Head of Standards for Year R, and Head of Standards for Year 3 liaise with Pre-schools, Junior School teaching staff, support staff and SENDCO's from feeder Pre-schools and schools. Extra transition is arranged as necessary in addition to the City's transition days. These can be arranged for individual children or small groups. There are regular visits between Pre-schools, Shirley Infant School and Shirley Junior School.

Q: How are the school's resources allocated and matched to children's special educational needs?

The Department for Education provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an Education Health Care Plan (EHCP), we will ensure that the provision specified in Part 3 is provided.

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

Heads of Standards hold regular team meetings where they discuss children's progress. Teachers attend termly meetings with a member of the Senior Leadership Team, where all children's progress is reviewed. If a child is identified as needing additional support the SENDCO or the Inclusions Manager is informed, and in consultation with the class teacher, extra provision is arranged.

Q: Who can I contact for further information?

Your first point of contact if you want to discuss something about your child is your child's class teacher.

You can contact the SENDCO, or any members of the school leadership team, if you still have any concerns.

If you would like to apply for Shirley Infant School please contact the school to arrange a visit.

Q: What should I do if I feel that the Local Offer is

- **not being delivered, or**
- **not meeting my child's needs?**

You should contact your child's class teacher and/or the Special Educational Needs and Disabilities Coordinator (SENDCO).

If you have any query related to SEND after discussion with the class teacher you are welcome to make an appointment with the Executive Head Teacher or contact the Governing Body.

Q: How is our SEND Information Report reviewed?

The SEND Information Report for Shirley Infant School will be reviewed regularly. Amendments will be made in accordance with the School Development Plan and on information gathered from careful analysis of pupil progress.

Q: How have parents/carers and children with SEND been involved in reviewing the SEND Local Offer?

Shirley Infant School has consulted with Parent Governors, parents of children on the SEND register, and members of the Student Council.

Frequently asked questions from the point of view of a young person

How does Shirley Infant School know if I need extra help?

Your teachers track your progress and they will know if you need extra help. They also will have got to know you, and will know what extra help you have been getting.

What should I do if I think I need extra help?

You can talk to someone at home and they can talk to your teacher.

How will my work be organised so that I can cope and get it all done?

Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think.

If I have difficulties how can I be involved in planning my learning?

Your teacher, SENDCO or Teaching Assistant will have a meeting with you to discuss how you are getting on. This is called a pupil conference. You will talk about your targets for learning and how else you feel you could be supported. You may have a learning log, which you will use every day with your teacher and TA. The learning log will remind you what your targets are. It will also have examples of the work you are doing to meet your targets.

Who will tell me what I can do to help myself and be more independent?

All the staff at Shirley Infant School can help you to become independent, but if you feel really worried then talk to your teacher or your safe adult. This could be your teacher, a TA or a member of the Senior Leadership Team.

What should I do if I am worried about something?

Talk to your teacher, a TA, or any other familiar adult in the school.

How will I know if I am doing as well as I should?

Don't worry because our teachers will let you know quickly if there is a problem. You will also have a school report at the end of each year, and your parents have the chance to meet with your teacher at least twice a year, to talk about how you are doing. All children in our school have their own targets which tell them how well they are doing and also how to get better.

How can I get help if I am worried about things other than my school work?

Remember, everyone faces extra challenges from time to time. You can always talk to any member of staff at school who you feel comfortable talking to. You can also ask to speak with our Emotional Literacy Support Assistant (ELSA).

Are there staff in school who have been trained to help young people who need extra help?

All our teachers and support staff have been trained to teach children with additional learning needs. Our Special Educational Needs and Disabilities Co-ordinator (SENDCO) has lots of experience and qualifications, which mean she is trained to help children with learning needs.

If I have difficulty in taking part in school activities what different arrangements can be made?

- a. **How will I know who can help me?**
- b. **Who can I talk to about getting involved in school activities if I need extra help?**

You will be introduced to all staff that will be working with you so that they understand your difficulties. If you feel comfortable, we could also let your friends know how they can help you.

You can talk to your teachers, or another adult you trust if you would like to be involved in school activities where you may need extra help.

What extra help is there to help me get ready to start at my school?

Apart from the usual Year R activities taking part at Shirley Infant School, we will talk to your current Pre-school and your parents/carers. You are welcome to come and visit Shirley Infant School. We can give you a school prospectus and write you a social story if this would help you.