



**SEND**

**Information Report**

**July 2022**

Henleaze Infant School is a 3-form entry Infant school in Reception and Year 2 and 2-form entry in Year 1, accommodating up to 240 children from Reception to Year 2.

**The curriculum at Henleaze Infant School will ensure:**

Our children learn to celebrate their unique qualities and those in others and feel they belong to our school, our community, our city of Bristol, our country and the world. Our children are excited to learn, are curious and recognise the awe and wonder around them. Through the teaching of ELLI, children have gained the skills to learn effectively and the confidence needed to express their thoughts, challenges and opinions. They can think creatively to solve problems and meet new challenges with resilience. They have academic ambition and high aspirations-for their futures. They have the foundations to grow into responsible, outward looking and generous global citizens, showing respect and empathy for others and our world. Our children have the knowledge, skills and emotional wellbeing to lead happy, healthy lives.

This statement encompasses all aspects of a child not just including their academic ability but also their social and emotional capacity. The school provides opportunities and resources to enhance learning in a way that is accessible to all children, whatever their experiences, to enable their individual, unique outstanding learning. To support our vision statement in ensuring our provision is inclusive for pupils we have resources the school uses through the funding received from the Government, via the Local Authority. This provision includes:

- A SENDCo (Special Educational Needs and Disabilities Coordinator) who is non-class based (two days per week)
- Specialised Teaching Assistants who provide support within the classroom and in small groups.
- Staff who have experience in speech and language, autistic spectrum disorder, dyslexia, social and emotional learning, supporting challenging behaviour, reading interventions, social skills programmes and physical development interventions.
- Targeted mentoring programme during lunch times.
- Teaching Assistants who provide support to specific children with complex special educational needs.
- Liaison with outside agencies including occupational therapy, physiotherapy, school health nursing team, speech and language therapy and educational psychology service (access to these services may be limited according to what each can offer schools. Referral to the educational psychology service is limited to those the school deems to be of the highest priority.
- Potential opportunities to work with Play Therapists (this is on a referral basis within school)

**Questions from a Parent or Carer's point of view**

**1. How does Henleaze Infant School know if children need extra help and what should I do if I think my child may have special educational needs?**

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- Class teachers are informally assessing your children constantly through general play observation, small group writing activities, group and individual reading, small group maths experiences and just being in and around the classroom. They may adapt activities to suit your child and monitor how your child responds.
- If you think your child may have special educational needs, please speak to your class teacher in the first instance. You can do this at parents' evenings or at other times by asking to meet with them or by sending an email for their attention to the school office.
- If the class teacher becomes concerned, they will talk to you about what they have noticed and may put some additional support in place with the guidance of the Year group leader and SENDCo. A 'Pupil Passport' may then be created to gather information about your child's needs and what helps them.
- The support may take the form of strategies, resources or an intervention.
- We follow a graduated approach monitoring the impact of provision to meet individual needs on an 'Assess-Plan-Do-Review' cycle.

## **2. How will Henleaze Infant School support my child?**

- Children who are identified as having a special educational need will be supported as much as possible within the classroom with additional support as required. Support may be in the form of resources or intervention.
- The support will be documented on an Outcome Plan and detail specific interventions which will be used to support the individual child.
- A team around the child of the class teacher, teaching assistant and if required a Learning Support Assistant will provide the support and review this regularly to ensure rapid progress is being made.
- The SENDCo will coordinate the meetings and contact specialist agencies if required and also oversee the provision whilst the class teacher will be the daily point of contact.
- An initial meeting will be set up to explain the process and to ensure that it is a team approach around the child.
- The school has a named governor for SEND (Ania Kopel-Hanna) who will oversee the provision for children identified as having a special education need. They meet regularly with the SENDCo and are part of the Pupil Provision, Safeguarding and Standards committee within the full governing body. Information detailing this is on the governor's page of the school website.

## **3. How will the curriculum be matched to my child's needs?**

- All learning experiences are differentiated to the abilities of the children within the class to enable all children to achieve the learning objective. Regular assessments are made by both the class teacher and pupils to ensure progress is being made.
- The learning environment and ethos within the classroom is set up to support children to ask questions and to develop strategies to become an independent learner. This enables the support required to be specific.
- Further adaptation to the curriculum may be needed to meet your child's needs. This is led by class teachers. Teaching assistants may support these adaptations. Year group leads and our school inclusion team, which is the SENDCo, head teacher and ELSA (Emotional Literacy Support Assistant), may also assist in matching the curriculum to your child's needs.

## **4. How will both you and I know how my child is doing and how will you help me to support my child's learning?**

- We have an open door policy within school which encourages parents to talk regularly with staff to raise concerns as well as to celebrate successes. Feedback from what a child has been doing at home is welcomed.
- We have new parent meetings, year group meetings and curriculum evenings scheduled throughout the year which encourages parents to learn how we teach children within the school and how this can be supported

at home. These may be held virtually, depending on current advice for keeping schools safe during the Covid-19 pandemic.

- The parents' evenings are held twice throughout the year with a formal report given to parents at the end of each academic year. Prior to this an 'Open morning' is held which gives an opportunity to have a look (alongside your child) at the learning they have been doing and to prepare parents for the more formal review at the parents consultation meeting.
- A child who has been identified as needing additional support will have regular updates at least three times a year to review their progress against their specific targets as identified on their provision map. This may be at the same time as parents' evenings.
- If a concern is raised about a child, a meeting with a follow up date will be arranged to address specific targets which will be supported in school and to suggest ways that this can be followed up at home.

#### **5. What support will there be for my child's overall wellbeing?**

- We care for the whole child. We are an infant school with very young children and so our whole ethos is centred on caring for the children and ensuring their emotional, pastoral, medical and social support.
- We have an age-appropriate, attachment aware Behaviour Policy to support the development of a positive ethos and learning environment.
- We have a school council which enables children to share their views and contribute to the overall wellbeing of each child.
- Children with specific needs both socially and medically will be supported in whatever way may be required through individual, small group or whole class situations.
- Every child is an individual and we are committed to ensuring all needs are met and listened to.
- One of our teaching assistants has recently completed her training to be an ELSA - an Emotional Literacy Support Assistant. She works with a small number of individuals and small groups identified by staff.

#### **6. What specialist services and expertise are available at or accessed by Henleaze Infant School?**

- We have access to health, therapy and social care services where appropriate.
- We have staff experienced in specific speech and language, fine and gross motor control strategies.
- Access to services is on a referral basis and will be accessed in agreement with the SENDCo, Class teacher and parents.
- Educational outside agencies include: Educational Psychology and the Bristol Autism Team. Access to these services is limited and will be prioritised by the SENDCo and Headteacher with an overview of the needs in our setting.
- Specialist health services with whom we work include Speech and Language Therapy (SaLT); Physical and Sensory Support Service (PSSS), which includes Hearing Impaired Service (HI) and Visually Impaired Service (VI); Occupational Therapy (OT); Physiotherapy (PT); Child and Adolescent Mental Health (CAMHS); North Star Behaviour Outreach Team (NSO), other health professionals.
- We work with First Response, Early Help, Social Services and the Community Police
- Within the school there are trained first aiders and those trained to administer medication.

#### **7. What training are the staff supporting children and young people with SEND had or are having?**

- We regularly invest time and money in training our staff to improve our universal offer for all pupils, and to develop enhanced skills and knowledge to deliver SEN support through short-term support interventions as well as individualised support. This includes programmes such as Letters and Sounds precision teaching, Numicon, Funkey Maths, Time to Talk, NELI (Nuffield Early Language Intervention) as well as strategies based on Attachment Theory (holding in mind, team around the child), Team Teach, Hearing Impairment and working with those with specific medical conditions (as appropriate).
- We have a qualified ELSA (Emotional Literacy Support Assistant), who was trained by and has ongoing supervision with local authority Educational Psychologists.
- Classrooms are planned to be a communication-friendly environment where visuals and predictable routines support children, including those who have an Autistic Spectrum Condition (ASC).

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- Our SENDCo is a qualified and experienced teacher, who receives ongoing SEN training in specific areas.
- All our teachers hold qualified teacher status and all staff members receive regular training to best support our pupils with SEND, for example in autism, speech and language needs and social and emotional needs.

#### **8. How will my child be included in activities outside the classroom including school trips?**

- All children have the opportunity to attend learning experiences both in and outside of the classroom.
- Our Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
- Learning experiences based outside of the classroom will have specific requirements that are being met in order for all children within the class.
- Parents will be invited on the activity/trip (as the opportunity is given to all parents) and resources will be put in place in order to be inclusive.

#### **9. How accessible is Henleaze Infant School?**

- The building is fully wheelchair accessible through the rear of the school and is a one storey building.
- All specialised SEND equipment is stored securely within the school.
- Children have Personal Evacuation and Emergency Plans (PEEPs) where appropriate.
- Improvements have been made to the environment to ensure it is visually accessible.
- There are disabled changing and toilet facilities.
- Information can be provided in different languages and translators in attendance at meetings if required.

#### **10. How will Henleaze Infant School prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?**

- A careful Induction plan is in place for all children entering our setting.
- Visits to pre-school settings, short visits to the school, home visits and a staggered start to school ensure that children have many opportunities to build up to starting school in a way that is accessible to all children.
- Discussions can be held with the class teacher as to what/how this can be managed specific to the needs of a child with SEND.
- Most children leave the Infant school to enter the partner Junior School. There is a good relationship between the schools and specific transition arrangements will be put in place for those with SEND. Although the Junior School will be aware of your child early on within their schooling, a specific initial transition meeting will be held in the spring before your child is due to transfer in the Autumn. Our SENDCo, Mrs Spaargaren, also works as SENDCo at Henleaze Junior School.

#### **11. How are Henleaze Infant School's resources allocated and matched to children's special educational needs?**

- Our finances are monitored and audited regularly, both internally by the Leadership Team, School Finance Assistant, Governors Resources Committee and externally via the Local Authority Auditing Team and Finance Officer. We utilise resources to develop our overall SEND provision as well as individual learner needs.
- Funding is specific to each school and a contribution may be awarded towards provision for individual children depending on their specific education needs.
- The budget is allocated on a needs basis relative to the intake of the school.

#### **12. How is the decision made about what type and how much support my child will receive?**

- Monitoring of academic and social-emotional progress will be made following our graduated approach.
- The parents are at the heart of the process and will have access to support where appropriate.
- Quality First Teaching and Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this.

- Should additional support be required, this is undertaken after consultation with the relevant staff, outside agencies where appropriate, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCo oversees all additional support and regularly shares updates with the Named Governor for SEND and Inclusion.
- If a concern is raised about a child's progress, advice will be sought from the SENDCo and it will be raised with parents. If appropriate a Pupil Passport and Outcome Plan will be drawn up in consultation between parents and teacher and the child will then be on the school's SEND register. This is also known as SEND Support. The plan is reviewed with parents at three points in the school year.
- If progress is still not at an expected rate, a meeting will then be arranged by the class teacher which will include the parents, class teacher and possibly SENDCo or other staff who may work with the child to talk about other strategies that could be put in place (including access to outside agencies).
- A review meeting will be set up by the class teacher to make the targets time specific.
- The SENDCo will have the overview of what happens day to day and will coordinate the support.
- The class teacher will have day to day contact with the children and monitor progress. This will be reported to both the parents and SENDCo.

### **13. How are parents involved at Henleaze Infant School? How can I be involved?**

- The school warmly welcomes parental involvement.
- All parents have opportunities to be involved in the school. This could be through becoming a Parent Governor, Parent Class Rep, a member of the Parent Teacher Governor Group, being involved in a FHIS (Friends of Henleaze Infant) event to raise funds for the school, or by being a parent helper in class or on a trip.

### **14. Who can I contact for further information?**

- You can ask your class teacher or contact the SENDCo through the school email system.
- Information regarding the Local Authority's Local offer and support for children with Special Education Needs can be found on their website [www.bristol.gov.uk/web/bristol-local-offer](http://www.bristol.gov.uk/web/bristol-local-offer)  
This website has many links to other organisations to support with a range of needs.
- You can also contact SAY, which is the new name for Supportive Parents.  
<https://www.sendandyou.org.uk/how-we-help/areas-covered/bristol-services>  
They have a helpline: 0117 9897725 or email them at [support@sendandyou.org.uk](mailto:support@sendandyou.org.uk)  
Their service is open from 9.30am – 4.30pm, Monday to Friday, with an answerphone available at all other times. They run free SEND courses and workshops for young people, parents and carers and also offer support groups and 'surgeries' in local areas.

### **14. How do I make a complaint?**

If a parent is concerned about SEND provision they should, in the first instance, raise it with the class teacher, who will try to resolve the situation and in the second instance with the SENDCo. Sometimes a number of meetings or a period of time may be required to resolve the concern.

Where a parent/carer feels that a situation has not been resolved through regular contact with the class teacher/ SENDCo or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Head Teacher. This will be treated as an informal complaint and most complaints are normally resolved at this stage. Where no satisfactory resolution has been found within 10 working days, the parent can submit a formal complaint to the Head Teacher in writing or any other accessible format (e.g. through an appointment). The Head Teacher will acknowledge the complaint in writing within five school days (excluding weekends and holidays). The acknowledgement will include (where appropriate) sending a copy of the school's complaints procedure and a target date for providing a response to the complaint. This will normally be within 15 further school days.

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Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office or on the school's website.