



Carr Infant School

Confidence - Communication - Creativity

SEND Report

October 2024

Approved by	FGB
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Who is the school's special educational needs coordinator?

Mrs Louise Widdowfield is the school SENCO. Her role requires her to ensure the provision is made for the care, well-being and progress of children with additional needs. She also coordinates the provision for those with English as an additional language and children who are in receipt of free school meals and pupil premium.

Her contact details are as follows:

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Sophie Reading is our SEND Governor and works closely with Mrs Widdowfield on Inclusion policies, practice and provision.

The kinds of SEND that is provided for?

Our school currently provides additional and/or provision for a range of needs, including:

- Communication and Interaction, for example, speech and language difficulties. This may include children who have difficulties following instructions, learning new words, pronouncing sounds or putting sentences together.
- Cognition and Learning, for example, children who have significant or specific difficulties with spelling, reading, writing or maths.
- Social, Emotional and Mental Health difficulties, for example, autistic spectrum condition, ADHD, anxieties or higher level behavioural difficulties.
- Sensory and/or Physical needs, for example, hearing or sight difficulties or difficulties with coordination or mobility.
- Moderate/severe/profound and multiple learning difficulties.

My son has settled in amazingly at Carr Infant School. The SENCO went above and beyond to ensure he started with the correct level of support in place.

Parent of a child in Nursery

Leaders have shown tenacity in making sure that external agencies are used well to support pupils who have the most extreme needs.

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What are the different types of support available for children with SEND at Carr Infant School?

SEND provision at Carr Infant School is centred on early identification and early intervention.

Class teacher input via excellent targeted classroom teaching (also known as Quality First Teaching).

- The teacher has the highest possible expectations for your child and all pupils in their class.
- All teaching builds on what your child already knows, can do and understand.
- Differentiated teaching and learning activities are in place so that every child is fully involved in learning in class. This may include presenting and learning in different ways (written, ICT or practical), support from a Teaching Assistant for some pupils, work set at a different level.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn: e.g. word banks, adapted equipment, visual timetables.
- Your child's teacher will have carefully checked on your child's progress and will have planned the support your child needs to help them make the best possible progress.
- Children are monitored throughout school and if there are any concerns then staff will bring these up informally through year group meetings or relay them through the 'initial concern' sheet which is returned to the SENCO.
- Termly progress meetings are held between class teachers, the SENCO and members of the Senior Leadership Team to discuss progress of all individual children in the class. This shared discussion may highlight patterns of progress or ongoing concerns for individual children. This information can be used to plan further support for individual children if required.

Specific group work with a small group of children

This means they have been identified as needing some extra support in school in a specific aspect of their learning.

- S/he will engage in group sessions with specific targets to help him/her to make more progress and these will usually be led by a Teaching Assistant who has been trained in how to lead the programme.
- This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

Individual Pupil Profile

This means that they have been identified as needing personalised targets in order to make the most possible progress. Personalised provision is being delivered via the class teacher and or teaching assistant, above the usual quality first teaching.

- Each individual pupil profile will have short term outcomes/targets based on the child's needs and strengths.
- It will highlight what the child is good at and what the child finds difficult.
- Strategies or resources they find helpful.

- The class teacher and SENCO will monitor the child's progress and review the targets alongside the children and parents/carers. They will also include a pupil voice at each review. Targets will be reviewed and set (if necessary) on a termly basis.

My Support Plan

If a child requires greater support from various outside agencies then they will have a document called a My Support Plan (MSP). This document will be reviewed on a termly basis. This is a time when all professionals will come together and share information, set targets and present reports.

Specialist support from outside agencies

This means they have been identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school.

- Your child will have been identified by the class teacher/SENCO (or you will have raised your concerns) as needing more specialist input instead of, or in addition, to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You will be asked to give your permission for us to refer your child to the relevant specialist professional, and may also ask you to give information about your child in order to give the most effective advice and support for your child.
- The specialist professional will make recommendations and advise on appropriate progress targets, which may result in changes to the way your child is supported in class e.g. some individual support, changing some aspects of teaching, a group run by school staff under the guidance of the outside professional, group or individual work with outside professionals.
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning which cannot be overcome purely through Quality First Teaching and intervention groups.

An Education, Health & Care Plan

Sometimes a My Support Plan (MSP) will transition into an Education, Health and Care Plan (EHCP) through a graduated response (assess, plan, do, and review cycle).

A Request for Statutory Assessment will be made to the Local Authority, who will assess the child's needs. Through this process the Local Authority will decide on the appropriate level of additional provision to be made and draft an Education, Health and Care Plan (EHCP) for your child, if required. This statutory document is updated officially during the annual review and within school during an interim review. With an EHCP, annual funding attached to this is help support the child within school. This funding varies depending on the level of support required for the child. Should this apply to your child, the school will work closely with you and other professionals working with your child to guide you through the process.

The identification of, and the support for, pupils with special educational needs and/or disabilities (SEND) are a priority.

How can I let the school know if I am concerned about my child's progress?

- If you have any concerns about your child's progress you should speak to your child's class teacher initially.
- If you are still worried and concerned that your child is still not making progress you should speak to Mrs. Widdowfield as SENCO.

How does Carr Infant School know if children need extra support?

We know when pupils need extra help if:

- Concerns are raised by parents, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- We have received information from other agencies who may already be working with the child before they join us.

How will I know how Carr Infant School supports my child?

The teacher is always the best person to explain how your child's learning experiences are differentiated in the classroom to meet his or her needs. Sometimes interventions are used, for children of all ages. This is where a national programme, or one designed by staff in school, is planned and taught to individual children. It is usually time limited with the child's ability assessed before and after the interventions. Provision/Intervention maps are regularly reviewed within each class to ensure the maximum progress is being made. The interventions implemented by teachers and teaching assistants (funded through SEN and pupil premium funding) and observed by the SENCO, Headteacher and year group leaders. These include: Speech and Language Therapy (SALT), Phonics, Elklan, Early Talk Boost, Wellcomm, Emotional Literacy Support Assistant and the wellbeing worker. Other interventions are available to support children with their mental health and wellbeing include: Zones of Regulation, LEGO therapy, and Drawing and Talking therapy. Support via the School Wellbeing Worker can be accessed via the SENCO.

He has been supported to a very high standard, the school, and particularly people who have worked with my child, have helped massively towards getting him the right support. I couldn't have got through the whole process on my own. The SENCO has been amazing, and continues to help the families, to get them the right support

Parent of a child in KS1

How do we evaluate the effectiveness of the provision for children with SEND?

- Classroom teaching, including provision for children with SEND, is regularly monitored by senior leaders and subject leaders through observations, data analysis and book scrutiny.
- A provision map is completed and updated at least each term showing specific support, interventions and their impact.
- We assess the progress of each pupil three times a year in all areas of the curriculum.
- We measure the impact of the child's progress through targets achieved in their pupil profile.
- The impact of any additional and different interventions will be monitored using a variety of methods including teacher assessments and test scores, as well as questionnaires to record less tangible elements, such as improvements in self-esteem and confidence.

Are there any specialist staff at Carr Infant School and how are they trained?

- Carr Infant School have three trained ELSA (emotional literacy support assistants) to deliver group or individual interventions to develop children's self-esteem and peer relationships.
- We have a teaching assistant trained to support with speech and language (SALT).
- We have teaching assistants trained in the WellComm intervention.
- We have a teaching assistant trained in ELKLAN to support children with early language skills.
- Staff have full access to a range of courses that are provided by Pathfinder TSA and other providers.
- The SENCO works closely with the staff to ensure up to date training is available in order to meet the specific needs of the children in their class. This includes training such as; Makaton, supporting children with a hearing loss and autism awareness.

What support will there be for my child's overall wellbeing?

- Interventions such as ELSA will support children with their social and emotional development.
- We ensure that all children have equal access to our full range of extra-curricular activities.
- All children access the Jigsaw scheme which supports children's wellbeing and good mental health.
- Access to the Wellbeing Worker on a regular basis.
- Wellbeing groups led by the Teaching Assistant take place on a regular basis across Early Years.

How will the school prepare and support my child when joining Carr Infant School, transferring to a new class, setting or junior school?

We recognise that transitions can be difficult for a child with SEND therefore we will ensure that any transition is as smooth as possible.

If your child is starting school or moving to another school:

- We will contact the receiving school's SENCO to ensure information is clearly shared regarding any special arrangements or support that needs to be made for your child.
- There is a transfer of records and other communication between schools prior to pupils leaving Carr Infant School.
- Staff will visit other settings to gain vital information about a pupil.
- Staff will liaise with other agencies where involved.
- Some year two pupils will take part in an enhanced transition. They will be given the opportunity to attend additional visits to the feeder junior school or other settings accompanied by the SENCO, Welfare Officer, Family Support Worker or 1:1 Teaching Assistant.
- Transition programmes are used at the end of each academic year
- The SENCO will meet parent/carers whose child may have additional needs before their child starts school.

I couldn't have asked for a better start for my child. Everyone that has been involved with my child, has made the whole process of him settling in a lot easier.

Parent of a child in KS1

How is Carr Infant School accessible to children with SEND?

- The building is accessible to children with physical disabilities through designated areas within the school.
- A disabled toilet is available
- A hygiene suite is available
- A lift is easily accessible to access the first floor

- We ensure that equipment used is available or can be provided to improve the learning environment for specific SEND e.g. writing slopes, pencil grips and wobble cushions.
- Specialist transport is arranged and pre-visit checks are carried out to ensure children with SEND will always be able to take part in school trips (if needed).
- We will work with parents/carers to ensure children with SEND have their needs met and reasonable adjustments made.
- KS1 children can access the Cherry Provision in a morning. This is an 'opt out' of their base class approach and supported in a small group ensuring that all individual needs are met through a personalised approach. The SENCO will liaise with the child's parents/carer if their child is accessing the provision.

How does Carr Infant School support children with medical needs?

- If a child has a medical need, then a detailed individual healthcare plan is compiled with support from the school nurse and in consultation with parents. This is then shared with all staff who are involved with the pupil. Individual health care plans are review on a regular basis with parent and professionals.
- Staff receive regular basic first aid training, with some members of staff trained in paediatric first aid.
- Staff are trained on how to use Epipens.
- Where necessary, and via prior written consent from parents/carers, prescribed medicines are administered in school. Relevant paperwork needs to be completed prior to administering the medication.

Pupils with SEND are given targeted support that is well matched to their needs.

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What specialist services and expertise are available at or accessed by the school?

In consultation with parents it may, at times, be necessary to consult with external specialist agencies to receive their expertise. Individual children may be referred through school following written parental permission or through their G.P. The agencies currently being used by the school and our families include:

- Educational Psychologist
- SALT (Speech and Language Therapy)
- Specialist Teaching Teams such as Autism Outreach
- CAMHS (Child and Adolescent Mental Health Services)
- Lime Trees
- Social Services
- York District Hospital (Paediatricians)
- Wellbeing Workers

The teaching staff have been wonderful, working closely with his physio and OT to make sure his needs are met and his day is inclusive. We are very grateful of the support he receives.

Complaints about SEND provision

In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the SENCO / Head teacher. As we always work closely with parents/carers, consulting them at every stage of referral, we hope that complaints about SEND provision within the school are rare. However should there be a concern, the following procedure should be adopted:

- Parents are encouraged to discuss the problem with the class teacher.
- If the problem is not resolved at this stage the parents should make an appointment to discuss the concern with the head teacher. The class teacher may or may not be present at this meeting.

If the problem remains unresolved the parents will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Should you wish to discuss any aspect of this document in more detail, or require it in an alternative format, please do not hesitate to contact us.