

Yeading Infant and Nursery School

School Offer for children with Special Educational Needs (SEN)

We are a fully inclusive school that ensures all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEND, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children are identified as having SEN when they have significantly greater difficulty in learning than their peers which is evidenced by progress that has slowed or stopped and the class interventions, resources etc. put in place do not enable improvement. Once this occurs, we have specific needs-based programmes designed to tackle specific difficulties and accelerate progress. Children at Yeading Infant and Nursery make good progress and achieve better than other schools nationally with SEN and at least in line with like schools.

Other useful documents such as our SEN/Inclusion policy and our Single Equality and Accessibility Plans are available on the school website. If you would like any further information about what we offer here at Yeading Infant and Nursery then please do not hesitate to contact us directly.

School entitlement offer to pupils with additional needs

Focus group	Provision	Pupil Focus	By Whom
All SEND children	Whole school policies evaluated annually to ensure inclusion and progress for SEN pupils.	All SEN pupils	All subject co-ordinators
	Accessibility Plan in place Single Equality Plan in place	All pupils with a disability All pupils	SENCO Whole school community and parents
	Inclusion Files in every class	Pupils in that class with SEND/EAL/CP	All class teachers, monitored by SENCO
	All staff undertake continued professional development (CPD) in relation to SEN and meeting pupils' needs within the classroom and there is an on-going programme to update these skills.	All SEND pupils	All teachers
	The school has an effective assessment process which identifies areas of need where rate of progress may be cause for concern.	All pupils	All teachers

Communication and Interaction: Autistic Spectrum Disorders	Pupil identified on SEN list and progress monitored	All SEN pupils	Class Teacher and SENCO
	<p>Focused SMART targets using cycle of Assess, Plan, Do and Review.</p> <p>IEPs as appropriate. Pupils, parents and staff are all involved in the formulation, review and implementation of these. These are shared with all adults who work with the child.</p>	All pupils SA+ and Statemented pupils	Class Teacher, SENCO
	Individual/small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. These are recorded on provision maps.	Pupils identified as needing intervention through tracking	Reading Recovery teacher, TAs supported by Class Teacher and SENCO
	Differentiated planning, teaching and opportunities for learning in all subjects	All SEN pupils	Class teacher, Subject Co-ordinators
	Visual timetables displayed in classrooms	All SEN pupils	Class Teacher
	TA support in all Reception/Y1/Y2 classes to ensure pupil progress and independence.	All SEN pupils as appropriate	TA monitored by Class Teacher
	Parent meetings. Communication with parents is of paramount importance and is judged to be highly effective.	All SEN pupils	Class Teacher with SENCO and external agencies where appropriate
	SENCO is very experienced and provides advice and guidance to staff.	All SEN pupils	
	Teaching resources are routinely evaluated to ensure they are accessible to all pupils. <input type="checkbox"/> ICT is used to reduce barriers to learning where possible.	All SEN pupils	SENCO, Curriculum Co-ordinators.
	Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. Specialist assessment and use of Early Help form where appropriate	Identified children and children who may need involvement from more than one agency and whose needs have not been fully identified	SENCO
	Inclusive learning environment.	All SEN pupils	Class teachers and SENCO
	Speech and Language Therapy and SALT Support Groups	Pupils identified as needing intervention through external	TAs supported by Class Teacher, SENCO and SALT

Speech, Language and Communication Needs		agency referral.	
	Language groups	Pupils identified as needing intervention through Language Link testing and/or Speaking and Listening tracking	TAs supported by Class Teacher , SENCO and SALT.
	PECs used to support communication.	SEN children with significant communication difficulties on advice of external agency.	TAs supported by SENCO and SALT.
	Talking Partners	Children identified as having specific difficulty with expressive language skills.	TAs supported by Class Teacher and SENCO.
	Articulation group	Children with articulation difficulties identified either by SALT or through Speech Link program	TA supported by SENCO and Class Teachers.
	Outreach support via Hedgewood/Grangewood School	SEN pupils with very significant difficulties accessing the curriculum	ASTs from Special School.
	Individual workstations used as needed	SEN children who find it particularly difficult to filter out potential distractions.	Class teacher supported by SENCO.
	Personalised social stories.	ASD pupils	TAs supported by SENCO.
	Inclusive learning environment	All SEN pupils	Class teachers and SENCO.
	Reading Recovery	Lowest achieving children presenting with significant Literacy difficulties identified through tracking and specialist assessment.	Specialist teacher.
Cognition and Learning	Wave 3 Literacy	Children presenting with significant Literacy difficulties identified through tracking.	TAs supported by Class Teacher and SENCO.

Social, Mental and Emotional Health	Boosting Reading Potential	Children just below average attainment identified through tracking	TA supported by Class Teacher/Reading Recovery Teacher and SENCO.
	RM Maths	Children with weak mathematical skills identified through tracking	Individual time on computer with some TA support directed by Class Teacher.
	Writing and Maths Booster groups	Children currently targeted at Level 2C in Year 2 or below 1B in Year 1	Year 2 and Year 1 Class Teachers with TA support.
	Inclusive learning environment	All SEN pupils	Class teachers supported by SENCO.
	Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils. The school's behaviour systems are predominantly based on a positive approach.	All pupils, all SEN pupils	SENCO and all staff.
	The school ethos values all pupils and their diverse abilities are equally celebrated.	All pupils, all SEN pupils	Whole school community.
	Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities.	All pupils, all SEN pupils	Class teachers.
	Support is offered and signposted to families in order to reduce the impact of any disadvantage. Parents are encouraged to use the Children's Centre and all the services they offer e.g. Positive Parenting courses.	Pupil Premium children, children with social/behavioural difficulties	Class teachers, SENCO and Head Teacher.
	Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices.	All pupils including those with SEN	Whole school community
	The school provides effective pastoral care for all its pupils and is judged to be supportive of their needs by the pupils themselves.	All pupils including those with SEN	All staff.
	Access to information and support is provided within school for social, mental and emotional needs.	Pupils with social, mental and emotional needs.	SENCO.
External support is sought (EP, CFACS) and any advice implemented to support individual pupils' needs. Behaviour IEPs are used where necessary.	Pupils with significant social, mental and emotional needs.	Class teachers supported by SENCO, EP.	

	Personalised social stories.	Pupils having significant difficulty	Learning Mentors and TAs supported by SENCO
	Pupil voice mechanisms e.g. School Council encourage a greater level of involvement.	All pupils including those with SEN	Head Teacher, with feedback to Class Teachers
	SEAL development is central to all teaching and learning within school.	All pupils including those with SEN	Class Teachers
	The school uses systems e.g. buddies to try their best to ensure that peer friendships are maintained and no pupil feels isolated. Use of Friendship Bench at playtime.	All pupils including those with SEN	PSHE Co-ordinator and all Class Teachers
	Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs.	All pupils including those with SEN	Class teachers supported by TAs. Outdoor Learning Co-ordinator
	PALs group	Children who need to develop very basic social skills in FS or Y1	TA supported by SENCO and Class Teacher
	Attention Hillingdon (Special Time)	Children with significant difficulties with attention and focus in Nursery and Reception, possibly with external agency support	Foundation Stage Staff
	Seasons for Growth	Pupils who have experienced loss	Seasons For Growth Coordinator.
Sensory and Physical	Inclusive learning environment	All SEN pupils	Class teachers supported by SENCO.
	Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed.	Children with significant sensory/physical difficulties	Class teachers supported by Occupational Therapist/Physiotherapist
	Specialist assessment and Occupational Therapy and Physiotherapy via Local Authority. Integrated OT and SALT programmes.	Children for whom school intervention is not impacting enough upon their rate of progress and who need specialist assessment/intervention.	OT's, Physiotherapists TAs delivering specific programmes of work provided by external agencies.
	Sensory aids and resources to support learning in the classroom e.g. move 'n' sit cushions, writing slopes etc.	Identified pupils	SENCO

EAL/SEN	Monitoring of pupil performance.	All EAL pupils identified as also being SEND	SENCO and EAL Co-ordinator
	Language skills monitored and progress tracked formatively and reported to EAL Co-ordinator on a termly basis.	All EAL pupils bar those whose use of English is indistinguishable from a native speaker including all EAL/SEN pupils	Class Teacher and EAL Co-ordinator
	Language groups	Children with EAL identified by Language Link who may have SEN.	TA supported by SENCO
	Small group Speaking and Listening groups	EAL pupils at early stages of English acquisition	TA supported by Class Teachers and SENCO
	Grammar groups	EAL pupils struggling to consolidate aspects of English grammar.	TA supported by Class Teachers and SENCO
	Differentiated planning, teaching and opportunities for learning in all subjects	All pupils including pupils with EAL/SEN	Class Teacher, Subject Co-ordinators
	Better Reading Partnership	Children with comprehension difficulties	TA supported by Class Teacher and Inclusion Manager
	Pre-teach session or provide additional consolidation	EAL pupils at early stages of language acquisition	TA, Class Teacher

FREQUENTLY ASKED QUESTIONS:

School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs (SEN)?</p>	<p>The Inclusion Manager/Senco, Mrs. Cheema</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • 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, Educational Psychology etc... • Updating the school's SEN register (a system for ensuring all the SEN needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN in the school) achieve the best possible progress in school. • Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEN.

	Class teachers	<p>They are responsible for:</p> <ul style="list-style-type: none"> Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. <p>Ensuring that the school's SEN, Inclusion and Teaching and Learning Policies are followed in their classroom, and for all the pupils they teach with any SEN</p> <p>Providing high quality teaching and personalised learning for individual pupils with SEN.</p>
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HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- **Other staff in the school**
- **Staff who will visit the school from the Local Authority e.g. Sensory Service (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychology Service.**

	Types of support provided	What would this mean for your child?	Who can get this kind of support?
<p>What are the different types of support available for children with SEN in this school?</p>	<p>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</p>	<ul style="list-style-type: none"> • Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class. • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more kinaesthetic learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	<p>All children in school should be getting this as a part of outstanding classroom practice.</p>
	<p>Specific group work within a smaller group of children. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher who has had training to run these groups. 	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. • A Higher Level Teaching Assistant/Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) may run small group sessions. 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p> <p>Children identified by their teacher as needing some extra support in school. Will be on SEND Register if group run by outside professional or if their difficulty is</p>

	<p>Specific one to one work either in class or on a withdrawal basis. May be</p> <ul style="list-style-type: none"> ○ Run by a teacher/HLTA who has had specific training in an intervention ○ Run by a Teaching Assistant who has had specific training in an intervention 	<ul style="list-style-type: none"> ○ Reading Recovery Teacher, Teacher/HLTA trained in FFT Wave 3 Literacy ○ TAs trained in FFT Wave 3 Literacy, Boosting Reading Potential, Attention Hillingdon 	<p>significant.</p> <p>Children identified as SEN according to guidelines set out in Code of Practice.</p>
	<p>Specialist groups run by or in partnership with outside agencies e.g. Speech and Language therapy or Occupational therapy groups</p> <p>AND/OR Individual support</p>	<ul style="list-style-type: none"> • Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more specialist input instead of or in addition to outstanding class room 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 may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. • The specialist professional will work with your child to 	<p>Children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>

	<p>Children identified by the class teacher/SENCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist, Occupational Therapy Service 	<p>understand their needs and make recommendations, which may include:</p> <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set better targets which will include their specific expertise for teachers to implement ○ A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit ○ A group or individual work with outside professional • 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. 	
	<p>Specified Individual support for your child</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process and you can find more detail about this in the Code of Practice or London Borough of Hillingdon website. • After the school have sent in the request to the Local 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need more than 20

	<p><i>This is usually provided via an Education, Health and Care Plan (EHC).</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.</p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Sensory Service (for students with a hearing or visual need) or outreach from a local Special School. • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the current level of support under the single category of SEN.</p> <ul style="list-style-type: none"> • After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and lifelong and that they need more support than school can provide to achieve good progress. If this is the case they will write an Educational Health Plan. If this is not the case, they will ask the school to continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The Educational Health Plan will outline the individual/small group support your child needs and what strategies must be put in place. It will also have long and short term goals for your child. • An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	<p>hours of support in school</p>
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<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's Teacher, initially. • The concerns may need referring to the SENCO if your child is still not making progress. • If you continue to feel that your child is still not making progress you should speak to the Head Teacher.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO. • Increasingly intensive interventions will then be offered and progress carefully monitored. • If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have too ○ To plan any additional support your child may receive ○ To discuss with you any referrals to outside professionals to support your child's learning
<p>How is extra support allocated to children?</p>	<ul style="list-style-type: none"> • The school budget, received from Hillingdon LA, includes money for supporting children with SEN. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Head Teacher and the SENCO discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> ○ the children getting extra support already ○ the children needing extra support ○ the children who have been identified as not making as much progress as would be expected.

and decide what resources/training and support is needed.

- SEN Audit from staff completed every two years and focus of training decided from this. Resources reviewed regularly and updated as needed.

Who are the other people providing services to children with an SEN in this school?	A. Directly funded by the school	<ul style="list-style-type: none">• Learning support teachers• Learning mentors• Teaching Assistants• 1:1 Learning Support Assistants for Statemented pupils• Higher Level TAs
	B. Bought in by School C. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none">• Educational Psychology Service• Sensory Service for children with visual or hearing needs• Occupational Therapy support (provided by Health but paid for by the Local Authority).• Speech and Language Therapy (provided by Health but paid for by the Local Authority).

	B. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> • School Nurse. • Occupational Therapy.
How are the teachers in school supported to work with children with an SEN and what training do they have?	<p>The SENCO's job is to support the teachers in planning for children with SEN.</p> <ul style="list-style-type: none"> • The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school information and training on SEN issues such as ASD, dyslexia etc. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from NASEN. 	
How will the teaching be adapted for my child with learning needs (SEN)?	<ul style="list-style-type: none"> • Teachers plan lessons according to the specific needs of all children in their class, and will ensure that your child's needs are met with personalised learning where appropriate. • Support staff will support with your child's learning in the classroom. • Specific resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. 	
How will we measure the progress of your child in school?	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his teachers. • His progress is reviewed formally every term and a National Curriculum level is given for Reading, Writing and Maths. • If your child is in Year 1 or Year 2 but not yet working within level 1, he will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called 'P levels which will be correlated into 'working towards Level 1 levels (WTC, WTB and WTA). 	

	<ul style="list-style-type: none"> • At the end of Key Stage 1 the school is required to report English, Maths and Science National Curriculum levels for your child. This is something the government requires all schools to do. • The progress of children with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
<p>What support do we have for you as a parent of child with an SEN?</p>	<ul style="list-style-type: none"> • We would like you to talk to your child's teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. • The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have. • All information from outside professionals will be discussed with you directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Homework will be adjusted as needed to your child's individual needs.
<p>How have we made Yeading Infant and Nursery School accessible to children with SEN? (Including school clubs etc.)</p>	<ul style="list-style-type: none"> • We ensure that equipment used is accessible to all children regardless of their needs. • We ensure prioritised access to clubs. • Key words and literacy resources are used across the school to support learning.

<p>How will we support your child when they are leaving this school?</p> <p>OR moving to another Year?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none">• If your child is moving child to another school:<ul style="list-style-type: none">○ We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.○ We will make sure that all records about your child are passed on as soon as possible.• When moving years in school:<ul style="list-style-type: none">○ Information about your child will be shared with their new teachers.○ If your child would be helped by a personalised passport when moving to another year, we will put this in place.
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