

## **Coalway Community Infant School**

### **Special Educational Needs and Disabilities Offer 2017-18**

#### **Introduction**

The SEN Code of Practice has placed a duty on Local Authorities and Schools from September 2014, referred to as the 'Local Offer'. The purpose of the Local Offer is to 'offer' information to parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies and make clear what is available for their child from early years' settings, schools (including Academies and Free Schools), colleges and other services, including health and social care. Details of the latest Gloucestershire Local Offer can be found at

<http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/localoffer.page>

All information within the Local Offer section is there to support families of children and young people with Special Educational Needs and/or disability (SEND) from 0 to 25 years of age.

The document which follows is Coalway Community Infant School's Offer, which details the provision that our school offers to children with SEND.

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## **1. How does our school know/identify that children have special educational needs and/or disabilities (SEND)?**

Teaching staff at Coalway Community Infant School constantly monitor the learning, needs and progress of all children through regular, on-going assessment and review. Progress is consistently assessed, tracked and monitored by the teaching staff, Assessment leader, Head Teacher and Special Educational Needs and Disabilities Co-ordinator (SENDCo). (At Coalway Infants, the Head Teacher Mrs Hamilton is also the SENDCo). If a child is finding it difficult to achieve within age-expected levels or if progress within a specific area of learning is not as we would expect, the Class Teacher/Assessment leader will discuss this with the SENDCo. Concerns will be shared with parents and additional assessments/observations/interventions/support/targets will then be put in place as necessary. As required, outside agency and specialist support may be sought to identify specific needs (for example, Speech Therapists or the Advisory Teaching Service).

If a child already has identified needs when they join Coalway, staff will liaise with the child's parents and other professionals from pre-schools or previous settings in order to gain an understanding of the child's needs before they enter school and to be able to put a plan of support in place to ensure these needs are met on transition.

A range of methods are used to identify children as having a special educational need or disability, including the following:-

- Records received on transition to school, from pre-school providers/previous school
- Information received from an outside agency
- Early Years Foundation Stage Profile results
- Baseline assessments
- Formal on-going school assessments – teacher assessments including reading, phonic & high frequency word assessments, writing and maths assessments
- Intervention monitoring
- Assessment review meetings – Class Teachers & the Assessment leader/Head Teacher meet every other term to review the progress of all children within their class
- Progress reviews against the objectives specified in curriculum frameworks
- SEND level descriptors for different categories of special educational need
- Individual plan target reviews (My Plan/My Plan Plus/EHC Plans)
- Observation/informal assessment by teaching staff
- Diagnostic assessment undertaken by Class Teachers
- Concerns expressed by parents/children themselves

## **2. What are the first steps our school will take if special educational needs are identified?**

Class Teachers will discuss concerns with parents and the SENDCo/Head Teacher. The SENDCo will discuss ideas with and offer advice to the Class Teacher about the kind of intervention or teaching support that may be appropriate to help the child in their learning. The SENDCo is also available to discuss children's additional needs with parents if they wish.

Following identification and assessment, a child with SEND will then have an individual plan written which will identify targets, along with strategies, support, interventions and resources that will be used to help them achieve these. This is like an Individual Educational Plan and is referred to as a 'My Plan'. The plan is written by the Class Teacher and will be shared with parents. Partnership with parents is a key factor in our children's success and happiness at Coalway and specific parental contributions to their children's plans may also be added (for example, additional homework/support/rewards).

My Plan reviews will then take place between Class Teachers and parents twice a year, depending on the type of need/interventions. This process may then become ongoing or pupils' progress may be such that they are removed from the SEND register.

## **3. What should parents/carers do if they think their child has SEND? How can they raise concerns?**

Parents should speak to their child's Class Teacher if they have any concerns regarding their child, or alternatively Mrs Hamilton may be contacted as the school's SENDCo.

Our staff are extremely experienced Infant practitioners, with very good knowledge of expected developmental levels across all areas of learning and personal development within the Infant age range. They are experienced in teaching a breadth of SEND needs and are always open to sharing their knowledge and strategies with parents. Both staff and parents find that sharing concerns at the earliest possible stage ensures that our children's needs are met and that they are helped to progress more quickly. Early identification is a key priority of ours at Coalway to ensure that children's needs are constantly being met.

## **4. How will our school include parents and pupils in planning support?**

If a child is identified as having additional needs, a plan will be put in place which will be agreed between the Class Teacher, parents and pupils. Regular reviews will take place for parents to discuss their child's progress against this plan, and the support provided to achieve targets – these reviews will usually take place twice a year. Parents' evenings are also held three times a year, where support plans/progress will further be discussed.

Targets are constantly reviewed with the children whilst working through their normal classroom activities, with the children's views sought and incorporated into My Plans and support/teaching aligned to these wherever possible.

Where advice needs to be sought from other professionals/outside agencies, parents are invited to submit their views as part of the referral process.

## **5. How will our school teach and support children with SEND?**

### **a) For children without an Education, Health and Care Plan (EHCP)**

All children receive high quality teaching at Coalway, from experienced Infant practitioners. Tasks are carefully matched to the needs of pupils of all abilities. Class Teachers plan tasks matched to the children's needs and age-appropriate curriculum guidelines to ensure a broad, balanced and relevant curriculum experience for pupils.

Pupils are taught for the majority of the week with their peers in class, with tasks differentiated accordingly. In addition, interventions may be delivered to pupils with SEND, matched to their area(s) of need. These interventions will be delivered by the Class Teachers or by qualified, experienced Teaching Assistants, either on an individual or small group basis, with monitoring by the SENDCo and senior staff.

Additional advice may be sought from other professionals for children with higher degrees of SEND, or where children's progress remains slow despite receiving targeted intervention (for example speech therapists, occupational therapists, educational psychologists, or advisory teachers who are specialists in specific areas of SEND). At this stage a child would progress along the graduated SEND pathway of support and their individual plan (My Plan) would become a My Plan Plus (My Plan +). Other professionals involved would then visit and observe/assess children in school and offer advice regarding teaching/learning strategies, possibly suggesting different interventions or resources to use to benefit the child. The school would seek to implement their recommendations and reflect these within a pupil's My Plan+.

Progress against My Plan or My Plan+ targets will be monitored closely by the Class Teacher, Teaching Assistants, SENDCo and parents, who will be invited in to school to discuss their child's progress at least three times a year (usually in October, February/March and July).

Children may move up or down the pathway of support dependent on the progress made against their targets, i.e. moving from My Plan to My Plan+ stage or vice versa or being removed from the SEND register. If a child at My Plan+ stage does not make expected progress over a period of time then a decision to advance further along the pathway may be taken in agreement with parents and other professionals. In this case the school would apply for an Education Health and Care Plan (EHC Plan).

### **b) For children with an Education, Health and Care Plan (EHCP)**

In addition to the support outlined above, children with an EHC Plan will have a formal plan outlining the nature of their needs and the additional level of support and provision they

should have access to in order to meet their needs and make progress. The Local Authority will provide the additional funding identified as necessary to deliver provision in order to meet a child's outcomes.

Parents may request a personal budget in order to secure provision to meet identified outcomes in a child's plan. If a personal budget is requested by a parent this must be agreed by the Local Authority. If a parent requests a personal budget in the form of a direct payment, any provision that is to be delivered in school must also be agreed by the Head Teacher.

In addition to reviews organised three times a year (October, February/March and July, as for pupils with My Plan's/My Plan+) parents will be invited in to school for a formal annual review of their child's EHC Plan. At this meeting, a child's provision and support will be discussed by all professionals involved and the child's parents, with information submitted to the Local Authority in order to agree an appropriate plan for the following year.

Depending on the nature, level and complexity of need, a child with an EHC Plan may require a specifically modified, more personalised curriculum which is matched to the child's level of development. We strive to ensure that as far as possible pupils receive this curriculum teaching within their mainstream class, however, sometimes they may need to work on planned tasks/interventions on an individual basis in intervention rooms.

#### **6. How does our school plan the support? How are our resources allocated and matched to needs?**

Class Teachers, the SENDCo and senior staff identify and plan support, in consultation with any other professionals who are involved with a child. Each class is allocated a number of Teaching Assistant hours, divided across the school according to pupil need, to enable Class Teachers to plan and provide specific interventions and in-class support. Support is then delivered by Teachers or Teaching Assistants with specific areas of expertise, following specific programmes of work. Pupils may work individually or in small groups (pupils with similar needs may work together) for intervention work.

Resources are matched to pupil needs, with daily monitoring as well as termly review as part of pupil progress/My Plan review meetings. All year groups have access to a range of resources matched to their pupils' needs across the curriculum, with additional resources able to be accessed across the school as necessary. (See also Section 30 below regarding resource provision)

#### **7. How is the decision made about the support your child will receive?**

Decisions about support (i.e. appropriate intervention strategies/resources to be used with children) are made according to individual needs and requirements, with outcomes of progress reviews informing this. School staff, pupils and parents are involved in this

process, with other relevant agencies consulted as appropriate. The SENDCo/Head Teacher decide on the nature of this support and the allocation of resources, including Teaching Assistant support.

The amount of funding the school receives may vary considerably for each financial year, driven by a range of ever changing criteria, circumstances and funding arrangements. The school is allocated some SEND funding as part of the delegated budget received from Gloucestershire County Council, related to pupil numbers, free school meals, and according to the number of pupils on the SEND Code of Practice. It is at the discretion of the Head Teacher and Governing Body as to how these finances are deployed across the school. In addition to this, additional 'top up' funding may be separately allocated for pupils with EHC Plans. For children with an EHC Plan decisions on funding for provision are made by the SEND Casework Team at the Local Authority, based on the evidence presented to them by the SENDCo. This evidence will be in the form of reports from other professionals, reviewed My Plan+ documents and any other supporting documents.

#### **8. How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents and children in this process?**

Class Teachers evaluate children's on-going progress through their understanding and completion of daily teaching activities. Oral feedback is constantly given to pupils, with children also gradually encouraged to evaluate their own success. Marking is undertaken with the children as much as possible and outcomes discussed with them to further reinforce their learning and enable them to understand their next steps. These discussions inform future planning and teaching and are incorporated into My Plan/My Plan+ reviews. Parents are also given the opportunity to discuss their child's progress at parents' evenings three times a year, and a detailed annual school report is provided for parents each academic year.

Pupils' progress towards their My Plan/My Plan+ outcomes will be reviewed formally during My Plan/My Plan+ review meetings, whereby Class Teachers and parents will evaluate children's success rates against identified targets. Teaching Assistants, the SENDCo or professionals from other agencies may also be included in these review meetings as appropriate. Movement within the SEND Code of Practice stages is a key indicator of the success of the school's provision, for example from My Plan+ to My Plan stage, or indeed when pupils ultimately no longer require additional support with their learning and are removed from the SEND register.

The SENDCo/Head Teacher and Assessment leader analyse teacher assessments every other term, to check all SEND pupils' progress and analyse whether teaching and provision is

appropriate for them. As part of these reviews, interventions are evaluated with Class Teachers and Teaching Assistants and alterations to provision or groupings made accordingly.

Senior staff also analyse the outcomes of formal assessments for SEND pupils, for example end of Key Stage 1 results (undertaken at the end of Year 2), Foundation Stage Profile results (at the end of a child's Reception year) and Year 1 Phonics test results (taken in June of Year 1). They also regularly monitor classroom practice and provide feedback to staff.

The SENDCo and SEND Governor undertake a detailed annual review of SEND provision towards the end of each academic year. All aspects of SEND provision are evaluated (including all areas detailed within our School Offer) and an action plan developed as necessary. In this way we ensure that SEND provision at Coalway remains highly effective.

### **9. Who will be working with your child?**

Children's Class Teachers have direct responsibility for provision for a child with SEND (and also Children in Care) and as such will be the main point of contact for parents. The Class Teacher may identify needs in specific areas of learning as part of daily teaching, as a result of on-going assessment practices within school or through specific additional assessments undertaken. Teaching Assistants also work closely with all pupils, so will naturally be part of this identification/assessment process, particularly if they are working with children on specific areas of learning.

Class Teachers will arrange reviews of children's plans/targets with parents and may include Teaching Assistants as appropriate to provide relevant feedback or advice in specific areas. The SENDCo may also attend review meetings as necessary, perhaps to offer further advice, or when the child is not making expected progress and there is a case for a child to move along the stages of provision.

Class Teachers and Teaching Assistants will work with SEND pupils on specific targets as outlined in My Plans/My Plan+ plans according to the strategies and support agreed within these plans. Children may work within intervention programmes (either individually or within small groups) towards specific learning outcomes - these will be delivered by qualified, experienced Teaching Assistants or Class Teachers. Our Family Support Worker may also be involved in delivering specific support. The success/review of all interventions is monitored by the SENDCo and senior staff.

Other professionals may work with pupils at My Plan+ level, or with pupils who have an EHC Plan. These professionals are experts in specific areas of need and may deliver interventions with children, advise staff on provision or take part in reviews. All external professionals will be engaged with the permission of a child's parents.



**10. How does our school ensure that the information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?**

Class Teachers are responsible for writing and implementing a child's SEND plan and therefore have a thorough understanding of this. Other staff who work closely or regularly with a child will also have a good knowledge about any plan in place and would also usually be involved in helping the Teacher formulate the plan. The Class Teacher will ensure that any plans in place are shared with all other staff working with that child and spend time ensuring that strategies, approaches and outcomes are clear to these staff. Staff across the school (including Mid-day Supervisors) will be informed through regular staff meetings should a 'whole school' approach be required for pupils with particular needs, for example consistent behaviour management approaches to support pupils at playtimes or consistent strategies to support pupils with physical needs in movement around the school.

The SENDCo ensures that all My Plans are in place for SEND pupils and works with Class Teachers to formulate, monitor and review them, offering advice as necessary. The progress of all SEND pupils is discussed at pupil progress/assessment review meetings three times each academic year, ensuring that senior staff also have a good understanding of the needs and progress of our SEND pupils across the school. (N.B. The SENDCo is involved in all of these meetings, being a senior member of staff).

Class Teachers will arrange regular review meetings with a child's parents throughout each academic year to discuss the contents of their plan or EHC Plan, ensuring that parents understand all strategies and provision. The SENDCo will arrange a formal annual review for pupils with an EHC plan and will invite all professionals involved in supporting the child to the review.

**11. What role will the child's teacher play?**

A child's Class Teacher will be responsible for working with them on a daily basis and for the planning, delivery and review of their My Plan. They have key responsibility for all aspects of the child's needs. The Class Teacher writes the My Plan/My Plan+ and ensures that it is shared with all other members of staff who work with that child and the child's parents. Class Teachers will plan differentiated work and interventions for the Teaching Assistants allocated to their pupils and direct/manage their time. At least three times a year the Class Teacher will arrange to meet parents to discuss their child's progress against their My Plan and plan their next steps. The Class Teacher ensures that copies of all reviewed plans are given to the SENDCo and will liaise closely with the SENDCo regarding all SEND pupils' progress and plans.

**12. What expertise does our school, and our staff, have in relation to SEND?**

Mrs Hamilton is the SENDCo. She has taught in a range of mainstream schools in different authorities for 27 years and held the role of SENDCO for 14 years. Her SEND expertise has been developed through this experience as well as through teaching, training and liaison. She has fostered strong links and liaises closely with a range of professionals from other agencies to ensure the best possible outcomes for our SEND pupils. As SENDCO she attends relevant Local Authority training and meetings and delivers training to teaching and support staff at Coalway.

All Class Teachers at Coalway are qualified Infant/Early Years specialists with a breadth of shared knowledge and experience regarding SEND. The children in their care receive consistently high quality teaching and pastoral care and achieve well during their time with us as a result, in respect of both their academic and personal development.

Our Teaching is enhanced by excellent Teaching Assistant support across the school. All classes have a significant proportion of Teaching Assistant support, distributed according to need. We have 13 qualified Teaching Assistants within our 6 classes and have one Higher Level Teaching Assistant. All Teaching Assistants are trained in the delivery of specific intervention programmes, and offer a breadth of experience and specialism. Several Teaching Assistants deliver work according to the recommendations of the Speech and Language Therapist to provide regular individual/small group sessions for children with identified language needs and other interventions provide maths, phonics, reading, physiotherapy and specific 1:1 support. (Please see the section below for further details regarding our interventions on offer).

Our Family Support Worker completes our staff expertise. Mrs Leanne Rawlings has over 7 years' experience providing support for families and children from birth to 11 years. She has worked across a range of settings, including special school provision, and is trained in a breadth of areas to facilitate very effective parental and pupil support, including counselling, nurture groups, young carers, parental mental health, parental substance misuse, domestic violence, bereavement, supporting families with referrals for benefits/ grants/ housing/ support groups, Webster Stratton and the 'Triple P' parenting programmes.

### **Staff training**

Teacher expertise is developed and promoted through regular SEND training. Staff have received training on a range of different aspects of Special Educational Needs and Disability. Each year, training requirements are reviewed to update knowledge on particular SEND needs of pupils within school at that particular time. General needs are regularly discussed, with training regarding specific difficulties unique to our school that year sourced as necessary, i.e. arranged on a needs-led basis. Particular staff who will be supporting pupils with a given need are trained accordingly.

All staff are kept up to date with current SEND issues and provision, and any alterations to legislation.

All staff receive statutory training in accordance with legal timelines regarding Child Protection, Keeping Children Safe, Safer Working Practices, Safeguarding Children and Young People. Designated Child Protection Officer training is also regularly updated, as is Safer Recruitment.

Staff are First Aid trained or have received Paediatric First Aid training (the latter relevant to Reception staff).

Staff have more recently received training to support children with SEND in the following areas:

- Gloucestershire Total Communication
- Diabetic pupils, asthmatic pupils and pupils with Intimate Care Plans (medical/physical needs)
- Behaviour management and Positive handling (BESD pupils)
- Manual handling (for PD pupils)
- Mental health and emotional well-being - 'Zippy's Friends' intervention programme
- Social skills – 'PALS' intervention programme (Playing and Learning to Socialise)
- Read, Write Inc. intervention programme
- Dyslexia
- Speech and language therapy
- Oral literacy skills – 'Talk Boost' intervention programme
- Social communication difficulties and the autism spectrum
- Physiotherapy, fine and gross motor skills development, including the 'Fizzy' intervention and 'Write Dance'
- Advisory teaching services training relating to specific pupils' needs e.g. autistic spectrum, cerebral palsy, visual impairment, hearing impairment, communication and interaction difficulties
- Transition: Pre-School to Reception
- Effective use of the TA
- Multi-agency/Early Help training (Family Support Worker/FSW)
- Webster Stratton, Triple P & Family Links parenting programmes - FSW
- Nurture practitioner – FSW
- Winston's Wish - FSW

The SENDCo attends relevant special needs conferences/training/cluster meetings. The SEND Governor attends Local Authority training and SENDCo training as relevant.

Staff new to the school are informed of SEND policies, procedures and provision through school-based INSET/staff meetings.

Regular meetings take place between the SENDCos of the Infant and Junior Schools, Infant and Early Years settings.

### 13. What intervention programmes does our school run for children with SEND and how are they delivered?

Interventions are delivered mainly by Teaching Assistants, although Class Teachers may also do so, within small groups of children with similar needs or on a one-to-one basis. We have a number of intervention rooms within the school building where groups or individuals may work uninterrupted, or interventions may alternatively take place in classrooms or the Hall (for example 'Fizzy').

We run the following programmes to support children with additional needs and investigate new interventions as they become available:

Name of Programme	Area of need/ support	Grouping	YR	Y1	Y2
Fizzy Programme	Physical development – gross and fine motor skills	1:1/Group	✓	✓	✓
Read, Write Inc.	Literacy - developing key phonics, reading and spelling skills	Group		✓	✓
Max's Marvellous Maths	Maths	Group		✓	✓
Group tuition/booster sessions for Maths/Literacy	Maths/Literacy - Developing early key Maths/Literacy skills	1:1/Group	✓	✓	✓
Guided Reading/ Reading booster sessions	Literacy - Developing key Reading skills	1:1/Group	✓	✓	✓
Speech and Language Therapy programmes (various - as detailed by the Speech & Language Therapist)	Communication and interaction, speech and language skills	1:1	✓	✓	✓
Speech and Language Therapy: Expressive Language Programme	Communication and interaction, speech and language skills	1:1/Group	✓	✓	
Speech and Language Therapy: Receptive Language Programme	Communication and interaction, speech and language skills	1:1/Group	✓	✓	
Speech and Language Therapy: Attention and Listening Programme	Communication and interaction, Social interaction skills	1:1/Group	✓	✓	

Speech and Language Therapy: Comprehension Programme	Communication and interaction, speech and language skills	1:1/Group	✓	✓	
Speech and Language Therapy: Individual Speech Sound System programmes	Communication and interaction, speech and language skills	1:1/Group	✓	✓	✓
Speech and Language Therapy: Gloucester Total Communication	Communication, including signing	1:1/Group /Class	✓	✓	✓
'Talk Boost'	Communication, oracy, speech and language skills	Group/Class	✓	✓	✓
'Write Dance'	Motor skills and co-ordination development	Group/Class	✓	✓	
Nurture/Social Skills Programmes	Emotional and behavioural development, Social interaction	1:1/Group	✓	✓	✓
'PALS' Social Skills Programme (Playing & Learning to Socialise)	Social skills development	Class/Group	✓	✓	
'Zippy's Friends'	Mental health, emotional well being	1:1/Group /Class		✓	✓
Behaviour Plan	Emotional and behavioural development	1:1	All as appropriate		
1:1 Statement Support	All needs	1:1	All as appropriate		
Family support	Various areas of support/advice for children and families	1:1	✓	✓	✓

**14. What support does our school put in place for children who find it difficult to conform to normal behavioural expectations and how do we support children to avoid exclusion?**

SEND pupils with behavioural and/or emotional needs may have difficulty in conforming to the normal routines of a setting or sometimes struggle to behave appropriately. In these instances, pupils and parents will be given support to help the child behave in an acceptable manner.

We use a variety of strategies and the child's My Plan+ or EHC Plan would incorporate specific behavioural support methods dependent on and according to a child's individual needs. Consistency from all adults is a key priority when supporting pupils with behavioural needs and staff will work and liaise closely with each other and with parents to ensure consistency of approach. All strategies would be shared with parents. At Coalway Infant School we reinforce appropriate behaviour through a positive, celebratory approach, with the development of a pupil's self-esteem being of paramount consideration. Parents will be encouraged to extend positive reinforcement strategies at home to further develop children's social and emotional understanding and skills. Our Family Support Worker may also support a pupil and parents.

Where necessary the school will access additional advice and support from a variety of external professionals and services, to meet the needs of pupils who display behavioural difficulties. These professionals may include Advisory Teachers, Educational Psychologists, or other Behavioural Support specialists. Additional plans may be devised and further detailed within a Personal Support Plan (PSP) with smaller, shorter-term targets and more regular reviews.

We are committed to avoiding exclusions wherever possible through early identification and provision of appropriate support. Full details regarding exclusions processes are detailed within the school's Behaviour Policy, which is available on the school's website.

### **15. Which other services do we use to provide for and support our pupils?**

We also access support from the following agencies:

- Speech and Language Therapy Service
- Educational Psychology Service
- Advisory Teaching Service, including:
  - Communication and Interaction team (CI)
  - Cognition and Learning / Behaviour Emotional Social Difficulties team (CL/BESD)
  - Hearing Impaired team (HI)
  - Visually Impaired team (VI)
  - Physical Disability team (PD)
- Occupational Therapist
- Physiotherapist
- Health Service – School Nursing team, Paediatricians, GP, Continence team
- 'Toucan' Play Therapy
- Social Services - Targeted Support Team
- Families First Plus Team & Early Help Team
- Family Support Worker linked services (additional to those listed above) – Winston's Wish, CAMHS, Counselling Services, Triple P, Webster Stratton, Housing and Housing

Support, Benefits Advice, Women's Services, Turnaround & GDAS, Adults' Services, Children with Disabilities Services, Citizens Advice

- Local Authority SEN Monitoring team
- Children and Young People's Service (CYPS)
- Gloucester and Forest Alternative Provision School (Joys Green), Area Education Officer
- Voluntary Organisations/Charities – Volunteer Centres, Children's Centres, Barnardos, Winston's Wish, FRED (Forest of Dean Reading Scheme - adult literacy)
- Family Information Service
- Local Authority Attendance team

**16. How does our school provide support to improve the emotional and social developments of our SEND pupils? What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils with SEND? What measures are in place in our school to prevent bullying?**

Pastoral support is very much integral to our teaching, ethos and daily working practices. The development of pupils' emotional and social skills is given emphasis from entry to school, with the development of self-confidence and self-esteem a priority of staff, particularly with SEND pupils. We recognise that children who experience difficulties in different areas of learning may be vulnerable to low self-esteem. Staff are experienced Early Years/Infant specialists and use a range of approaches to sensitively foster emotional and social skills development. Pupils thrive in our caring, nurturing, happy, safe environment. They respond well to progressive modelling and teaching of skills, through experiences and opportunities carefully planned in to an engaging, experiential, broad and balanced curriculum. Appropriate provision is made for pupils with social and emotional needs within all curriculum experiences. Pupils' achievements and talents are celebrated and encouraged throughout. Children progressively accept, respect and tolerate differences between themselves, behaving considerately and thoughtfully towards those children who have additional or different needs to themselves.

Very often, pupils with SEND form strong bonds with staff working within their classes (Teachers, Teaching Assistants, Mid-day Supervisors) and know that they have this point of contact throughout the day, including at break times. Pupils trust staff and are open with them. This, combined with good teaching and early intervention (where pupils may require additional support to achieve as expected socially/emotionally), ensures that incidents of bullying are rare. All staff discuss, promote and model appropriate rules, attitudes and behaviours constantly and consistently with the children. The school's Anti-Bullying Policy details the school's approaches in further detail, which is available for parents on the school website.

The Family Support Worker may also work with SEND pupils in school, or parents at home, on strategies and approaches to improve their social and emotional development. Our Family Support Worker also runs a parents' support group and various parenting courses throughout each academic year to offer further support for parents.

Advice may also be sought from additional external professionals as necessary (as previously explained), in agreement with parents.

#### **17. How does our school manage the administration of medication?**

Healthcare Plans will be written in consultation with parents if medications need to be administered within school. Healthcare Plans identify the nature of the medical condition and how the school can help to meet those needs. The plan will specify responsibilities for meeting pupil needs. Designated staff are always First Aid trained.

If a child has a diagnosed medical condition, parents should inform the Class Teacher or the School Office. Further information may be found in the school's Administration of Medication policy which is available for parents on the school website.

#### **18. How does our school help with personal care where this is needed?**

The school has an Intimate Care policy, which is available from the School Office as appropriate upon request; Staff follow all procedures accordingly. Arrangements for pupils with specific needs will be discussed with parents and a medical Healthcare Plan or Intimate Care Plan written and agreed as required. Staff will receive appropriate training as part of the process of devising an Intimate Care Plan.

We also have a separate disabled toilet facility within school, with hoist and changing table, which may be used in particular with pupils' requiring personal care.

#### **19. What is our policy on day trips, school outings, health and safety arrangements?**

Risk assessments are completed for all activities off the school site to ensure the safety of all pupils, which are approved by the Head Teacher in advance of any outing off site. Activities involving pupils with specific SEND needs will be identified within these risk assessments and appropriate measures detailed to support these children whilst out of school. Risks are minimised through the provision of an appropriate ratio of adults to supervise activities, with increased supervision for SEND pupils in particular.

#### **20. What access do our SEND pupils have to facilities and extra-curricular activities available to all children?**

SEND pupils have the same access to facilities and extra-curricular activities as all other children in school. All are actively encouraged and supported to join in with such activities, with teaching strategies/resources adjusted or additional support provided as necessary to enable this. Year 2 pupils are given the opportunity to engage in a range of extra-curricular



after school clubs – SEND pupils are allocated places within clubs of their choice with risk assessments completed as necessary for SEND pupils with specific needs to ensure their full involvement and enjoyment in these clubs. The participation of pupils with SEND in these activities is monitored carefully.

### **21. Who will be talking to and keeping in touch with parents/carers?**

The child's Class Teacher will be the main point of contact for parents, alongside the SENDCo. For Children in Care the Class Teacher will be the main point of contact, alongside the Designated Teacher for Children in Care, who is Mrs Hamilton, the Head Teacher. The school's Family Support Worker may also be points of contact for parents/carers of both SEND pupils and Children in Care.

### **22. How will parents/carers know how well their child is doing?**

Parents have the opportunity to discuss how their child is doing with their child's Class Teacher at parents' evenings, which are held three times a year (every other term). This is an opportunity for parents to receive feedback from the Class Teacher, ask questions about all aspects of a child's development and to look at their work. Parents also receive a detailed annual school report detailing their child's achievements each academic year.

A child's Class Teacher will arrange My Plan review meetings and the SENDCo will arrange My Plan+ review meetings, which will also involve Class Teachers and relevant professionals. Where a child has an EHC Plan the SENDCo will arrange the formal annual review and also invite all professionals involved in supporting the child. These formal meetings give parents the opportunity to discuss their child's progress and any specific concerns they may have regarding their child's SEND.

Other informal discussions will take place throughout an academic year – on-going liaison and communication regarding all pupils is welcomed, and indeed encouraged, by all staff – parents are encouraged to speak to their child's Class Teacher at the end of the school day or by making an appointment if necessary should they have any concerns. There is no need to wait until a formal review or a parents evening.

### **23. How does our school measure outcomes and impact of the support provided to the pupil?**

Expected outcomes are identified on a child's My Plan/My Plan+ which are written by the Class Teacher/SENDCo and shared with parents. During review meetings three times a year the Class Teacher will discuss with parents whether or not the outcomes have been met and whether support implemented has been successful. Teachers track pupils' progress routinely during the year (as detailed earlier) with assessments informing this review process. Teachers and Teaching Assistants constantly liaise regarding pupils' progress

against different tasks and interventions and again this information is summarised during a child's review.

The SENDCo also monitors pupils' progress and the impact of support provided during pupil progress meetings and assessment review meetings involving Class Teachers and senior staff (which take place every other term). The SENDCo continually liaises with Class Teachers and Teaching Assistants regarding interventions to ensure these sessions run frequently and effectively for pupils.

If a child has an EHC Plan the success of outcomes and impact of support provided will be discussed at least annually at the formal review meeting although progress tends also to be discussed on a more informal on-going basis with parents of these pupils and during parents' evenings three times a year.

Pupil progress meetings are held between senior staff and Class Teachers every other term, whereby the success of all interventions is measured. Progress and the impact of support are measured through on-going regular assessment and discussion with staff, parents and pupils.

#### **24. When and at what interval will this happen?**

My Plan and My Plan+ reviews will be held three times a year, currently in October, February/March and July.

EHC Plans will be reviewed at least once annually, with all professionals involved in supporting the child invited.

#### **25. Who will explain and discuss this with children?**

Class Teachers and Teaching Assistants give constant feedback to pupils as part of their daily teaching roles. Outcomes are explained and the child's views regarding their learning, achievements and 'next steps' will be regularly discussed as part of good daily practice as well as more formal review times. In these ways pupils are given the opportunity to contribute towards their plan.

Mrs Hamilton as SENDCo and Head Teacher may also give pupils feedback as part of regular classroom monitoring/assessment reviews. If a Family Support Worker is involved in supporting a child she will regularly discuss outcomes, feelings and thoughts with them. Parents are also encouraged to discuss their child's learning with them and give their children as much support and positive feedback as possible. Staff and parents jointly celebrate pupils' successes or focus their efforts of support.

#### **26. How do we assess and evaluate the provision we have arranged for your child?**

Progress against My Plan/My Plan+ outcomes will be reviewed three times a year with parents. For children with an EHC Plan an annual review will take place involving all

professionals who support the child and the child's parents. Targets, provision (including teaching strategies, resources and interventions) and outcomes will be discussed during these meetings, with 'next steps' or new targets and provision also agreed.

Monitoring of provision is very much on-going, with Class Teachers, Teaching Assistants and the SENDCo liaising closely regarding additional interventions. Intervention timetables are altered each term to allow frequency of such support to alter for pupils who may not be making expected progress and also for additional pupils to be included.

Senior staff also evaluate the success of the school's provision through established teaching, learning and assessment monitoring processes – these reviews are undertaken by the Head Teacher, Deputy Head Teacher, Assessment leader, SENDCo and senior staff.

**27. How do we prepare our school to welcome and support SEND pupils and how do we arrange and support a transfer to another school? What arrangements are in place with other schools/educational providers when our SEND pupils transfer?**

Parents and pupils will be encouraged to visit our school and meet relevant staff. For pupils who will be admitted to our Reception classes in September, a new-intake meeting also takes place for parents in the May prior to admission. Visits to school are arranged so that the child can become familiar with the school setting and begin to develop relationships with the staff they will be working with. Staff from Coalway Community Infant School will liaise with professionals already working with the child to ensure they are fully aware of the nature of their difficulties and their needs, particularly the SENDCo, who will take part in pre-school SEND reviews wherever possible. Reception teachers may also visit our feeder pre-school settings as appropriate to observe the children in their familiar environment (and Teaching Assistants if appropriate). All staff who will be working with a child with SEND will be informed of the child's needs so that they are fully aware of their difficulties/needs and able to support them appropriately when the child joins us. On admission to school in Reception, attendance is on a part-time basis initially to help children's transition into school. For SEND pupils this period of part-time attendance may be extended if this is felt to be in the child's best interests – this is something that Class Teachers or the Head Teacher will discuss with parents in advance.

During the Summer term of Year 2, pupils who will be transferring to Coalway Junior School will undertake a number of transition visits, during which they are also paired with a Junior School 'buddy'. SEND pupils take part in these visits with their peers. The children's Class Teachers from both schools meet to discuss pupils, with Junior staff also visiting the children whilst working in their Infant classrooms. Our SENDCo also meets with the Junior School SENDCo to discuss SEND pupils transferring to the school, and inform them of their difficulties/needs and of successful support arrangements that have been put in place for them at the Infant School. Additional visits or meetings with staff may be arranged if it is felt that this would be beneficial for children or parents of SEND pupils. For pupils with an

EHC Plan, the Junior School SENDCo will be invited to attend the annual review in Year 1 and Year 2, if a parent has expressed a preference for the child to transfer to Coalway Junior School. Similar arrangements will be made for pupils transferring to settings other than Coalway Junior School in accordance with the new school's School Offer.

All assessments and records regarding a particular child will be transferred with SEND pupils on transfer to the next stage of their education and information will always be shared with any new school where 'in-year' transfer takes place.

Links and processes are well-established between all schools on the Coalway site in particular, where on-going liaison is strong - the Infant, Junior and Coalway Early Years SENDCos regularly meet and provide support for each provider across the site.

### **28. How do we prepare our pupils for adult life?**

My Plans and My Plan Plus plans very much detail shorter term targets and outcomes for our SEND children. However, these ultimately contribute to longer-term goals and desirable outcomes for children relating to their adult life. We believe that we contribute to these long-term goals by helping our pupils to gain essential skills and attributes such as self-confidence and self-esteem, independence and responsibility, enthusiasm and perseverance, equipping them with a breadth of basic skills which will prepare them very well for the next stage of their education and indeed adult life in the future.

### **29. What special arrangements are made for exams/assessments?**

The majority of children with SEND are able to take part in assessment activities with minor adaptations made to materials/tasks as appropriate, for example texts/papers may be enlarged for children with visual impairment or the materials may be presented to pupils in smaller 'chunks'. Pupils may undertake assessments in an intervention room where there are less distractions, or with an adult sitting close by them to keep them focussed and offer encouragement. Age-related exams/tests may be inappropriate for some SEND pupils (for example end of Key Stage 1 SATs) and in these cases children may be disapplied from the assessment. In these circumstances, teacher assessment may be undertaken rather than a formal test if this is felt to be more appropriate for the child.

Most pupils in Year 1 and 2 achieve at National Curriculum levels. SEND children who may not have reached that level of development within their learning will have their attainment measured against P Scales.

### **30. What resources and equipment do we provide for children with SEND?**

- At Coalway we respond to the needs of the children at the school at any given time.
- All year groups are well equipped and benefit from a good breadth of high quality equipment/resources. Resources are also distributed to support specific

individuals/groups within relevant classrooms. Year group teachers access specific equipment from an alternative year group should a child need it due to their developmental level, e.g. a Year 2 pupil utilising Reception resources.

- Specific additional resources are available according to specific needs – for example sloped writing boards/writing wedges, pencil grips, enlarged print books/worksheets, interactive whiteboards (large computer screens), tablets and computers in each class with a range of software. Pupils are able to access the curriculum through a range of media.
- Intervention rooms store specific equipment linked to the intervention type, e.g. speech and language therapy (SALT) programmes and associated resources within the SALT room, Reading/Maths intervention programmes (Read Write Inc. /phonic materials, practical Maths equipment) within these rooms.
- Use of visual resources and increased opportunities to work practically with concrete objects to support teaching are commonly used strategies with SEN pupils – our Infant classrooms are full of a variety of resources to support learning and play across all curriculum areas.
- Specific additional equipment may also be sought from the Advisory Teaching Services or medical professionals involved with a child should a pupil require it (for example physical aids) and programmes of work with associated equipment/software provided.
- Handrails are provided in selected toilets and the school has a purpose-built disabled toilet, with ceiling mounted hoist and a changing table.

### **31. How accessible is our school to pupils with SEND?**

Our school building is fully accessible. It is all on one level, with ramp or ground level access to every classroom, the main school and all outdoor entrances and level access to rooms within the buildings.

The playgrounds and all outdoor areas are fully accessible, with ramp access/ground level access throughout. The outdoor areas also include a number of accessible raised planting areas for pupils.

The school has a purpose built fully equipped disabled toilet, with hoist and changing table.

We have a Disability Discrimination Act Policy in place with an annually reviewed action plan.

### **32. What role do the governors have? What does our SEND governor do?**

Our Governing Body has an SEND Governor who meets regularly with the SENDCo to review SEND provision at Coalway and ensure that it is of high quality. He ensures that he and the Governing Body are kept fully informed regarding issues relating to SEND provision and

support (including vulnerable children and Children in Care) and that the Governing Body is fulfilling its legal obligations and monitoring role. Formal self-evaluations are completed twice a year, reports are presented to full Governing Body meetings at least three times a year and policy review is undertaken according to a planned timetable throughout the year. The SEND Governor can also be a line of communication and support for parents. Our SEND Governor is experienced and informed in his role, and regularly attends relevant Local Authority training and meetings in this aspect of education governance.

Our SEND Governor is Mr Kim Toombs.

Our Children in Care Governor is Mrs Kathy Russell.

### **33. What can you do if you are not happy?**

Should parents of a child with SEND be unhappy with any aspect of their child's provision, they should speak to their child's Class Teacher in the first instance. The SENDCo (also the Head Teacher) will also be keen to listen to any concerns and attempt to resolve them.

If parents remain unhappy having had responses from the above people, they should contact the Governing Body of the school. The Governing Body has a complaints policy which is available on the school's website. This follows Local Authority recommended guidance/ complaints procedures.

### **34. How can parents/carers arrange a visit to our school? What is involved?**

Should parents require any further information regarding our SEND provision, Mrs Hamilton (Head Teacher and SENDCo) would be delighted to provide any further assistance – please don't hesitate to contact us. Appointments may be made to discuss any queries or to have a look around our school and see our policies working in practice.

Parents/carers may make an appointment to visit our school by contacting the School Office via telephone: 01594 833457 or e-mail: [admin@coalway-inf.gloucs.sch.uk](mailto:admin@coalway-inf.gloucs.sch.uk)

### **35. Who can you contact for more information?**

Parents may contact Class Teachers, Mrs Hamilton (SENDCo and Head Teacher) or Mrs Rawlings (Family Support Worker) via the School Office: Telephone 01594 833457 or e-mail: [admin@coalway-inf.gloucs.sch.uk](mailto:admin@coalway-inf.gloucs.sch.uk)

Other organisations that offer support for parents include:

Gloucestershire Parent Partnership Service: <http://www.glospps.org.uk>

Independent Parent Special Education Advice: <http://www.ipsea.org.uk>

### **36. Where can you find our SEND policy?**

Parents can view our SEND policy on the schools website: [www.coalway-inf.gloucs.sch.uk](http://www.coalway-inf.gloucs.sch.uk)

The school's Accessibility Policy, Equality of Opportunity Policy and Disability Equality Scheme may also be found on our website.

### **37. When was the above information updated?**

This document was first produced for publication in September 2014.

This document was updated in September 2015, 2016 and 2017.

Review cycle: Annual

Next review date: September 2018.