



Galleywood Infant School School Information Report for Children with Special Educational Needs and Disabilities (SEND) 2023-24

The Local Offer:

- The *Children and Families Bill* was enacted in Sept 2014. From this date, Local Education Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- For more information on Essex Local Authority's Local Offer please visit their website on www.essexlocaloffer.org.uk
- We have worked with parents, children, school staff and governors to produce our SEN Information Report, which includes details about our school's place within the local offer, and what Galleywood Infant School provides.

Mission Statement

At Galleywood Infant School we believe that learning for all children should be fun, purposeful and challenging.

We aim to develop confident, thoughtful individuals who take ownership of their learning, persevere in order to succeed and feel proud of their achievements. We have high expectations for all children and celebrate individual successes.

Through inspiring, creative teaching within a rich and engaging curriculum we aim to equip each child with the skills they need to be responsible citizens and lead a happy and fulfilling life.

We believe that teamwork and positive partnerships with families, colleagues, governors and the wider community will nurture, support and encourage our children and prepare them to embark upon future challenges with enthusiasm, courage, confidence and aspiration.

What kind of special educational provision

Teachers and class teams work together to ensure that children with a wide range of learning, social and emotional needs are supported to achieve well and to thrive in our school. It is the role of all staff and Governors to ensure that children with Special Educational Needs play a full role in the life of the school and have the opportunity to reach their maximum potential.

is made at Galleywood Infant School?

Cognition and Learning Needs

- Quality First Teaching is delivered by the class teacher and differentiated to meet individual needs.
- Small Group work is managed in the classroom to teach specific skills and concepts at a pace and level appropriate for children with SEN.
- Targeted intervention groups are delivered in designated teaching areas around the school. Trained members of staff continually assess and monitor the learning of each pupil and work with class teachers to ensure all children including those with special educational needs are challenged and make progress with their learning.
- A few children with SEN have a personalised learning programme devised by our SENCo in consultation with staff and sometimes with other professionals. TAs (Teaching Assistants) are employed to work closely with the very few children with additional needs, who may have an Education Health Care Plans (EHCP), under the direction of the SENCo and class teacher.

Social, Mental and Emotional Health Needs

Galleywood Infant School is a caring, inclusive community where all children can feel safe and valued as individuals.

Children with social and emotional difficulties may receive a differentiated approach to aspects of their school life depending on their need. For example they may have additional resources to support them in the classroom such as sand-timers, reward charts etc. Some may have a personalised behaviour management plan.

The school has two Learning Mentors who work with individuals and groups to help children build self-esteem, increase self-confidence, establish good attitudes to learning, develop and sustain friendships. They also work with individual children in close consultation with the class teacher, parents and SENCo.

For children who need additional support and mentoring, the school may refer to specialist services or counselling, or seek advice from appropriate professional services.

See also: SEN Policy, Behaviour Policy, Safeguarding Policy, Health and Safety Policy, Anti-bullying Policy

Sensory and/or Physical Difficulties

Meeting the needs of children with sensory or physical difficulties is the responsibility of the class teacher in close consultation with TAs and SENCo. For example, they may have increased opportunities to use ICT to record work, or use a scribe for some sessions. Where children have been assessed or supported by a variety of specialist services, time is allocated in the school week in order for a tailored programme or advice to be implemented.

There is a ramp leading to the school from the playground and an accessible toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when required. The school has a small dedicated sensory room equipped to support children in a variety of ways in order to enhance and support their school experience.

When children have medical needs the school arranges meetings with the school nurse to complete a Health Care Plan, which is then shared with the class and admin team; this includes children with allergies, asthma, epilepsy and diabetes.

Communication and Interaction Difficulties

Children with communication and interaction difficulties may have a curriculum differentiated by the class teacher and SENCo to meet their needs. For example, children may be pre-taught topic vocabulary, have tasks broken down into pictorial format etc. Some may attend group or individual out-of-class sessions to develop their language, vocabulary, social skills etc.

Speech and Language Therapists work with children, parents and a specialist TA in school and at their clinics. They may provide a report and tailored programme for the school to follow in daily or weekly sessions with a child.

Occupational Therapists and Physiotherapists may work with a child at their clinics or in school to provide exercises or programmes to be delivered by parents, SENCo and TAs.

Educational Psychologists may visit school at our request to assess a child and support us to better understand the child's needs and learning patterns. The Educational Psychologist provides a report, advising parents/carers and teachers about ways to adapt aspects such as the school day, the learning or the environment to be more successful for the child.

Paediatricians work with parents, assess children and report their findings to the school in order to manage the development of the whole child successfully.

Essex Child and Family Wellbeing Service: the aim of this service is to improve physical health, mental health and wellbeing and consequently employment, education and life chances for children and young people. A referral may be made by the school with the support of our school nurse and with parental consent.

SENCo Network and local cluster group meets normally once a term to meet the training and development needs identified by the group. It also serves as a support network.

How does the school evaluate the effectiveness of SEN provision?

Interventions and catch up programmes are monitored, at least half termly, by the TA delivering the programme, the SENCo and the Head Teacher to ensure they are effective in enabling children to make progress towards targets.

Review meetings are held 3 times a year with parents, SENCO and class teacher to discuss the progress the children have made and set new targets to keep the provision appropriate for the child.

Parents are openly encouraged to meet throughout the year with their child's class teacher, both informally and as part of termly parent consultation meetings.

The Governors are kept informed by the annual SENCo report to Governors and termly updates within Headteacher's report. They scrutinise the progress made by children with SEN by analysing data at termly Data Panel meetings.

Governors make visits to the school to meet with the SENCo, observe the interventions led by TAs and receive data to help monitor their effectiveness.

**How does Galleywood
Infants identify, assess,
provide provision and
assess the
effectiveness of
support for children
with SEND?**

Current Identification and Assessment For Children Who Potentially Have SEND

We know that not all children will progress at the same rate and that not all children falling behind their peers have SEN. The identification of SEN is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. The pupil's response to such support may help identify their particular needs. (See SEN Policy)

- Prior to admission, the Foundation Stage leader works with Early Years settings as part of the transition process to prepare for children who need extra support in their setting to develop specific learning or social skills.
- The Head Teacher and the SENCo will meet with prospective parents to discuss a child's additional needs.
- Class teachers monitor progress of all children and consult the SENCo if a child is making less than expected progress. They make a referral to the SENCo including information about what is working well and specific concerns. Classroom interventions and/or intervention groups are considered. If a child is identified as requiring additional support parents/carers are involved in developing strategies and setting targets for their child. Termly consultations to share progress are arranged with parents/carers.
- Parents can express concern about any areas of their child's development with appropriate members of staff; support will be given to identify and assess the area or areas of need. Most issues will be dealt with by the class teacher with the support of the SENCo. If consultation with outside agencies is necessary parents or SENCo will arrange referrals

Provision for Children at 'School Support'

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN a **graduated approach** is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the child. The process is:

Assess – children are assessed as part of daily teaching and learning, through observation, talking about their work. Assessment information is uploaded onto Target Tracker, which provides teachers, senior leaders with an overview of progress and levels of attainment for each child in reading, writing, maths and science. Pupil Progress meetings held every half term identify children who are making less than expected progress in particular aspects of their learning.

Plan - the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge. A Pupil Provision Plan will be put in to place.

Do - The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any TAs or specialist staff involved, to plan and assess the impact of interventions. The SENCo supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review -The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. The class or subject teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted termly where a new provision plan for the child will be drawn-up.

Current Identification of Children who Need a Statutory Assessment

Galleywood Infant School may request the Local Authority (LA) to initiate statutory assessment of the child's needs if:

- Adequate progress has not been made despite provision of an individual programme and concentrated school support, backed up by evidence.
- A child is identified as demonstrating a significant cause for concern.
- If the child's needs cannot be met under the current resources available to the school.

The Code of Practice (2014) is used to ensure rigorous following of statutory procedures.

<p>What are the name and contact details of the SEN co-ordinator (SENCo)?</p>	<p><u>SENCo</u></p> <p>Our SENCo is Kelly Fennell. Kelly has two days a week to fulfil her SENCo duties. She can be contacted on the school telephone number (01245 472686) or through the school office admin@galleywood.essex.sch.uk</p> <p>Galleywood Infant School has an inclusive ethos and SEN is high on the school's agenda. The SENCO is fully supported by the Senior Leadership Team and works closely with the Headteacher and school staff to ensure that there is a whole school approach to planning for SEN provision.</p> <p>Kelly Fennell is available if you would like to come in and talk about your child, or discuss any concerns you may have.</p>
<p>What expertise and training do staff have in relation to children with SEND?</p>	<p><u>Teachers and TAs</u></p> <p>Galleywood Infant School has an experienced team of teachers and TAs who have a broad range of expertise. All staff take part in:</p> <ul style="list-style-type: none"> • In-school training in relation to SEN. • External training – identified to meet a child's specific need, performance management procedures or area of interest. • Weekly staff meetings and TA meetings in school. • Performance Management Reviews and target setting meetings. • Observations by the Senior Management Team while supporting or teaching in-class and during out of class interventions. • SENCo liaison meetings as necessary to discuss programmes, feedback on courses and SEN children. • Regular workshops to train new or less experienced Teachers or TAs. <p><u>SENCo</u></p> <p>Our current SENCO:</p> <ul style="list-style-type: none"> • Is a qualified teacher with experience teaching in the 4-11 age range. • Attends termly SENCo cluster meetings held for Primary SENCOs from the Local Delivery Group, covering a range of SEN topics with speakers. • Attends termly SENCo up-date meetings • Has access to SEN courses delivered at a county level as required. • Has completed the National SENCo Award.

<p>What equipment and facilities does Galleywood Infant school have for pupils with SEND?</p>	<p>Specialist resources are used to aid learning across the school. These include left handed scissors, pencil grips, sit and move cushions, writing slopes, coloured overlays etc. We also have a variety of evidenced-based intervention programmes.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.</p> <p>All monies used for specialist equipment is utilised from the SEND budget, EHC plan allocated budget or from the pupil premium funds of SEND children.</p>
<p>How does Galleywood Infant School consult</p>	<p>The school has an Open-Door policy where communication between home and school is a priority. Class teachers and TAs are available at the beginning and end of most days to share successes and discuss any concerns with parents and carers at an early stage.</p>
<p>with parents of pupils with SEND?</p>	<p>Termly meetings are arranged to update Pupils Provision Plans formally and share these with parents, who contribute their views regarding their child’s learning and progress. At these times a pupil’s EHC plan or pupil passport may be reviewed.</p> <p>For some parents, regular structured conversations are offered to ensure good quality discussion between home and school.</p> <p>The SENCo regularly contacts parents to keep them updated with any issues or consideration of new strategies.</p> <p>Parents of children who have an EHC plan are invited to discuss their child’s progress at the Annual Review.</p> <p>Parents of children who have an EHC plan are invited to discuss transitional provision with the potential junior school at a transitional review.</p>
<p>What are the arrangements for consulting children with SEND and involving them in their education?</p>	<p>Discussion about children’s successes and next step targets is part of the culture of every classroom.</p> <p>Children with special educational needs talk about their work with teachers and support staff, identifying where they have been successful and what they need to improve. Children are asked to share “their views” about learning and school before review meetings by a TA or SENCo.</p> <p>As children achieve their learning targets or do an outstanding job, their achievements are celebrated and shared with adults, peers and sometimes the whole school.</p> <p>Year 2 children attend the final review meeting to meet members of St Michael’s SEN team and celebrate their successes.</p>
<p>How are complaints dealt with?</p>	<p>The complaints procedure can be found in the Complaints Policy on our website.</p>
<p>How can parents get the contact details of support services?</p>	<p>Specialist service contact details are given to parents by school staff as needed. Much information is also available through the Essex Local Offer. See www.essexlocaloffer.org.uk</p>

<p>What are the school arrangements for supporting pupils transferring between pre-school to Galleywood Infants and from there to junior schools?</p>	<p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE-SCHOOL/NURSERY TO THIS SCHOOL</u></p> <p>When school places are allocated parents/key workers for children with SEND contact Galleywood Infant School. The Early Years Leader visits the setting to meet with staff and observe the child. Information is shared with professionals and the family and necessary arrangements are made to ensure a smooth transition. This may involve additional induction visits, a social story with photographs, a longer home visit, ensuring the school has any specialist equipment, etc.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</u></p> <p>Towards the end of the summer term there is discussion between current and receiving teachers about all children. Where children have special educational needs, teachers share information about successful provision and target areas for the new term. The SENCo and TAs support the transition process with children, parents and staff.</p>
	<p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM GALLEYWOOD INFANT SCHOOL</u></p> <p>When children transfer to junior school, the SENCos liaise to transfer SEN information. All SEN school records will be passed on to the junior school.</p> <p>Parents of children who have an Education Health Care plan are invited to discuss transitional provision with the potential junior school at a Transitional Review.</p> <p>Pupils with SEND prepare a 'pupil passport' to take to their new school.</p>
<p>Where can parents get information on the local authority's local offer?</p>	<p>Details about the Essex Local Offer can be found at www.essexlocaloffer.org.uk</p> <p>Galleywood Infant School SEN Policy</p> <p>Our school website and handbook</p>