

SEND INFORMATION REPORT

Common Road Infant and Nursery School



Flying High Together

Our Mission Statement

The staff and governors at Common Road are:

‘Committed to developing high standards and achievement in a safe, caring environment where everyone is valued’

At Common Road, we aim to:

- Create a positive ethos that equally values staff, pupils, parents, carers and governors.
- Ensure that the curriculum is appropriate and matched to developmental levels and needs of individual children.
- Provide an education for all children that is exciting, stimulating, encourages individuality and builds confidence.
- Encourage and develop high expectations from children, staff, carers and parents.
- Provide a balanced and broadly based curriculum using the best resources available.
- Develop a partnership with parents and carers and involve them in the learning process.
- Forge and establish links with the community.

Introduction

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for Special Educational Needs and Disability Code of Practice (2014).
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs and disability (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Mrs Lauren Hulme. The SENCO can be contacted on 01977 651918 or L.Hulme@commonroad.wakefield.sch.uk
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.

- We ensure that parents are informed at all stages of the assessment, planning, provision and review of their child's education.
- We provide parents with information on sources of independent advice and support such as Wesail Barnado's, contact number 01924304152
- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
- We use a system of planning, implementing, monitoring, evaluating and reviewing 'One Page Profiles', 'My Support Plans' and 'Educational Health and Care (EHC) Plans' for children with special educational needs.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
- We provide resources (human and financial) to implement our Special Educational Needs Policy. The policy can be found on the website under SEN Information or Policies.
- We provide in-service training for parents, practitioners and volunteers.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. One Page Profile reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.

How we support the range of individual need

| | Wave 1 Whole class setting Quality First Teaching | Wave 2 Targeted support for individuals or small groups Short/medium term | Wave 3 Specialised individual support Medium/longer term | Notes |
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| Learning difficulties | The curriculum will be adapted by the class teacher so that your child can access the learning with the rest of the class. This may be through the delivery of the learning or choice of resources that are used. | Your child may attend an intervention with a trained member of staff such as 'Read, Write Inc' to support their reading and writing development. | Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day. | Advice will be taken from the relevant professionals such as the Learning Support Service (LSS). |
| Communication difficulties | The curriculum will be adapted by the class teacher so that your child can access the learning with the rest of the class. Additional resources within the classroom may be used such as picture cues. | Your child may attend an intervention with a trained member of staff such as 'Time to Talk' to support their communication skills. There may be individual speech and language input as advised by SALT. | Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day. | Advice will be taken from the relevant professionals such as the SALT (Speech and Language Therapist), Chatterbugs or CIAT (Communication and Interaction Team). |
| ASD (Autism Spectrum Disorder) | According to the degree of need the curriculum and learning environment will be adapted by the class teacher. Individual | Your child may attend an intervention with a trained member of staff such as 'Musical Interaction' or 'Lego Therapy' to encourage | Your child may have individual support to enable them to access the curriculum and make progress. This | Advice will be taken from the relevant professionals such as the Learning Support Service (LSS), CIAT (Communication and |

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| | timetables, now and next, reward charts could be used | social interactions and turn taking. | support could be for all or part of the day. | Interaction Team) and EP (Educational Psychologist). |
| Specific learning difficulties | The curriculum will be modified by the class teacher and your child will be given access to the appropriate resources. | Your child may attend an intervention with a trained member of staff to support the development of literacy and/or numeracy such as 'Keep up maths' | Your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day. | Advice will be taken from the relevant professionals such as the Learning Support Service (LSS), EP (Educational Psychologist). |
| Physical difficulties and medical needs | The curriculum and the learning spaces will be adapted by the class teacher so that your child can access the learning with the rest of the class. | Your child may attend an intervention with a trained member of staff such as 'What's in the bag?' to support coordination and dexterity. | If deemed appropriate your child may have individual support to enable them to access the curriculum and make progress. This support could be for all or part of the day. | A Health Care Plan will be written with you so that the school is aware of your child's health requirements and the procedures they need to put in place. Advice may be sought from other professionals. All medication is kept securely in the office and given by trained staff. A risk assessment will be written to ensure that the spaces within school are safe for your child and this will be reviewed regularly. |
| Sensory difficulties | The teacher will be aware of the sensory need and take this into | | Your child may need individual support to manage all or parts of | Advice will be taken from the relevant professionals such as |

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| | account when planning the learning. Wherever possible new experiences will be reviewed to take account of a sensory need e.g. loud noises/bright lights from a visiting theatre company. Additional resources to support the sensory need may be put in the provision. | | the day according to their need e.g. they may need support during PE. | the OT (Occupational Therapist). |
| Behaviour, emotional and social difficulties including mental health | When a child is anxious or does not feel safe we recognise that may prevent the child from learning for a period of time. We recognise the times of day when children experience most anxiety such as; start of the day, after lunch and the end of the day. We then look at implementing activities and routines to re-focus the learning. The teacher will put structures in place to support good behaviour and a stable | Your child may attend an intervention with a trained member of staff such as 'Time to Talk' or 'Musical Interaction' to support any social or emotional difficulties. | Your child may need individual support to manage their emotions or behaviour. They may have an individualised timetable to follow which gives them routine with positive reinforcement. | Advice will be taken from the relevant professionals such as the EP (Educational Psychologist) or your child may be referred to Future in Mind or CAHMS (Child and Adolescent Mental Health Services). |

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| | environment such as prompt cards, a calming space, now and next chart, individual timetable, reward chart. Time for discussion and circle time will be planned into the timetable through our Jigsaw programme. | | | |
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Frequently Asked Questions

Questions from a Parent/Carer View

| <u>Parent's Questions</u> | <u>Answers</u> |
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| How does the school know if children need extra help and what should I do if I think my young person may have special educational needs? | Staff know their children very well and will be aware if a child needs extra help and support. This will be identified in different ways e.g. through working with the child, observing their independent learning and behaviours, through monitoring the progress your child has made weekly and half termly. If you feel that your child has special educational needs then we encourage you to speak to a member of staff either the class teacher, SENCo or Head teacher. |
| How will the school support my child? | You will be invited to a meeting with your child's class teacher and the SENCo. At the meeting we will all discuss the needs of your child and the steps that will be put in place to support their needs. Your class teacher will complete a OPP (One Page Profile) with you that details the support your child will receive in school, the adults they will be working with and attach a timetable to show you when this will happen. The profile will be reviewed with you every six to eight weeks or before if needed. |
| How will the curriculum be matched to my child's needs? | Your child will complete the curriculum according to their stage of development. The learning will be adapted by the class teacher so that your child is able to access the |

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| | curriculum and make progress. They may also attend interventions with an adult, which are small group or individual lessons that address a skill that your child may need more support with. The provision in each unit/classroom is designed for all children to access and learn at their own level. |
| How will I know how my child is doing and how will you help me to support my child's learning? | In addition to the school's parent meetings and end of year report, you will be informed of your child's progress at the regular One Page Profile review meetings, which take place every six to eight weeks. You may also make an appointment to see your child's class teacher to discuss any concerns with progress at any time. Advice on how to support your child's learning will be given at the meetings along with any relevant resources that you could use at home. |
| How are the school's resources allocated and matched to children's special educational needs? | The resources are allocated according to the needs of the individuals. Advice may be sought from outside professionals or be a requirement on an Education and Health Care Plan. The Head teacher, in consultation with the Senior Leadership team, Governors and SENCo allocates the resources, which may be in the form of staffing, resources or equipment. |
| How is the decision made about what type and how much support my child will receive? | The Head teacher in consultation with the SENCo will decide on the support your child will receive. This will be explained to you and your child's progress will be tracked so that a decision can be made as to whether the support is having the required impact. |
| Who can I contact for further information? | Further information can be gained from the school's Headteacher Mrs D Edwards and the SENCo Mrs Lauren Hulme on 01977 651918 or L.Hulme@commonroad.wakefield.sch.uk |
| What should I do if I have a complaint? | <ul style="list-style-type: none"> • Come to school and speak to someone who knows about the problem and can help you. In the first instance this will usually be your child's teacher • If you are still not happy, please telephone the school office on 01924 894309 to make an appointment to speak with our SENCO. They will investigate your complaint and get back to you as soon as possible. Please allow us a reasonable time to investigate and respond to your complaint. |

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| | <ul style="list-style-type: none"> • If the problem has not been resolved please make an appointment to speak to the Head teacher. She will investigate your complaint and get back to you as soon as possible. • Any issues that remain unresolved at this stage will be managed according to the school Complaints Policy. This is available on the school website. <p>If at any stage you need help or advice, you can contact: SENART 01924 302465 WeSail: 07961 897036</p> |
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If some of your questions have not been answered in this document please get in touch with the school and we would be happy to answer them and with your permission add them to the list above.

Questions from a Child's View

| <u>Parent's Questions</u> | <u>Answers</u> |
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| How does the school know if I need extra help? | Your teacher will think about your learning very carefully and talk to other adults who help you with your learning, if they think that you are finding some of your learning a bit tricky they will find ways of helping you so that you can do your learning really well. |
| What should I do if I think I need extra help? | You need to tell a grown up, this can be any grown up you feel happy talking to like your teacher, the learning mentor or your mum or dad. |
| How will my learning change? | Your teacher might change something in the classroom to help you with your learning like give you special equipment or you may do some learning in a little group or on your own with a grown up for a few minutes every day. |
| How will I know what is happening? | You will be able to go to a meeting with your mum/dad and teacher when they talk about your learning or they might talk to you about it afterwards. They will tell you what they have talked about, what you are doing really well and what your next steps are. You will be able to say what you think and a grown-up can write this down if you want them to. |

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| What should I do if I am worried about something? | You must tell a grown-up who you like to talk to, they will listen to you carefully and help you with your worries. |
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For information on Wakefield's Local Offer, please follow the link below

<http://wakefield.mylocaloffer.org>