



## SEND Information Report 2024-2025

Telford Infant School places great importance on striving to meet the needs of all children and young people in our school, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning.

Our aims and objectives for SEND, are set out below;

### 1. Aims

Our SEND Information Report aims to;

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

We aim to work closely with all families at TIS to ensure all children's physical, academic, social and emotional communication and language needs are met. If parents/carers have concerns relating to their child's learning or inclusion, then please initially discuss these with your child's class teacher. This then may result in a referral to the school SENDCo. You may also contact the SENDCo or the Headteacher directly if you feel this is more appropriate. All parents' concerns will be listened to, and their opinion valued. Their views and their aspirations for their child will be central to the assessment and any provision that is provided by the school.

Telford Infant School is a mainstream Local Authority maintained school. At Telford Infant School, we put the children at the heart of absolutely everything we do. Through nurturing and celebrating the whole child as an individual we believe that success is achievable for all. We celebrate and foster the uniqueness of every single child and watch them flourish in a safe, happy environment where curiosity is encouraged, and mistakes help us learn.

The term Special Educational Needs and Disabilities (SEND) has a legal definition referring to children and young people who have a learning difficulty or disability which means they have significantly greater difficulty in learning than the majority of others of the same age. Or who have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

There are four main areas of SEND needs;

- **Communication and interaction** - Children and young people with speech, language and communication needs (SLCN) who have difficulty understanding and communicating with others
- **Cognition and learning** - Children and young people who learn at a slower pace than their peers, as well as those with Specific Learning Difficulties

- **Social, mental and emotional health** - Children who may be withdrawn or isolated, as well as those displaying challenging, disruptive or disturbing behaviours
- **Sensory and/or physical** - This includes children with a disability that prevents or hinders them from making full use of general educational facilities

We are committed to working with parents and children with SEND, following the SEND Code of Practice relating to Part 3 of the Children and Families Act 2014.

We hope it answers any questions you may have about how we support children with SEND but if you would like any further discussion about our provision, we warmly welcome enquiries - please email the SENDCo at [senco2326@welearn365.com](mailto:senco2326@welearn365.com) Our SEND Policy can also be found on our website.

## **2. Roles and responsibilities**

### **The SEND team**

Mrs Natalie Jarvis is our Associate SENCo and leads on the day to day operation of our SEND procedures, following guidance in the SEND Code of Practice. She monitors SEND provision, training and the progress of the children on the SEN register, working closely with class teachers and teaching assistants to ensure children are well supported. Her role is overseen by Ms Louise Roberts who is the SENCO and Headteacher.

### **The SEND Governors**

Mrs Sue Corrick and Mrs Hester Meacock are our SEND Governors. They have responsibility for monitoring and ensuring that the school is fulfilling its duties to children with SEND and support the school on all SEND matters. If you would like to meet with the SEND governors, this can be arranged through the school office.

### **Class teachers**

All class teachers are responsible for planning for, assessing and monitoring the progress of all pupils in their class including those with SEND. They work closely with the SENDCo to provide targeted personalised learning support as required, working in line with the SEND policy. Class teachers receive regular training on SEND.

### **Teaching Assistants**

Teaching assistants are trained and directed by the class teacher, as appropriate, to deliver a variety of interventions.

## **3. Identifying pupils with SEND and assessing their needs**

Pupils can be identified as having SEND in a number of different ways. Concerns may be raised by parents and discussed with the child's class teacher and/or SENDCo. Previous settings such as preschools and nurseries may raise concerns on transition into school. NHS specialists such as doctors and consultants may raise concerns following appointments parents and carers have attended with their children. Class teachers may raise concerns following their regular assessment of the progress of all the children in their class.

If a concern is raised about a barrier to a pupil's learning, the following approaches are used to find out further information and support;

- Observations of the pupil
- Informal and formal assessments
- Looking at work samples
- Discussion with parents
- Discussion with the SENDCo
- Discussion with the pupil where appropriate to gain their 'voice'
- Consultation with outside agencies if required

Parents/carers will always be informed of any concerns and invited to a meeting with the class teacher and SENDCo to discuss these. It is important to note that not all children with a barrier to their learning, or who are not meeting their age related academic expectations have a SEND.

When a child has been identified by as needing some extra support in school, specialist professionals may be contacted for advice and support. We will always ask your permission before contacting any professional.

The professionals we contact will depend on the need identified but specialists we currently work with are:

- Speech and Language Therapy (SALT)
- Educational Psychologist Service (EPS)
- SEND Supported (Specialist Teacher Service)
- Integrated Disability Service (IDS)
- Special Educational Needs and Disability Assessment and Review (SENDAR)
- Child and Adolescent Mental Health Service (CAHMS)
- Primary Mental Health
- Occupational Therapy
- Physiotherapy
- School Nurse/ School Health Team - COMPASS
- National Health Service (NHS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Significant Adult Service (for children at risk of permanent exclusion)

Your child's progress will be reviewed formally with the Headteacher and SENDCo every term in reading, writing and numeracy. Any other concerns will also be raised during this discussion.

Where necessary, children will have an Individual Educational Plan (IEP) based on targets set by outside agencies specific to their needs. Targets will be designed to accelerate learning and close the gap in learning. The class teacher (and SENDCo where appropriate) will organise a meeting with you and your child to talk about progress and your child's next targets.

The progress of children with an Education Health Care Plan (EHCP) will be formally reviewed at an Annual Review with all adults involved with the child's education and parents.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

Regular monitoring (of planning, book looks and lesson observations) will be carried out by the SENDCo and other members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

#### **4. The Graduated Approach and Local Offer**

All schools adopt a Graduated Approach to meeting the needs of all pupils. It considers how needs can be met at the whole school level through an inclusive environment, its ethos, community engagement and policies. Quality First Teaching (QFT) that is delivered by the teaching staff is designed to meet the diverse needs of all learners through the additional teaching of skills and/or modification of tasks, activities or the

environment. Following these approaches, if a child requires further support then this is delivered through an assess, plan, do, review approach.

- **Assess:** Formative and summative assessment data collected which build a picture of the pupil's needs will be collated by the class teacher and the SENDCo to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the assessments indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded, and implemented by the class with support and advice from the SENDCo.
- **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, including relevant academic and developmental targets considering parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded, and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be less than typical despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.

The school budget, received from Warwickshire Local Authority, includes limited funding for supporting all children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SENDCo and School Governors on the basis of needs in the school.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed and updated regularly so that the needs of children are met, and resources are deployed as effectively as possible. This includes pupils who are on the SEND register and those who are being monitored for SEND.

Details of the Local Authority's Local Offer for Special Educational Needs and Disabilities can be found on the Local Authority's website: <https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send>

## **5. Support for improving emotional and social development**

We use the whole school Thrive approach to build a child's social and emotional development. We are committed to supporting and encouraging the development of confident, curious, creative and capable children who are open to learning and better equipped to deal with life's up and downs. Mrs Kate Walsh is our Thrive lead practitioner. Mrs Smith is a fully trained practitioner and all staff members are Thrive trained. Focusing on positive connections with the adults around them and tailored Thrive activities for whole classes, groups and individuals, helps children to;

- Feel good about themselves and know that they matter
- Increase their sense of security and trust
- Increase their emotional wellbeing
- Improve their capacity to be creative and curious
- Increase their self esteem and confidence to learn
- Learn to recognise and regulate their feelings
- Learn to think before behaving in a certain way

We also underpin emotional and social development across the curriculum through;

- Our inclusive ethos
- PSHE lessons and assemblies
- Protective Behaviours lessons
- Time to Talk – social group intervention delivered across the school as needed

- Nurture groups

## **6. Education, Health and Care Plan (EHCP)**

This type of support is available for children whose learning needs are severe, complex and/or lifelong, who have an EHCP. This means your child will have been identified by professionals as needing a particularly high level of individual support. This type of support is available for children with specific barriers that cannot be overcome through Quality First Teaching and require support from external support services.

The school or parent can request that **Local Authority Services** carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. An EHC needs assessment can only be requested following an assess-plan-do-review cycle of at least a term that has been contributed to and reviewed by an Educational Psychologist.

After the request has been made to the 'Panel of Professionals' (with information from you and other professionals involved), they will decide whether they think your child's needs (as described in the paperwork provided), are complex enough to need a statutory assessment. They legally have to make this decision within 6 weeks. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. After the reports have been provided, the Panel of Professionals (at the Local Authority) will decide if your child's needs are severe, complex and lifelong. They legally have to make this decision within a further 6 weeks. If this is the case, they will write a draft Education Health Care Plan (EHCP). The draft EHC Plan is shared with all the relevant parties and is finalised within a further 8 weeks. The EHC assessment process takes approximately 20 weeks from start to finish.

If your child is awarded an EHC Plan:

- It will outline the number of hours of support your child will receive from all professionals involved. (This does not necessarily equate to an allocated one to one adult support).
- How the support should be used and what strategies must be in place.
- The long and short term goals for your child.
- EHC plans are reviewed annually

If an EHC plan is not awarded, the Local Authority will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

## **7. Support for parents**

The class teacher is always available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you and with the person involved directly, or where this is not possible, in a report.

If your child has an Individual Education Plan (IEP) this will be reviewed with you and your child every term, or more often if appropriate. Children have IEP when they have targets set for them across different areas of need, usually by external agencies.

A home-school contact system may be used to support communication with you when this has been agreed to be useful for you and your child.

There are a number of support services available for parents;

- Family Information Service <https://www.warwickshire.gov.uk/children-families>
- Warwickshire SEND Support and Advice Service (SENDIAS) <https://www.kids.org.uk/warwickshire-sendiass-front-page>
- Primary Mental Health Service <https://cwrise.com/primary-mental-health/>
- Family Action <https://www.family-action.org.uk/>

## **8. Accessibility within school**

- The school is fully compliant with Disability Discrimination Act (DDA)
- The school is on a single level with easy access and double doors and ramps where appropriate.
- The front desk has a wheel-chair height section and is DDA compliant.
- There is a toilet, shower area and changing facilities for all wheelchair users and those pupils requiring specialist care.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

For further information please see the school's Accessibility Report and Plan on the school website.

## **9. Transition for joining and leaving school**

We recognise that transitions can be difficult for a child with SEND and we take steps to ensure that any transition is as smooth as possible.

### **If your child is joining us from another school:**

- The SENDCo will visit your child in their current setting where appropriate.
- If your child would be helped by a social story to support them in understanding moving on, one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

### **If your child is moving to another school:**

- We will contact the new school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school, yourselves as parents and current class teachers.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a social story to support them in understanding moving on, then one will be made for them.

### **When moving classes in school:**

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the parent and the new teacher. Targets/IEP s will be shared with the new teacher.