



Waynflete Infants' School
Academy for Early Learning

SEND INFORMATION REPORT

2021-22

(Annual Review)

Contents:

- **Pg. 4** Who are the best people to talk to at Waynflete Infants' School about my child's Special Educational Need and/or Disability?
- **Pg. 5** What is available at Waynflete Infants' School for children who need additional support and/or have Special Educational Needs and/or Disability?
- **Pg. 9** What happens at Waynflete Infants' School if teachers are concerned about a child's progress or behaviour?
- **Pg. 11** How do staff at Waynflete Infants' support children with Special Educational Needs and/or Disability start school?
- **Pg. 12** What are Waynflete Infants' School's procedures to ensure early identification of children who need additional support or children who have Special Educational Needs and/or Disability?
- **Pg. 14** How can parents let staff at Waynflete Infants' School know that they have concerns about their child?
- **Pg. 15** What are Waynflete Infants' School's arrangements for consulting with parents of children who need additional support and/or Special Educational Needs and/or Disability and how are parents involved in their child's education?
- **Pg. 17** How does Waynflete Infants' School ensure that the views of children with Special Educational Needs and/or Disability are valued and they are involved in their education?
- **Pg. 19** How does Waynflete Infants' School involve outside agencies in meeting the needs of children with Special Educational Needs and/or Disability?
- **Pg. 22** How are teachers at Waynflete Infants' School supported to work with children with Special Educational Needs and/or Disability and what training do they have?
- **Pg. 24** How is the curriculum, learning environment and approaches to teaching adapted for children with Special Educational Needs and/or Disability?
- **Pg. 27** How will Waynflete Infants' School assess and review the progress of children who need additional support and children who have Special Educational Needs track and monitor the progress of my child with SEND?
- **Pg. 29** What support does Waynflete Infants' School provide for parent/carers of a child with SEND?
- **Pg. 30** How does Waynflete Infants' School support children with Special Educational Needs and/or Disability move school or to a different class?
- **Pg. 32** How are the school resources allocated and matched to children with Special Educational Needs and/or Disability?

- **Pg. 33** How is the effectiveness of the provision for children who needs additional support and children with Special Educational Needs and/or Disability evaluated?
- **Pg. 35** What are the arrangements at Waynflete Infants' School for complaints from parents of children with Special Educational Needs and/or Disability?
- **Pg. 36** What is an Individual Plan?
- **Pg. 37** What is an Action Plan?
- **Pg. 38** How does the referral process work?

Who are the best people to talk to at Waynflete Infants' School about my child's Special Educational Need and/or Disability?

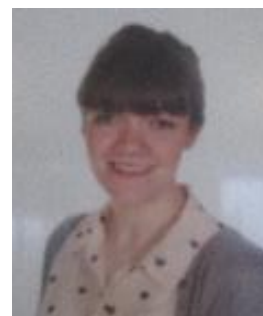
We believe that teaching children with Special Educational Needs is a whole school responsibility. All staff have been involved in the development of the Inclusion Policy and are fully aware of the schools SEND procedures.

If you have any questions or wish to talk to someone about your child's difficulties, SEN or disability your first port of call should be your child's class teacher.

The class teacher is responsible for:

- Ensuring that they follow the Inclusion Policy and that all children have access to Inclusive Quality First Teaching. They plan and deliver the curriculum ensuring that it is adapted to meet your child's individual needs (also known as differentiation).
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and make progress.

Mrs Hayley Sara is Waynflete Infants' School's Special Needs Co-Ordinator and has the responsibility for the day-to-day management of all aspects of the provision for children who need extra support and children with SEND. Mrs Sara is more than happy to discuss with you any concerns or questions you may have, or if you require any advice.



Mrs Sara is available to take your emails or calls on Tuesday and Wednesdays. hayleyt@waynfleteinfants.co.uk

If you are new to the Waynflete Infants' School community or are considering us as a school placement for your child, please do not hesitate to contact Mrs Sara. She will be happy to take your call and talk you through support we are able to put in place.

What is available at Waynflete Infants' School for children who need additional support and/or have Special Educational Needs or Disability?

At Waynflete Infants' School we have a range of extra support groups running, some of which are explained below. It is our aim to provide all children with the support they need, so new interventions may be introduced to support individual children or groups of children. We make sure that all children are supported in ways that best suit their needs, in order to prepare them for the social and academic demands of school life and enable them to achieve their potential.

Currently we have the following support groups running in school;

COGNITION AND LEARNING

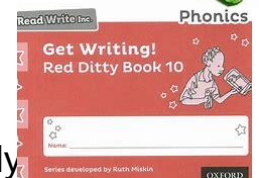
Read Write Inc. top up sessions – 15-minute session based on the Read Write Inc. program to reinforce sound recognition, blending and segmenting skills through a variety of games. This is taught via small group or on a 1:1 basis (Currently running in all year groups)



Maths Catch up– A variety of games and activities to practice skills taught within the classroom, such as counting, recognising numbers, writing numbers and place value. Sessions are planned using the Numicon Closing the gap resources (Group currently running in Reception and Year 1)



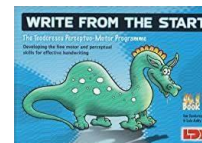
Writing Catch up– Children are provided with the opportunity to practice their writing skills using the RWI ditty scheme. Staff work on supporting children to think of sentences to write, remembering finger spaces, capital letters and/or full stops. This session also aims to develop letter formation and handwriting. Sessions are planned using the RWI programme. (Group currently running in Year 1 and 2)



Paired Reading- For children who find reading daunting, this intervention is delivered to increase confidence and reading skills. Delivered on a 1:1 basis an adult will read a sentence, the adult a



child will read that sentence together and then the child will read the same sentence independently. Recommended by Educational Psychologists. (currently in year R and Year 1)



Write from the Start - A programme of support to develop children's fine motor and perceptual skills for effective pencil control and handwriting. The programme works on hand-eye coordination, shape discrimination and matching, motor control, spatial judgement, control, orientation and fluency. Sessions are delivered weekly. (currently running in year 2)

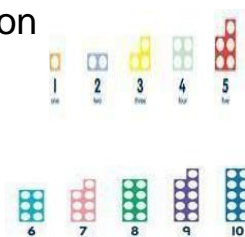
Phonological Awareness – For children who are finding phonics difficult, we provide an intervention that works on developing the pre-phonics skills following the Letters and Sounds programme. We work on developing skills such as rhythm and rhyme, auditory skills, sound discrimination, alliteration and oral blending. (currently running in all year groups)



Onset and Rhyme – Onset and Rhyme is an intervention that acts as a stepping stone to blending CVCs. It breaks three letter words into two sounds instead of three sounds. In the sessions we focus on blending words that have the same type of ending, making it easier for the children to succeed for example pig, mig, dig, fig. (currently running in all year groups)



Numicon: Closing the Gap - A 12-week programme that uses Numicon to make the basic idea of number accessible to pupils experiencing difficulty in Maths. A detailed practical assessment is conducted at the start, where areas of difficulty are identified. These areas are targeted throughout the 12 weeks through carefully planned, practical based activities. Sessions are delivered by a trained member of staff.



We also use many online resources to support our children with their learning. We use RM Maths for Maths and Reading Eggs and DG Reading for Reading and Clicker for writing.

SOCIAL EMOTIONAL AND MENTAL HEALTH

Mental Health and Wellbeing – We have a member of teaching staff who has received training in the mental health and wellbeing of children. Mrs Roache delivers support for children who need to develop their social skills, emotional literacy and self-esteem through social stories, games and discussion.

Mrs Roache also works with children who have had a recent bereavement or change in family situation. This is currently running in Years 1 and 2.



Yoga – We have an outside agency that come into school once a week to deliver child friendly Yoga sessions to a group of 10 children.

Yoga develops children focus, listening skills, balance, co-ordination and can also support children to develop calming strategies. (currently postponed due to pandemic, will resume 2021-2022)



Drawing and Talking - Drawing and Talking is a safe and easy to learn serial drawing technique for use with children and young people who have suffered trauma or have underlying emotional difficulties affecting their mental health and well-being. <http://www.drawingandtalking.com/>



Relax Kids - Relax Kids uses research-based mindful and relaxation techniques alongside values and positive psychology (positivity, strength-building, gratitude, resilience and compassion) to help support children's emotional health and wellbeing. <https://www.relaxkids.com/>

Nurture Group – A Group to provide children with a safe and nurturing environment where staff focus on supporting each child to meet the social and intellectual demands of school life through play (previously run in all year groups)

For more information please see our website

PHYSICAL AND OR SENSORY

Fine motor – A variety of games and activities to develop the muscles in the hand and wrist to prepare children with the skills and strength to hold and control a pencil correctly. Activities include, Dough Disco, Tweezer games, bead threading. The Occupational Therapist toolkit is used to plan activities. (Groups currently running in Year R)



Gross Motor – Children experience a range of physical development activities that aim to enhance core muscles, coordination and balance. Sessions also involve activities that improve arm and



shoulder muscles which in turn develops pencil control skills

The 'Physiotherapy DCD pack', 'School Physiotherapy Gross Motor Skills Development Information and Checklist' and 'Physiotherapy Exercise Programme for Schools' are used to plan activities. (Group currently running in Year R)



Write Dance – Write dance is mark making intervention that aims to develop the physical arm and shoulder movements needed to control a pencil and make letter shapes. This is achieved through movement to music on a large scale using many different mark making instruments.

COMUNICATION AND INTERACTION

Speech and Language – Children work through recommendations from the Speech and Language Therapist with a trained Teaching Assistant. We have a very close working partnership with the Speech and Language Therapist where information gets passed on regularly. (Available to all children on the Speech and Language register)

Socially Speaking Group – Children spend time within a small group of children playing a range of speaking and listening games. The games focus on developing confidence and self-esteem through discussion, role play and questioning. (Currently running in Year R)



If your child is attending any of our interventions your child's class teacher will either inform you via letter or during your child's Pupil Progress Meeting. If you require more information on the intervention groups that are currently being delivered in school please do not hesitate to contact school and speak to your child's class teacher.

What happens at Waynflete Infants' School if teachers are concerned about a child's progress or behaviour.

At Waynflete we have three stages of support

- Wave 1** - Well differentiated, quality first teaching, including differentiation
- Wave 2** - Additional Support
- Wave 3** - Cause for Concern - High Needs Funding/ Education Health and Care Plan

Wave 1 – Inclusive Quality First Teaching

IQFT is the effective inclusion of all pupils in high-quality everyday personalised teaching. Teaching approaches and the learning environment are conducive to effective learning for all children, including multi-sensory and interactive lessons allowing all to learn in the way that they learn best. Teaching will be differentiated to meet the needs of each child. More information can be found in Appendix A.

At this stage some children may need additional opportunities to learn particular skills or knowledge. Class teachers will plan and deliver small group interventions to overlearn these key skills with the aim to get children 'back on track'.

Wave 2

It is always our aim, with our high expectations of all children and our high-quality delivery that children make the reach the expected outcomes. However, in some cases this is not the case and at this point the SENCo is asked for advice.

Cycle 1 - Interventions and support arrangements are planned and delivered that focus more on pre-learning skills and/or early social and emotional development. These interventions may be delivered in a small group or on a 1:1 basis. Parents will be informed on the interventions in place and may be provided with ways to support at home.

Cycle 2 - If outcomes have not been met in Cycle 1 the SENCo will then use a range of in-depth assessments and observations to highlight any barriers to your child's progress and allow interventions to be more targeted to your child's needs and at this stage may be delivered daily. An Action Plan meeting will be organised with class teachers and parents. (for more info on Action Plans see pg37). If required at this stage outside agencies may be referred to for additional support and advice. An additional Cycle 2 will be completed that includes Outside Agency advice.

Wave 3

It may be agreed by the SENCO, parents and other professionals involved, that your child requires such a highly individualised programme of support that they require further action. This is a very lengthy process that requires lots of evidence being gathered in order to apply for this additional support.

High Needs Funding - If a child requires this high level of support then an additional amount of funding can be applied for in order to enable school to provide the support your child needs.

Education Health Care Plan - If your child has needs in 3 or 4 areas of SEND outlined by the SEND Code of Practice then an application of an Assessment of Needs can be applied for with the aim to obtain an Education Health and Care plan. This will be decided jointly with school, parents and professionals involved.

How do staff at Waynflete Infants' school support children with Special Educational Needs and/or Disability start school?

At Waynflete we are always making sure that children feel secure and happy at school. We understand that moving to a new setting can be a very daunting experience for children and this may be even more significant for children with SEND. We also understand that it can be equally as daunting for parents too. We aim to ensure that we make the transition process as smooth as possible. In order to do this, we ensure that we provide the following;

- We will invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved with your child's needs, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- Our SENCo, Mrs Sara will attend your child's last Action Plan meeting at Nursery.
- Your child's future class teacher or the SENCo may make a home visit and also visit your child at their current setting.
- We advise that children attend our Wizzers sessions that are held throughout the school year, in order for you and your child to familiarise yourself with our school environment.
- We may suggest adaptations to the settling in period to help your child to settle more easily, such as a reduced timetable or a longer transition.
- Mrs Sara will meet with all members of staff who will work with your child and discuss support arrangements that need to be in place when your child starts school. She will also ensure that all staff are aware of your child's needs. A transition document may be completed to ensure all staff have the information they require. This document will include information about your child; such as their likes and dislikes, information from nursery staff; such as effective support strategies and any information from outside agencies.
- When your child has settled into school the SENCo will meet with you to discuss targets and further plans to be made.

At Waynflete we hold an 'open door' policy, please come and speak to us, if you have any concerns - big or small, we are here to help!

What are Waynflete Infants' Schools procedures to ensure early identification of children who need additional support or children who have Special Educational Needs and/or Disability?

Close partnership with feeder nurseries/pre schools

The Foundation Stage (FS) team work closely with feeder nurseries and will attend meetings with staff to discuss your child's interests, strengths, difficulties and any possible SEND. For children who are currently on the SEND register, details are passed on to the SENCo. In some cases, the SENCo may visit your child at their nursery in addition to class teachers. For children who have been identified as having difficulties or have not made expected progress they will be closely monitored by the Foundation stage team over the transition period. In October interventions will be put in place to start to support these children make the appropriate progress and close the gap between them and their peers. Parents will be informed of any interventions.

Close partnership with parents

As a whole school we strive to ensure that parents/carers feel welcome and feel that their input to their child's education is valued and listened to. For children in Reception, the Foundation Stage team provide the option of home visits. On these visits our staff will ask for your views on your child's interests, strengths, difficulties. They will also ask if you have any concerns about your child's progress or development. In November and March all year groups hold Pupil Progress meetings, which provide parents with the chance to discuss children's progress. We also hold meetings with specific parents at the end of the academic year to discuss school reports.

However, if you have any concerns regarding your child's development or progress please ask to speak to your child's class teacher. We hold an 'open door' policy and are happy to discuss any concerns you have regarding your child at any time. Requests can also be made to speak to the SENCo Mrs Sara.

Assessment

- At Waynflete we monitor children's progress very closely. The Foundation Stage staff monitor children's progress using the Foundation Stage Profile and in Years 1 and 2 children's progress is monitored using our Schools Tracking system. Year groups meet with the Head Teacher termly to discuss progress and children who have not make enough progress are identified and interventions are put in place. These children are then discussed at a follow up meeting.

- Children's progress in interventions is also tracked and monitored closely by grading each child's progress on each target each session using a 1, 2, 3 system. If a child receives three 3's in a row, this is identified immediately and the SENCo will be asked for advice, parents will be informed and a meeting will be planned with teacher, SENCo and parents to discuss further plans using the stages of provision.
- For children receiving Wave 2 support additional assessments and observations may be completed by the SENCo to try and determine additional needs and gaps in knowledge and skills. After these assessments are completed findings are shared with parents and interventions are planned and delivered to target identified areas of need.

Close observation of children's wellbeing and behaviour

We believe that a child's behaviour is a child's way of communicating their needs. If your child's behaviour changes whether this is through aggression or through withdrawal, we will ensure that your child is closely monitored and provided with the support they need to work through any issue they are experiencing, whether this be moving house, family separation, family loss or bereavement.

Working closely with the SENCo

All Year groups work closely with the SENCo. The intervention groups are planned and delivered by staff but are monitored by the SENCo. Every half term the SENCo reviews all interventions and meets with each year group. In these meetings key children are highlighted and discussed. Any child who is not making expected progress in the intervention groups will be highlighted, parents will be informed and all parties will come together to discuss further plans using the stages of provision.

A clear Wave of Intervention Model that includes effective Assess Plan Do Review Cycles.

As a school we have a very effective system to provide children with support if they are not making expected progress and this then leads to early identification of children with SEND (see pg8)

Highly experienced staff

At Waynflete we have a range of very experienced members of staff, who have all received either outside training or in-house training on identifying needs of pupils. (Trained staff pg. 21)

How can parents let Waynflete Infants' School know that if they have concerns about their child?

If you have concerns about your child's progress or behaviour you should speak to your child's class teacher initially. We hold many opportunities for parents to do this throughout the year. We hold two Pupil Progress meetings where parents and teachers get together to discuss how their child is progressing. We also open our doors for parents to look at their child's work once a month. If these times are not suitable, we hold an open-door policy, so please do not hesitate to talk to your class teacher and book in a time when you can sit down together and discuss your concerns.

If you still have concerns please call the school and make an appointment to speak to the Special Needs Co-Ordinator, Mrs Hayley Sara. Mrs Sara works in the office Tuesdays and Wednesdays and would be more than happy to discuss any concerns you may have.

We are fully aware that some children do not behave in the same ways at school as they do at home and this can result in parental concerns differing from observations of the child at school. If this is the case then please be assured that we value all parental concerns and will aim to support you as best we can. Our SENCo is more than happy to offer you some advice and point you in the direction of some agencies that will be able to support you i.e. Community Nursery Nurse, GP and an Early Help Assessment.

What are Waynfilete Infants' Schools arrangements for consulting with parents of children who need additional support and/or Special Educational Needs and/or Disability and how are parents involved in their child's education?

We believe that children learn best when parents/carers and school work in close partnership and we strive to keep parents informed every step of the way.

Pupil Progress Meetings

Twice a year parents will be invited into school to discuss their child's progress with their class teacher. Your child's strengths and progress will be discussed. It may be at this point that you are informed that your child is working behind expectations or needs support in particular areas. Your child's class teacher will discuss with you the differentiation they are providing in the classroom and any additional support that your child is receiving. Such support could be small group adult support in the classroom and/or small group interventions. Class Teachers will recommend activities for you to do at home to support your child. Progress will be discussed again in the next Pupil Progress Meeting, unless your child's class teacher feels it is necessary to book a meeting before this.

These meetings also give parents the opportunity to ask any questions and talk about any concerns that they might have. Class teachers strive to provide support and guidance and are able to signpost parents to other support avenues if necessary.

Action Plan Meetings/ Individual Plans with class teacher and/ or SENCo

If your child's class teacher and SENCo decides that your child requires Wave 2 support then you will be informed. In addition to the Pupil Progress Meetings you may be invited to attend additional meetings with your child's class teacher and/or the SENCo. During these meeting your child's achievements will be celebrated and support arrangements and targets will be discussed and will be placed into an Action Plan or Individual Plan. (More info on pg35 & 37) At the next meeting these targets will be reviewed and new targets will be created. You may be provided with a pack of resources for you to complete with your child at home.

Action/ Individual Plan meetings are a great opportunity for staff and parents to celebrate their child's achievements and share information and views on how best to support them. Before the Action/ individual Plan meetings parents are provided with a form that allows parents to voice their views on their child's progress and the support that is being received. These points are then place

on the meeting agenda and shared. 'Parent Views' is also a key part of the plans documentation. When the plan is written, parents have the opportunity to read and accept the plan before it is used.

High Needs Funding / Educational Health Care Plans

If your child is receiving Wave 3 support you will, additional to the Pupil Progress Meetings, be invited to attend additional meetings with your child's class teacher and/or the SENCo. During these meeting your child's achievements will be celebrated and support arrangements and targets will be discussed, reviewed and new targets will be created. If your child has an EHCP the Short Step targets in your child's plan will be reviewed and at the end of the year an Annual Review will be completed with parents, school staff and all agencies involved in your child's plan.

Similar to the above, these meetings are a great opportunity for staff and parents to celebrate their child's achievements and share information and views on how best to support them. Parents will be provided with a form that allows them to voice their views on their child's progress and the support that is being received. These points are then place on the meeting agenda and shared. 'Parental Views' is also a key aspect of the plan documentation. Parents have the opportunity to read and accept the arrangements before they are used. For children with EHCPs parents are required to provide their views in the Annual Review so will be asked to complete this form also. Information collected is recorded in the Annual Review paperwork.

Anytime!

If you have any concerns or questions about your child, please do not feel you have to wait until the next scheduled meeting. At Waynflete we hold an 'open door' policy, so please speak to your child's class teacher at a jointly convenient time or email any queries you have. Mrs Sara is also available to take your calls and emails Tuesdays and Wednesdays.

How does Waynflete Infants' School ensure that the views of children with Special Educational Needs and/or Disability are valued and they are involved in their education?

The Individual Child

At Waynflete Infants' School we see every child as an individual. We plan activities and support arrangements with each individual in mind. We use the interests of children to develop their participation in activities and as rewards to develop their motivation to achieve. We understand that 'all children do not fit in the same box' and that some children may need different approaches in order to access school life.

Interventions

At the end of every half term, children who are receiving intervention are asked for their feedback. Children are asked about how they think they have improved and what, if any, changes they would like to make to the intervention. All children's ideas are listened to and are considered in the planning of individual children's next stages of support and other future interventions.

Action Plan Meetings

Before an Action Plan meeting, your child's class teacher or the SENCo will work with your child and talk about the progress they have made. They will ask your child what they like about school and what they would like to change to make school better. This will be considered when planning future support arrangements and targets for them and will be shared with you at your child's Action Plan Meeting. (more info on pg.30)

Individual Plan / Profiles

At Waynflete Infants' School children receiving Wave 2 or 3 support may be involved in creating a Profile and Individual Plan. This process starts with a discussion with your child about their strengths and difficulties. Your child will be given one target to focus on and will be involved in organising how they would like to be supported to meet this target. Due to the age range of the children here at Waynflete this can sometimes be difficult as they may not have the maturity to complete what is being asked of them.

The SENCo will support each child individually to create their profile/plan and help them think about the ways that they learn best. Children are also supported to monitor their own progress in relation to their targets and are encouraged to reward themselves with a sticker on the corresponding area on

their profile/plan. This encourages self-assessment, which is known to develop self-esteem and motivation to achieve. (more info on pg35)

At Waynflete Infants' School we ensure that all children's views are listened to and are valued.

Please read our British Values Policy for more information

How does Waynflete Infant School involve outside agencies in meeting the needs of children with Special Educational Needs and/or Disability?

Who are the outside agencies that Waynflete Infant' School work with?

As a school we work with many outside agencies. These are the agencies that we have worked with previously and trust to provide us with expert recommendations.

<u>Directly funded from the school or school cluster</u>	<u>Provided by the Health service</u>	<u>Provided by the Local Authority</u>
<ul style="list-style-type: none"> • Educational Psychologist • Jogo Behaviour Support • Tutors 	<ul style="list-style-type: none"> • Physiotherapist • Speech and language therapist • Occupational therapist • Child and Adolescent Mental Health Service (CAMHS) • Social Services • Community Nursery Nurse 	<ul style="list-style-type: none"> • Sure Start Centre support • Specialist Support Services

When is outside agency support sought?

For some children targeted provision provided in Wave 1 and 2 does not allow them to catch up with their peers or change their behaviours, and therefore the SENCo may recommend that outside agency advice may be needed to help support the child further.

Outside agency advice is only sought when at least 3 Assess Plan Do Review Cycles have been completed.

In cases where the child's needs risk their safety or the safety of others immediate referrals will be completed.

Which outside agencies are referred to and why?

- For children who have difficulties in **Cognition and Learning**, such as progress with academic skills, memory, phonological awareness, problem solving, metacognition etc... a referral to an Educational Psychologist will be recommended. This is a school funded referral; there may be a school waiting list for this type of referral dependent on severity of need.
- For children who have **Social Emotional and Mental Health** needs ...
 1. A referral to the Community Paediatrician may be recommended if the SENCo assessments show that the child may have Autism or ADHD.
 2. A referral to JoGo Behaviour Support may be recommended if the support arrangements in place are not enough to ensure the safety of

the child, their peers or members of staff. A referral to the Community Paediatrician must be made before this referral is completed.

3. A referral to an Educational Psychologist may be made if the child also has difficulties in cognition and learning.
 4. A referral to Specialist Support Services can be made if the child has previously been or is a looked after child, is at risk of being excluded or on reduced timetables.
- For children with **Communication and Interaction** needs ...
 1. A referral to a Speech and Language Therapist will be made if the child is displaying speech sound difficulties, expressive language or receptive language difficulties that have been identified by our trained speech and language Teaching assistant.
 2. A referral to a Community Paediatrician may be made if difficulties with social interaction and communication have been identified.
 - For children with **Physical or Sensory** needs ...
 - A referral to an Occupational Therapist may be made if the child has poor fine and gross motor skills that are having a significant effect on their writing ability or participation in P.E. A referral will also be made to this service if a child has been identified as having sensory processing needs.
 - A referral to a Physiotherapist may be made if the child is demonstrating significant difficulties with movement such as neurological or neuromuscular difficulties or hypermobility.
 - For a child that may be displaying sight or hearing difficulties parents will be asked to speak to their GP.

How is Outside Agency support utilised?

At Waynflete we put our full trust in outside agencies and respect their recommendations and advice. As soon as school receive a copy of the report we can start to put changes and recommendations in place. If your child has been given a diagnosis we will update our records and inform all staff members at school. It may well be that your child already at this point has documents in place that outlines support arrangements. If this is the case the documents will be amended to include recommendations and advice as detailed in the report. Please be aware that it may take a few weeks to update provision arrangements as the SENCo needs to meet with class teachers to organise and plan the arrangements and then relay this to other members of staff in school. It will be completed as soon as possible. If your child does not have this documentation already, a support arrangements document will be completed following recommendations and a meeting with parents will be arranged to discuss provision in place.

School will continue to work closely with professionals throughout their time to ensure support in place is effective and school staff may communicate

regularly with the professional to ask for further advice if needed. Some professionals may request to see children on a regular basis, or after a specific number of weeks to review progress.

Please be aware that school do not always receive a copy of reports, so we ask parents to inform us when they have received it.

How are teachers at Waynflete Infants' School supported to work with children with Special Educational Needs and/or Disability and what training do they have?

At Waynflete Infants' School we have staff trained in the following

Autism Support – detailed course on what Autism is and how to support children in the classroom

Drawing and Talking – a serial drawing technique which helps children with underlying emotional difficulties that may be affecting their learning and behaviour.

Relax Kids - Through relaxation and self-esteem exercises, we encourage children to see their strengths, look after themselves, develop their confidence and positivity as well show respect to themselves and others.

Jogo Behaviour Support: Team teach - a method of developing acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

Jogo Behaviour Support – Strategies and interventions - a practical look at how to address and manage low level behaviours. A range strategies and interventions, together with tangible resources to use with students.

Speech and Language support - We have a Teaching Assistant that is trained in Speech and Language support. She works closely with two Speech and Language Therapists who give her continuous recommendations for each individual child.

Numicon Closing the gap - We have a staff member trained to assess children's mathematical ability and plan and deliver targeted interventions using the Numicon Closing the Gap strategy and resources.

Lego Therapy - Our SENCo has been trained to lead Lego Therapy sessions for children to develop their communication and social skills through the manipulation of Lego.

Play Buddies - Developing children's play, co-operation, turn taking and communication skills at playtime.

ELSA – Emotional Literacy Support Assistant that is trained to plan and deliver support for children who need emotional support.

Nuffield Language – Reception staff are trained in understanding SLCN and how to deliver effective interventions and support.

The SENCo (Mrs Hayley Sara) is a qualified Special Needs Coordinator, achieving a first-class degree in The National Award in Special Needs Coordination.

How the SENCO supports staff members

At Waynflete all staff work closely together for the best interests of all the children in our care, we have a very supportive staff ethos.

- The SENCo holds an open-door policy and ensures that time is made available after school on Tuesdays and Wednesdays to meet with class teachers to provide recommendations or support if needed.
- Class teachers and the SENCO meet termly to discuss the children in their year groups who are making less than expected progress and advice and recommendations are shared. For children with SEND class teachers meet half termly to discuss support arrangements and the SENCo is available to provide advice when needed.
- Every two years the SENCo delivers SEND training to all members of staff to refresh their professional minds on Inclusive practice.
- The school have access to The SEND Group which hold many webinars and training on various aspects related to SEND and the SENCo will signpost particular staff to these if she feels it necessary.

How are training needs identified and secured?

At the beginning of each academic year and on regular intervals throughout the year the SENCo completes a log of all the different needs within school. It is at this point that the SENCo highlights any specific training needs or resources that are needed. Specific staff may be targeted for specific training or if the SENCo feels it necessary whole school training will be delivered either by the SENCo herself or an outside agency.

Discussions between the SENCo and the School Business Manager will take place termly to discuss training needs and resource allocation in regards to budgeting.

How is the curriculum, learning environment and approaches to teaching adapted for children with Special Educational Needs and/ or Disability?

At Waynflete all of our staff see each child as an individual and we automatically adapt our class teaching to support all individuals in the following ways

Wave 1 – Inclusive Quality First teaching

First and foremost, all staff in Waynflete Infants' School follow Inclusive Quality First teaching. **IQFT** is the effective inclusion of all pupils in high-quality everyday personalised teaching. Teaching approaches and the learning environment are conducive to effective learning for all children, including multi-sensory and interactive lessons allowing all to learn in the way that they learn best. Teaching will be differentiated to meet the needs of each child. More information can be found in Appendix A.

At this stage some children may need additional opportunities to learn particular skills or knowledge. Class teachers will plan and deliver small group interventions to overlearn these key skills with the aim to get children 'back on track'.

Arrangements in place for specific needs

Please see our school Accessibility Plan which can be found on our website.

- Staff are aware how to use radio aids for children who have hearing difficulties
- For children with mobility needs our school is on a ground floor level only, making it accessible for wheelchair users. We have ramps around school, wall handles in the toilets and wet room toilet facilities
- Key staff are trained to use Picture Exchange Communication Systems (PECS) for children with communication needs
- Key staff are trained to use Cued Articulation with children who are hearing impaired

Wave 2 support

For children with needs additional to and different from their peers the delivery of the curriculum and the environment may need to be adapted further to meet their needs. In general, we are aware that some children may need support during all lessons to aid learning skills such as processing, understanding,

listening, organisation and/or regulation. We ensure that children who require this are supported either 1:1 or in small groups by the class teacher or teaching assistant in the classroom.

Core Subjects

In core subjects, for children receiving Wave 2 support, a high level of Inclusive Quality First Teaching will be provided to differentiate tasks and provide suitable adult support along with specific interventions and support arrangements planned using completed SENCO assessments. Some of the support arrangements put in place are as follows;

- Alternative recording methods, such as lettered/ numbered bricks, Computer programmes
- RWI ditty scheme to support early writing skills
- Pencil control schemes such as Write from the Start, Write Dance, to aid handwriting skills
- Numicon Closing the Gap programme to target specific maths skills
- Active Listening and Phonological Awareness support

The P.E curriculum can be adapted in three different ways. Teachers can plan to adapt tasks, which changes the whole task so all can access it or modify tasks where aspects of a task may be differentiated, such as distance. Lastly, for children with specific physical needs, teachers may plan a parallel activity, which either works on the same skill but in a completely different way or a skill that is specific for that child given by an outside agency. Staff are aware that children who have sensory processing needs can be at risk of feeling overwhelmed in the hall/outside environment and adult support is provided to monitor and support regulation with withdrawal breaks or alternative environments. At Waynflete we ensure equal access to after school cubs and intra/ inter-school competitions and provide opportunities for all children to play disability sports i.e. boccia.

Foundation Subjects

In foundation subjects all children work towards the same learning objective, but some may get there in a slightly different way.

Subjects such as the History, Geography, Science, R.E and PSHE are very vocabulary and communication based and rely heavily on recording written work. We ensure that we support children with communication needs via small group topic vocabulary groups. Staff are fully aware that some children may have expert knowledge on these areas of the curriculum but may find it difficult to record what they know. We do not let this hold children back, we ensure that we provide opportunities for them to record their knowledge and understanding of the subjects via alternative forms of recording, such as adult scribing, cut and stick opportunities, computer programmes, voice/video recording.

Subjects such as Music and Art are very hands on subjects. Class teachers may plan parallel activities that may include the use of ICT in order to make the curriculum accessible, such as using computer programmes to create a picture or make particular sounds. For children with physical or sensory needs specialist tools and equipment, (i.e. Scissors) will be provided if needed. Staff are aware that children who have sensory processing needs can be at risk of feeling overwhelmed by the different noises in music and the different smells or textures in art and design. Resources such as gloves or ear defenders are available to increase involvement or adult support is provided to monitor and support regulation with withdrawal breaks.

Wave 3 support

For children who have a higher level of need and are receiving Wave 3 support, a more personalised approach may be planned and delivered in line with their EHC Plan and/ or recommendations from Outside Agencies.

This may include specific 1:1 support within the classroom, funded by the child's EHCP or small group support outside the classroom. This high level of support allows for learning to be specifically adapted to target specific needs and interests as recommended in the child's EHCP.

How will Waynflete Infants' School assess and review the progress of children who need additional support and children with Special Educational Needs and/or Disability?

Monitoring progress for a child at Wave 1 support.

(For general information on how our school monitors progress please refer to our Monitoring and Progress Policy found on our website under Policies)

Intervention Tracking

Each intervention that is created is given a target for the child to achieve by the end of the intervention program (usually 6-8 weeks). The targets are broken down into smaller steps called success criteria and each session a success criterion is worked upon. After each session every child is assessed on their performance; one indicates that the success criteria have been achieved, two indicates that the success criteria have been partially met and three indicates that the success criteria have not been achieved. At the end of the intervention program it is the aim that all children have all success criteria achieved.

If a child or a group of children have received three 3s in a row, the effectiveness of the intervention for that child or the effectiveness of the intervention overall is reviewed. As a result, a child may be taken out of that intervention and provided with a more suitable program or, if necessary, outside agencies may be recommended. Alternatively, the intervention may be modified in order to be more effective.

Monitoring progress for a child at Wave 2 support

Intervention Tracking - As described above

Action Plans

On an Action Plan the child will receive three or four SMART targets to work on for the next 6-12 weeks. Progress on these targets will be monitored closely by the child's class teacher and the SENCo. The monitoring method depends on the child's needs. Progress could be monitored through an individual intervention and therefore the intervention monitoring system will be used or it could be monitored through observations from the class teacher. The Action plan will be reviewed after 6-12 weeks by the SENCO, the child's class teacher and their parents and decisions will be made regarding next steps. (more info on pg30)

Tracking of progress for children who are not ready for the National Curriculum

Children who did not achieve a 'Good Level of Development' at the end of the Foundation Stage, will continue the Foundation Stage curriculum in the first term of Year 1. Some children are still unable to achieve the Early Learning Goals of the Foundation Stage Curriculum. If this is the case they will be assessed by a more sensitive assessment tool which shows their level in more detail and will show smaller but significant steps of progress. These levels are called 'Pre-working towards targets'. The child's class teacher and SENCo will decide if this method of tracking is suitable and parents will be informed if this decision is made. Children who are working on these specialised targets are monitored more regularly and closely using a tracking document, the schools Provision Map and the child's action plan.

Monitoring progress for a child at Wave 3 support

Children who receive Wave 3 support will be closely monitored through a variety of Wave 2 tracking documents. All information gathered from these monitoring documents will all be inputted onto the Provision Map and the child's support arrangement document/ Individual Plan (more info on pg29). Individual Plans will be reviewed half termly with parents and new targets will be discussed and put in place.

Education Health and Care Plans

For children with an EHCP, in addition to above, progress information will also be inputted into the child's Interim Targets Plan. This plan outlines the priorities on the child's EHC Plan, including targets and recommended support arrangements and details how we as a school will provide support for each priority. The Interim Targets Plan is reviewed termly with parents and the Education Health and Care Plan is reviewed annually also with parents.

What support does Waynflete Infants' School have for parents/ carers of children with SEND?

In school support

- Your child's class teacher is regularly available to discuss your child's progress or any concerns you may have. The class teacher is also available to share information about what is working well at home and school so similar strategies can be used.
- We hold termly Pupil Progress Meetings for parents and class teachers to discuss any concerns and for parents to ask for advice. If you have real concerns please do not hesitate to book a meeting with your child's class teacher before the Progress Meeting date.
- The SENCO is available to meet with you to discuss your child's progress, any concerns/worries you may have and is happy to give advice if needed. Please do not hesitate to email Mrs Sara or contact school on Tuesdays and Wednesdays to speak to her.
- If your child is receiving Wave 2 or 3 support then regular Action Plan meetings are held that have the aim to keep parents involved in their child's education and provide an opportunity for parents to ask for advice. Parents may be provided with home activity packs to help support children at home. (more info on pg30)
- If many professionals are involved with your child, it may be decided to start a TAF (Team Around the Family). This meeting invites all professionals involved with a child and the family to discuss the child's progress and to provide support.
- If the school feel that it is necessary, they may ask your permission to open an Early Help Assessment that allows for a range of professionals to work together to provide support for your whole family.
- Our Website has a link to the Local Offer and other useful sites that contain useful training or information that is available in the local area. Mrs Sara regularly updates the website to include support strategies and resources that can be used at home.

Other avenues of support

Information, Advice Support Service (IASS) –

<https://www.iassnorthants.co.uk/Pages/home.aspx>

SEND Support Services

https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/SEND_support_service.aspx

Northants Parent Forum Groups

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/forums-and-support-networks/204-northants-parent-forum-group-npfg>

How does Waynflete Infants School support children with Special Educational Needs and/or Disability move school or to a different class?

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

If your child is moving to another school

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will work with your child to create an All About Me book for their new class teacher to share with them.
- We will make sure that all records about your child are passed on as soon as possible.
- We are happy for you to take your child out of school in order for them to visit their new school.
- If your child receives Stage 3 Support a Transition Meeting may be required between yourselves, child's class teacher, our SENCo and the SENCo of the Junior school to plan a successful transition.

When moving to the Junior School

As above and...

- Extra transition day/s may be requested to ensure that your child feels comfortable in the new setting and know where important areas are e.g. Toilets, their new classroom, the lunch hall etc. On these day/s your child may meet their new class teacher and start to build a relationship with them to ensure familiarity when they start in September
- A book about moving class will be made with your child, for them to take home and share with you to prepare them for the change.

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 new teacher.
- A book about moving class will be made with your child, for them to take home and share with you to prepare them for the change.
- We will work with your child to create an All About Me book for their new class teacher to share with them.
- We are fortunate, being a small school, that children often get familiar with most the adults within school. However extra sessions can be planned for your child to start to build a relationship with their new class teacher before transition.

During any of these transition times if we feel it necessary to have a Transition Meeting that involves members of staff from Waynflete, members of staff from the new school and yourselves, we will try to arrange this.

How are the school resources allocated and matched to children's SEND?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on individual and group needs.

At the beginning of each academic year and on regular intervals throughout the year the SENCo completes a log of all the different needs within school. It is at this point that the SENCo highlights any specific training needs or resources that are needed. Specific staff may be targeted for specific training or if the SENCo feels it necessary whole school training will be delivered either by the SENCo herself or an outside agency.

Discussions between the SENCo and the School Business Manager will take place termly to discuss training needs and resource allocation in regards to budgeting.

How is the effectiveness of the provision for children who need additional support and children with special educational needs evaluated?

We continuously ensure the provision has a positive impact on the outcomes for all of our children.

Annual evaluation of policy and practice

The SENCO evaluates and modifies the SEND Policy annually and this is sent to the governors to read and approve. When approved all members of staff are required to read the policy and sign when they have done so.

Close Assessment and Tracking

At Waynflete Infants' School we have a very in-depth procedures to track and assess children throughout each wave of support to ensure that support is having positive outcomes on progress

- Termly head teacher meetings with year groups
- Termly SENCO meetings with year groups
- Intervention tracking grids are used for every intervention.
- Assess Plan Do Review cycles
- Action/ Individual plans and Interim monitoring

Child and Parental Views

Children views and opinions on their learning and education are a huge part of evaluating the provision that we are putting in place. In order to gain this information, we ensure that we ask children about the provision they have been receiving at the end of interventions and in their action/ education or behaviour plans.

Parents know their children best and we value parental views. We ensure that they complete a Parental Views form before every action/individual meeting or every interim monitoring meeting and annual review. This allows parents to evaluate the support that we are putting in place. They are also given the opportunity to ask their children what their opinions are, as some children may answer differently when asked by a parent than by a member of staff.

The Provision Map

The SENCo creates and updates a provision map for each year group that outlines the needs and support arrangements for every individual that is receiving additional support in all three waves. This document maps out the

Assess Plan Do Review cycles clearly, which makes an effective tool to track progress being made and evaluate the support in place.

A section of this management tool also requires for the SENCo to update the progress being made in each intervention happening within school. A RAG system is in place to evaluate the effectiveness of the support arrangement. Interventions that have been identified as a R will be looked at more closely and evaluated further in order to produce better outcomes next time.

What are the arrangements at Waynflete Infants' School for complaints from parents of children with Special Educational Needs and/or Disability?

In the first instance, parents are encouraged to speak with their child's class teacher if they have any concerns. If, however parents feel that their issues have not been resolved then they can make an appointment with the SENCo. If the matter remains unresolved then parents should ask to speak to the Head Teacher.

If in very rare circumstances a complaint has still not being resolved then parents must reference Waynflete Infants' School's complaints procedure found on our website.

Where parents have specific complaints about their child's Educational Health and Care Plan (EHCP) they will be referred to Northamptonshire or Daventry Council. This is in accordance with the SEND Code of Practice. Parents are also advised to seek support from SEND Information and Advice Service (SEND IAS– formerly known as Parent Partnership)












What is an Individual Plan

Some children in Wave 3 may need Individual Plans. Our IEPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as a part of provision for all children. Three or four short SMART targets will address the underlying reasons why a pupil is having difficulty, it will not be simply overlearning what is being taught in the classroom.

It is our aim as a school to ensure that all children are involved in their own education. The document will be created with the child so they are aware of their targets and the support that is available to them. Discussions will take place with the child about their strengths and difficulties and targets will be put in place accordingly. Children will be involved in discussing ways in which they can achieve their targets and who and what will help them to do so. Children will have ownership of their plan and reward themselves when they feel they have met their targets. They will also have an input in their plan review and share their achievements with their parents.

Our plans will be based on informed assessment and discussion between class teachers and the SENCo and will include the input of outside agencies, if necessary. They will be in a manner that is manageable and easily monitored and therefore will be monitored and evaluated termly. We invite parents/carers to the review meetings and encourage them to have input into the process by completing the Parental Views document prior to the review. On this form parents/carers have the opportunity to highlight any concerns they have. These comments are considered when the plan is created and will be points of discussion during the meeting. The plan will also provide some home targets for parents/ care

My Individual Education Plan

Things I find difficult	My Targets	What do I need to do	Who or what is going to help me	If I achieve my target I will get a sticker	How did I get on
					Review Date: March/April 17
Reading	I can blend three letter words with the same endings 	I will work with Mrs Isham and read my books. I will play lots of word games	Mrs Isham will help me 		
Writing words	I can match an object to the correct initial sound letter card 	I will play sound games with Mrs Dolley .	Mrs Dolley will help me 		
Writing	I can control a pencil in order to follow/trace lines and circles on a pencil control sheet 	I will do my hand exercises with Mrs Isham . I will do dough disco with Miss Talbot . I will do football pencil sheets	Mrs Isham and Miss Talbot 		
Putting my coat on	I can put my coat on the right way up independently 	I will make sure my arm is in the right hole. I will pull my coat up on my shoulder I will ask for help to zip up the zip	All my Teachers		

It is our schools aim to involve children in all decisions affecting them, however due to the age range of the children in our school this can sometimes be difficult. Some young children will not have the level of maturity required in order for them to be able to take ownership of their plan. Every child will be involved in a way that best suits them and this will be decided by the SENCo after an assessment of each individual child.

What is an Action Plan?

If your child is receiving Wave 2 support an Action Plan will be created. This document will begin by highlighting where your child is working in all areas of the SEND Code of Practice, including Cognition and Learning, Social Emotional and Mental Health, Communication and Interaction and Physical/Sensory. This information is gathered by the SENCO and your child's class teacher. The plan will then include three or four short SMART targets that will address the underlying reasons why your child is having difficulties. Following the targets, actions will be agreed that may include ways to achieve targets and may also include actions that you or school must take in order to provide the best support for your child i.e. activities to complete at home, referrals to be completed/chased up.

The SENCO will aim to meet with you to discuss your child's Action Plan five times a year. These may be meetings solely with the SENCO or they may be in conjunction with your class teacher during Pupil progress Meetings. During these meetings actions and targets will be reviewed and new actions and targets will be documented. Before the meeting takes place, you will be provided with a Parent's Views document, where you can note down any concerns or views that you would like to address in the meeting. After the meeting a copy of completed Action Plan that includes both your views and the views of your child will be sent to you. Please read through the documents carefully and sign the compliment slip if you are in agreement with the Action Plan.

During this process your child's voice will also be collected and inputted into the Action plan. Your child will be asked what they like about school and what could make their time in school better. It is our schools aim to involve children in all decisions affecting them, however due to the age range of the children in our school this can sometimes be difficult. Some young children will not have the level of maturity required in order for them to be able to take ownership of their plan. Every child will be involved in a way that best suits them and this will be decided by the SENCO after an assessment of each individual child.

How does the referral process work?

Please be aware that the referral process can be a very lengthy one. This is dependent on the type of service and what evidence they require or on how many referrals our SENCo has to complete on her waiting list. Referrals will not be completed until at least 3 APDR Cycles have been completed. Parent views will be sought for some referrals but is not needed for all referrals.

If school makes the professional judgement that your child needs support from an outside agency, you will be informed. We will **always ask for your permission** before we go ahead. If you do not feel that it is appropriate and do not give your permission we are unable to go ahead. If you agree, the SENCo will be responsible for completing the referral. The SENCo will meet you and the child's class teacher and the evidence that has been collected will be collated into a referral report.

Parents are able to request a copy of the referral if they wish to read it. Parents must be aware that referrals are written by a professional to a professional and may include jargon. In order for referrals to be successful the majority of the document will describe all your child's needs and difficulties and will include examples of these. This can come across as negative, but this is not the case, we do this to provide the professional with all the information that they need to make a judgement. If parents disagree with an aspect of the referral, they will be asked to provide their views and opinions on the subject and this will be sent along with the school referral. Changes to school referrals will not readily be made, this will be a decision made jointly by the SENCo and the Head Teacher.

Referrals for most outside agencies are done via the Referral Management Centre. We may send copies of observations, checklists, questionnaires, and children's work to support the referral. In some cases, a referral is made by another professional, i.e. the child's GP. If this is the case school may be asked by the Referral Management Centre to provide a report on the child in a school context. This report will cover the same areas as mentioned above.

After referrals have been sent, parents will be notified by the SENCo. The response time after a referral is sent varies depending on the agency, and also how busy they are. If the referral is successful, in most cases, services contact parents first via a letter or a phone call and an appointment will be provided. We ask that parents keep school updated, as school are not always kept up-to-date, or receive letters or reports. If a referral is not successful, parents and school will be sent a letter informing of the unsuccessful referral and recommendations will be provided. The SENCO will then decide what happens next, as each case is different.