



South Wootton Infant School

Smile, Work, Inspire, Succeed!

Our aim:

In order for our school to be a fun and enjoyable place, with happy and successful life-long learners, we all want to be:

Respectful Resilient Co-operative Independent Reflective Inquisitive

The SEND Information Report for South Wootton Infant School 2019-2020

Introduction

Welcome to our SEND information report. All Norfolk maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that **all** pupils make the best possible progress in school, regardless of their specific needs. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or disabilities being met in a mainstream setting wherever possible. Here is a link to Norfolk's Local Offer www.norfolk.gov.uk/SEN

At South Wootton Infant School we are committed to working together with all members of our school community. This local offer has been produced with the help of pupils, parents/carers, governors and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please contact us through the school office.

South Wootton Infant School, 9 Church Lane, South Wootton, Kings Lynn, Norfolk. PE30 3LJ

Head Teacher: Miss Joanne Davenport

SENDCO: Mrs Emma Waterman

SEND Governor: Mrs Jenny Cook

School email: office@southwootton-inf.norfolk.sch.uk

Our Approach to Teaching Learners with SEND

At South Wootton Infant School we believe in participation for all and we strive to ensure that all children have access to the resources, opportunities and experiences available in school. The school is accessible to all learners. We use our 'best endeavours' to meet the needs of a child with SEND. We adopt a child centred approach to teaching and learning, focusing on the individual child and their needs and spaces can be adapted to meet different needs. We listen to the views of the child and his/her parent/carer and they are involved in decision making and target setting. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. For some children there are occasions when further additional support may be needed to help them achieve their targets and we monitor children's progress and needs and offer extra support and interventions where needed.

Updated: 15.11.19

Review: September 2020, or earlier (if necessary).

The identification of children with SEND at South Wootton Infant School

At different times in their school career, a pupil may have a special educational need or disability. The *Code of Practice* states:

'A child has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age: or*
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school.'*

Careful consideration is taken by parents/carers, classroom staff, SLT, SENDCO and the child before they're added to the SEN Record. If a learner is identified as having SEND we will provide learning opportunities that are 'additional to or different from' the normal differentiated curriculum, intended to overcome the barrier(s) to their learning.

Barriers to learning vary but can include:

- Attention & listening
- Reading
- Writing
- Working memory
- Confidence
- Co-ordination
- Social communication
- Language and speech
- Sequencing
- Limited self-regulation of behaviour, emotions and thoughts
- Anger
- Fear of failure
- Limited resilience
- Anxiety
- Social interaction
- Executive functioning skills
- Low self-efficacy
- Learned helplessness

Our SEN Record shows that we currently have 11.2% of children identified as having SEND.

The areas of SEND which we provide can be divided into four general categories:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties (SEMH)
- Sensory / physical needs

Children might be identified as having a special educational need linked to more than one of these areas and the linked area for a child might also change as their needs change.

The assessment of children with SEND at South Wootton Infant School

Class Teachers, support staff, parents/carers and the learner themselves are often the first to notice a difficulty with learning and we believe it is crucial to recognise any needs as early as possible. We aim to achieve this through discussions with:

- Children
- Parents/carers
- Class teachers
- SENCO
- Outside agencies
- Pre-schools

At South Wootton Infant School we ensure that assessment of educational needs directly involves the child, their parents/carer and the class teacher. The SENDCO will also be involved in this process and will give support in the identification of barriers to learning.

The SENDCO attends the half termly cluster SENDCO and termly Willow Tree Learning network meetings where assessment tools and resources are discussed and shared. Ongoing professional training can also be accessed as a result of these meetings if a need is identified. The meetings also provide the SENDCOs with an opportunity to meet together and to share good practice.

The school's SENDCO is an enthusiastic, experienced teacher and completed an introductory SENCO training course last year and is currently completing the National Award for Special Educational Needs.

For some learners we may wish to seek advice from specialist teams. Outside agencies include:

- Educational Psychology (EPSS)
- Speech and Language experts
- Specialist Learning Support Teacher
- School nursing team
- Specialist Resource Base
- Short stay school
- We also have a Parent Support Advisor (PSA) to support families
- S2S

The support of learners with SEND at South Wootton Infant School

Our school prides itself on providing SEN friendly classrooms and delivering quality-first teaching for all. We adapt the curriculum where necessary to meet the needs of all of our learners. All our teachers hold qualified teaching status and all staff members receive regular training to best support our children with SEND. This includes training to improve wave 1 (quality first teaching) provision and to develop enhanced skills and knowledge to deliver wave 2 (short term support interventions) and wave 3 (individualised support and interventions). Should additional support be required this is undertaken after consultation with the child and their parents/carers. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENDCO oversees all additional support and shares updates with

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the SEND Governor. Some CPD is ring-fenced to support SEN provision in the school, recently all teaching staff completed a workshop for supporting working-memory in the classroom which was delivered by a specialist.

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to overcome the identified barrier(s) to learning. Children with SEMH are supported in our school in our Forest school, during THRIVE sessions, with Denis our school dog and with additional provision (such as Now, Next, Then boards, specific reward charts, home/school records amongst others). The prevention of bullying is important, the whole school adheres to a consistent behaviour policy. The school council listens to childrens' views and has recently purchased new playground equipment to encourage fair play at social times along with many other initiatives.

At South Wootton Infant School we work in close partnership with parents. We operate an open door policy to encourage parents/ carers to contact the class teacher with ease. Parents are invited to become involved in school-life through various ways such as involvement in PTFA, family picnics, Reading Cafes etc and ongoing invitations to school events throughout the year. The SENDCO organises termly parent/carers drop-ins, these are informal sessions whereby parents/carers can network together and advice and guidance can be shared and discussed. At some of these drop-ins our SEND Governor is present too. Our Governing Body includes Parent Governors. 'Tapestry' is used as an on-going communication tool detailing each child's learning journey, both in reception and Year 1 and for the first time this year in Year 2.

Funding for SEND

South Wootton Infant School receives funding directly to the school from the Local Education Authority to support the needs of learners with SEND. The amount of funding we received for 2018-2019 is £45,890

How do we find out if this support is effective?

At South Wootton Infant School, a child with SEND is assessed and monitored at least termly in line with the assessment and monitoring of progress of all children. We follow the 'assess, plan, do, review' [Graduated Approach] model and include children and parents/carers on this learning journey. Children, parents/carers, class teachers and often the SENDCO will be involved in the process where progress and next steps will be discussed. If a child has an Education Health and Care Plan (EHC plan) the same reviews will take place but it will also be formally reviewed annually.

Other Opportunities for Learning

At South Wootton Infant School, all pupils have the same opportunity to access extra - curricular activities. There is a range of clubs available to children. Children and parents/carers are informed of these opportunities via tapestry, newsletters, texts and information displays in school.

Preparing for the next step

If your child is joining our school or is preparing to transfer to the Junior School we have induction programmes in place for welcoming new learners and easing transition for learners moving to a new setting. We have very good relationships with our feeder nurseries and with South Wootton Junior School. We are particularly fortunate to share a SENDCO with the Junior School to ease the transition process for SEND children and families and those with additional needs. We share information to support children's learning and well-being at transition. Further support is provided as necessary for those with SEND including additional visits to the new setting, both individually and part of an enhanced transition programme for identified children.

We have also developed a transition programme for children with SEND as they move up through the year groups at school. This involves extra meetings with the child and parents, visits to the new class and the creating or evolving of a 'passport' for the child to take with him/her.

Have your say:

Feedback from this SEND Information Report is welcome. The report declares our annual offer to pupils with SEND but to be effective, it needs the views of parents/carers, children, staff and governors, so please engage with our process to 'assess,plan,do,review' provision for SEND by contacting us!

office@southwootton-inf.norfolk.sch.uk

Useful links:

South Wootton Infant School	www.southwootton-inf.norfolk.sch.uk
Norfolk Education Authority	www.norfolk.gov.uk/SEN
Parent Partnership	www.dfe.gov.uk
Short Stay Schools	www.theshortstayschoolfornorfolk.co.uk
SEN Gateway	www.sendgateway.org.uk
SENDirect	https://sendirect.org.uk/
Contact a Family	www.cafamily.org.uk/

