

## **Purston Infant School SEND Statement**

### **What Kinds of SEND are provided for at Purston Infant School?**

All staff at Purston Infant School are committed to providing Quality First Teaching so that all children can make good progress with their learning. Children with a wide range of SEND are welcomed into our school. If a parent of a pupil with a Statement or Education Health Care Plan requests a place at our school, the child is welcomed and strategies are sought to meet needs. Special educational needs and provision can be considered as falling under four broad areas (Code of Practice 2014):

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

All children are welcomed into our school where there is a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities and needs of all children. We endeavour to meet the needs of every child. Lessons are carefully differentiated to meet the needs of all children whatever their learning style. Staff use a variety of teaching styles and resources in lessons to support children's learning. We have invested in a large team of highly skilled and committed teaching assistants who provide invaluable support for a wide range of SEND provision.

### **How does school identify children who might have SEND?**

The named SENDCo for our school is Philip Barnett, supported by Sarah Leather. Philip can be reached on the school telephone number: 01977 723550.

When children have identified Special Education Needs and Disabilities (SEND) before they start at our school, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can manage it. Where we feel that something additional or different is needed to support your child because they have SEND, we will discuss this carefully with you. If you have concerns about your child at any stage, we will discuss this with you and assess the situation and share our thoughts with you. We will work with you to agree the appropriate course of action and what we can collectively do to support your child. For children requiring SEND support we will provide a written One Page Profile (OPP). This will include details of areas of need, targets, interventions to be

used, review dates, input from parents/carers and intended outcomes. These profiles are shared with parents and the child. Children requiring high levels of support, or who have complex needs, or who are not making enough progress despite receiving additional support in school and from external agencies, may be referred for an Education, Health and Care Plan (EHCP). This helps to provide the long-term support a child may need. These plans replace the old SEN Statements

### **How will the curriculum be matched to my child needs?**

We are always happy to discuss with you the approaches that classroom teachers and other staff will be using throughout the day to help address and differentiate lessons according to your child's needs. We will also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need an Education Health Care plan which may include a risk assessment.

### **How will staff at Purston Infant School support my Child?**

High quality support for learning within mainstream is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when we feel that some additional support may help your child to make better progress. We have a large number of highly skilled and motivated teaching assistants who support both individual and groups of children throughout the school. We provide a high level of Teaching Assistant support where and when needed. Although, from time to time children may need a high level of individual support, our aim is always to help children to be more independent in lessons. Our staff receive regular training in different areas of SEND. Parents will be kept updated at parents Consultations and on an informal basis.

We will endeavour to explain:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

### **How will I know how my child is doing in school?**

We have an open door policy at our school and endeavour to create trusting, supportive and positive relationships with parents and carers. We firmly believe that the partnership between home and school is essential in your child's progress. Parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will be able to discuss any support your child is receiving, their progress in comparison to National Expectations and personal targets. Your child's One Page Profile summarises the support that has been provided over a period of time. This highlights their individual strengths and achievements and identifies strategies used to make progress. One Page Profiles are evaluated and updated each term. WE offer a range of Interventions to support the needs of all children. Interventions are carefully monitored in order to ensure that they have impact on children's learning. If your child takes part in additional intervention activities, we carefully monitor the impact and progress your child makes, this is reported to parents through One Page Profile evaluations. If your child has an EHCP you will be invited to an interim review as well as an Annual Review. The progress and attainment of all children is carefully monitored and reported to parents each term through the consultation process. Parents receive a formal written report of progress at the end of each year.

### **What other agencies support school with SEND?**

At Purston Infant School we have established excellent working relationships with:

- Educational Psychology
- Communication, Interaction and Access Team
- Learning support Service
- Behaviour and Exclusion Support Team
- Speech and Language Therapists
- Visually Impaired Team
- Hearing Impaired Team
- School Nurse and Health Visitors
- Paediatrician
- Occupational Therapist
- Physiotherapist

### **How will school support my child when it is time to transition to another school?**

Your child will have a transition review in plenty of time before any move such as from Nursery to Foundation Stage and from year 2 to year 3. A child's One Page Profile will follow the child when they move to a new school. Nursery aged children the Foundation Stage will have additional transition visits before they start so that staff can gather information regarding any SEND requirements and any necessary support can then be put into place when your child starts school. We liaise with pre-schools and nurseries as well as external agencies and health professionals. Additional visits to school and meetings with staff are encouraged for those children who may find transition difficult between home and school. We ensure a clear transition programme for year 2 pupils which involves visits to your child's chosen Junior school by both staff and pupils prior to transfer. Our SENDCO will share SEND records and provision needed with the Junior school staff. Information sharing will include pupil records and One Page Profile. Additional visits to Junior schools are arranged to support vulnerable children during transition.

### **Who can contact for further information?**

Any concern's regarding your child can be discussed with your child's class teacher, our SENDCo or Head Teacher.

Alternatively further information regarding SEND provision in Wakefield can be found on:

<http://wakefield.mylocaloffer.org/Home>