



Welcome to Carlisle Infants

## Special Educational Needs Information report

**This information is for anyone who wants to understand how we support children with additional needs in our school.**

We hope that you find the following document useful and informative. We aim to always do our best to help all the children who come to Carlisle and to work in partnership with parents and carers.

Vicki Trinder, Special Educational Needs Co-ordinator (SENCo)

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We are committed to ensuring that *all* children are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident, independent individuals living fulfilling lives
- make a successful transition into the next stage of their education

We aim to offer excellence and choice to all our children, whatever their ability or needs.

- We have high expectations of all our children.
- We aim to help them achieve their true potential.
- We want all our children to feel that they are respected and a valued part of our community.

## **Our approach to teaching pupils with SEN and disability (SEND)**

The SEN Code of Practice 2014 identifies four broad areas of special educational need:

- Communication and interaction, including Autistic Spectrum Conditions
- Cognition and Learning, including Dyslexia
- Social, emotional and mental health-difficulties, including Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and / or physical needs

We have experience of supporting and meeting the needs of children across these four areas.

All children at Carlisle are primarily supported through 'Quality First Teaching' in their class. In addition many children will access additional intervention groups to help them catch up with specific skills.

Where provision is required that is 'additional to' or 'different from' the typical provision, the child may be added to our SEN Support Register. This is updated on a termly basis. The SENCo adds names to this register following the Threshold Guidance from the Local Authority and parents are notified if their child is listed as needing Additional SEN Support.

### **Education Health and Care Plans (EHCPs)**

For a small number of children, the special educational provision required to meet their needs cannot reasonably be provided from within the normal resources within the school budget. Where this is the case, in liaison with the family, the school will request that the local authority conducts an assessment of education, health and care needs and prepare an Education, Health and Care plan (EHCP). This has to be approved by the Local Authority SEN Panel. It must be focused on the outcomes the child or young person seeks to achieve across education, health and care. The plan will be based on a coordinated assessment and planning process which the child and their parents are at the centre of.

In summary, we support children in the following ways:

- Quality First Teaching for all, with appropriate targeted differentiation in place according to pupil need.
- Additional adult support where appropriate to complement the work of the teacher
- Targeted, time limited intervention programmes, either in a small group or on an individual basis
- Personalised provision through adapted resources and teaching approaches. These access strategies will often be quite simple such as providing a Sit 'n' Move cushion to enable a child to concentrate for longer, using visual symbols to support understanding or timetabling movement breaks for a child with ADHD.

Each access strategy is planned to overcome a particular barrier to learning. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Statements of Special Educational Needs and EHCPs.

We provide a range of intervention groups including:

- Reading support
- Additional phonics practice
- Sentence writing
- Colourful Semantics (for language development)
- Handwriting
- Targeted maths support
- Numicon
- ELSA (emotional literacy support)
- Social Explorers to support children with social communication difficulties
- Ginger ( social skills support)
- Developing Baseline Communication Skills
- Fine motor skills development
- Gross motor skills development, including set exercises to help improve concentration

Learning Support Assistants (LSAs) and Teaching Assistants (TAs) are used to support individual and groups of children within the classroom. They also run many of the intervention groups. Progress within these groups is monitored to assess their impact on children's outcomes.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.

#### How is the environment adapted to meet SEND needs?

- We are a single floor school, which is all wheelchair accessible
- There is a disabled toilet with shower
- We have a sensory tent which pupils can access if they need a quiet time
- Equipment such as sound field systems are installed according to need
- Some children find it easier to concentrate if they have a personalised work station
- Nurture groups/ ELSA support is available for children with social and emotional mental health difficulties

#### How are pupils with SEND included in school life?

Pupils with special educational needs and/or disabilities are included in all aspects of school life. School trips and after school clubs are open to pupils with SEND. Where appropriate, a risk assessment is carried out first, so that the right level of support can be put into place. We will work closely with parent/carers, respecting the knowledge that they have of their child.

## How does the school monitor the effectiveness of what it does on the outcomes of pupils with SEND?

Every pupil in the school has their progress tracked and recorded throughout the year and progress is reviewed at termly pupil progress meetings.

Pupils with SEND have their own individualised targets which are shared with parents and regularly reviewed. In addition to measurable data, the views of the pupil, parents, class teachers, and support staff will be taken into account as well as any reports from outside agencies who may be involved. This allows the school to measure the impact of what they are doing and modify its approach where necessary.

## **Our staffing and expertise**

### Class teachers

Class teachers are generally the first port of call regarding your child's learning. Teachers are responsible for delivering high quality targeted classroom teaching also known as Quality First Teaching and are able to work with the Senco and Learning Support Assistants to meet the needs of your child.

Class Teachers plan lessons taking into account the needs of all groups of children in their class, starting with what they already know, can do and can understand. Teaching is adapted so that your child is fully involved in learning in class. Your child may work in the classroom, or another learning space, individually and in groups as well as experiencing whole class learning opportunities. Additional strategies may be put in place to support your child to learn. We listen to the children and try to help when things are challenging for them.

### Teaching Assistants

We have a team of TAs who work in a number of roles within the school. A TA may work alongside the class teacher to provide support for a child in receipt of additional funding from the Local Authority through an Educational Health and Care Plan (EHCP). Other TAs, work both in and out of the class, with groups of children and also deliver interventions to children who require extra support.

All staff undergo a programme of Continuing Professional Development tailored to their role in the schools. All staff are regularly updated on current practices regarding SEN teaching and changes in the SEN Code of Practice 2014.

Training includes:

- Specific intervention programmes and their delivery in /out of the classroom
- Awareness training relating to medical conditions
- Behaviour Management, including attachment difficulties

- Specific areas of special educational need, such as autism, dyslexia, ADHD
- Adaptations in the classroom to make learning accessible

In addition, individual members of staff have had enhanced and specialist training giving the school in-house expertise in areas including dyslexia, ELSA and numeracy teaching for SEN, including use of the Numicon programme.

### The Senco

The SENCo at Carlisle Infant School is Vicki Trinder, who is a qualified teacher and an experienced SENCo.

Vicki Trinder is available on [vtrinder@carlisle.richmond.sch.uk](mailto:vtrinder@carlisle.richmond.sch.uk) or 0208 979 2770

Our SENCo is responsible for:

- Co-ordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and provision to make sure all children get a consistent, high quality response to meet their needs in school.
- Ensuring that you are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are progressing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy (SALT), Educational Psychology, Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy (OT), and Educational Sensory Support Intervention (ESSI)
- Updating the school's SEN Support register. (A system for ensuring all the SEND needs of pupils in this school are known)
- Keeping up to date records of your child's progress, needs and personalised support.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Working with SENCos in other local schools to share best practice for all SEND pupils.
- Managing the Team of Learning Support Assistants who support children with SEND across the school.
- Assessing Effectiveness and Impact of Provision

### The Head Teacher

The Head teacher at Carlisle Infant School is Zoe Brittain.

Mrs Brittain is responsible for:

- The day to day management of all aspects of the school, which includes the support of children with SEND.

- Mrs Brittain will give responsibility to the SENCo and class teachers but is still accountable for ensuring that your child's needs are met.
- She will also make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

### The SEND Link Governor

We have a member of the Governing Body who is responsible for SEND provision. Our SEND Governor is Maggie Bassett (m.bassett@hamptonhill.richmond.sch.uk). She works closely with our Head teacher and SENCo to make sure that the necessary support is made available for any child who attends the school who has SEND.

## **Identifying Children with SEND**

Your child's progress is continually monitored by their class teacher, who is ultimately responsible for their progress. Each term, pupil progress meetings are held with the class teacher, the year group leader, the deputy headteacher and the Senco.

If at any stage in the year, a class teacher has concerns about an individual pupil, parents or carers would be invited in to meet with the class teacher and the Senco to discuss possible additional needs and any support that the pupil may require. If at any time you have concerns, you can request a meeting with the Senco and class teacher yourself. A decision to place your child on the SEN register might be made at this stage or we might agree to set targets and monitor progress. If appropriate, we would discuss asking advice from outside agencies with you.

The SEN register is our means of monitoring the progress of children at what is known as School Based SEND Support. In practice it means that the Senco works closely with the class teacher and parent/carers to explore strategies for support so that we can achieve the best outcomes we can for your child. Many children at Carlisle attend intervention groups; it does not necessarily mean that they have SEND. You would always be informed if your child has SEND. All parents have opportunities to meet with the class teacher to discuss progress and receive a written report in the Summer Term. If your child has SEND you will be offered three slightly longer meetings with the class teacher and the Senco. For children in receipt of an EHCP, progress would also be assessed through the Annual Review.

Our aim is to work very closely with parents as we recognise the unique perspective you have on your own child. As well as the three appointments a year with the class teacher and the Senco, informal meetings can be requested at any time. We find that sharing information between home and school is the best way to support individual children. The impact of any interventions and progress towards targets will be discussed with you as well as ways to support at home, if appropriate. We also make efforts to consult the children with SEND about how they feel about school.

## **Supporting children's emotional needs**

We understand that school has an important role to play in helping to support the emotional and social development of pupils with special educational needs; to help them to develop emotional resilience and social skills, both through direct teaching, for instance PSHE and class time with teachers as well as indirectly with every conversation adults have with pupils throughout the day.

Pupils with emotional and social needs resulting from their special educational needs will be supported to enable them to develop and mature appropriately. One of our higher level teaching assistants (HLTA) has been trained as an Emotional Literacy Support Assistant (ELSA). She runs sessions with children on an individual basis to help them process difficult emotions. We also run social groups such as Ginger: a Time to Listen, Developing Baseline Communication and Social Explorers.

Some children may need a plan to support their behaviour in the classroom. These might include providing a visual timetable, a particular space on the carpet or supporting behaviour with prompt cards. Very often, small changes can make big differences in behaviour.

## **Involving Parents**

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## **Admissions and Transitions**

### **Initial Admission to Carlisle Infant School**

As with all admissions, please refer to the school and borough policies. We would encourage all parents of children with additional needs to visit the school and discuss the child's needs with the Special Educational Needs Co-ordinator (SENCo) in order to inform your choice of school for your child.

All decisions re the admission of a child with an EHCP, would be made through the Local Authority SEN Panel. The panel would then contact the school to see if we were able to meet the specific needs of that child.

Once your child has been allocated a place, the SENCo will contact you to plan your child's transition into our school.

## Smooth transitions

Children with SEND are given opportunities to visit the school prior to starting and discussion with parents at this stage is particularly useful. For children joining us in September, where appropriate, we may give them a photo book featuring key staff and areas in the school for them to look at over the summer.

When moving to the next class, all appropriate information is shared with the next class teacher, and all children are given opportunities to meet their new teacher. Again a photo book may be helpful at this stage.

Many of our children go to Hampton Hill Junior School in Year 3. Relevant information is shared with the new class teacher and with the Senco, so that the Federation can continue to work closely with parents. All children have access to our transition programme, but additional visits can be arranged where appropriate for individual children.

## **External Support for Parents**

### **Access to Resources for Families and Schools**

Families and schools are able to access the following additional external professionals for advice and guidance:

- KIDS (formerly SENDIASS) [www.kids.org.uk](http://www.kids.org.uk)
- Local Offer <https://www.afclocaloffer.org.uk/>

## **Complaints**

- Please see the Complaints Policy found in the Policies Section under The Federation on our school website.