

Fulwell Infant School Academy

SEN INFORMATION REPORT

(Special Educational Needs and Disability (SEND) Information Report)



What kinds of special needs are provided for in this school?

At Fulwell Infant School Academy we are committed to providing a high quality education for all of the children in our school. We believe that all children are entitled to have access to our curriculum and to be fully included in all aspects of school life. We are committed to maximum inclusion whilst ensuring individual needs are met.

This encompasses the four main areas of SEND.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical (medical)

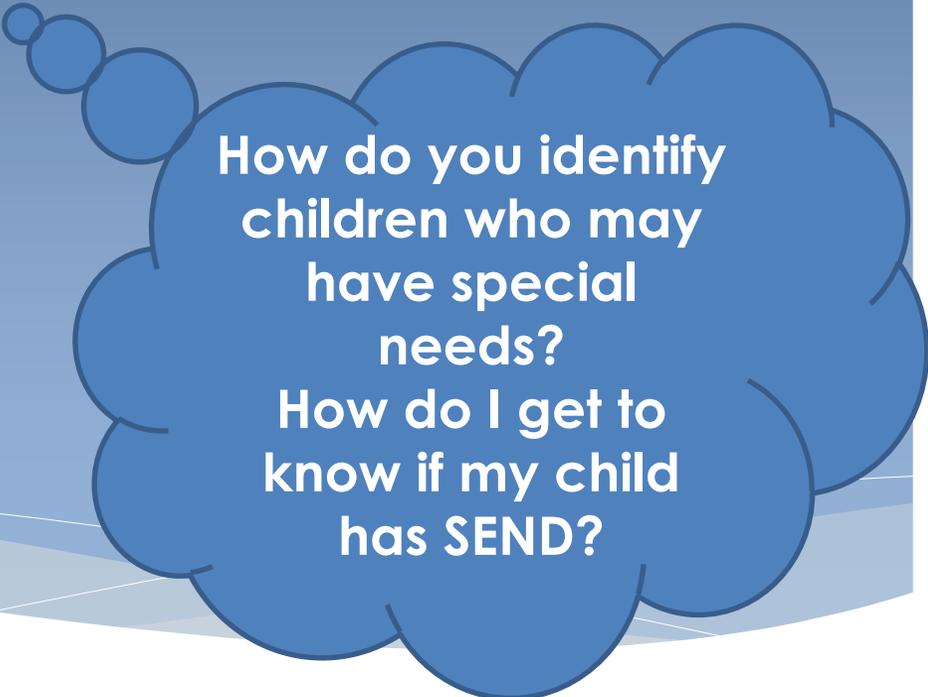
SEND Snapshot September 2021/ 2022

	Main Presenting Need (Pupil No.)			
	Comm. & Int.	Cog & Learn	Sensory & Physical	SEMH
Nursery	5		1	
Reception	6			5
Year 1		4		6
Year 2	1	2	1	7
Total	12	6	2	18

Fulwell Infant School Academy makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements from The Children and Families Act 2014, Equality Act 2010 and SEND Code of Practice 2014.

As a school we strive to provide high quality first teaching. If our staff think that your child has a SEND we will observe the child carefully; carry out further assessment involving the teacher, SENCO, parent, pupil and when necessary outside agencies, with full cooperation and permission from parents.

When children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting. we recognise the benefits of early identification and seek to identify a child's need at the earliest point allowing us to make the most effective provision possible so that your child reaches their full potential.



**How do you identify children who may have special needs?
How do I get to know if my child has SEND?**

New for 2019/2020

The Ranges

Together for Children produced new guidance for school in Sunderland to follow in Autumn 2019 regarding SEND – this document is called 'The Ranges'. This is a whole School Approach for students with SEND based on national best practice in determining needs of pupils. Using the document throughout school in Sunderland will give a consistent approach to assessing the children who have SEND needs within the local authority. The document provides guidance on Quality First Teaching (QFT) and the specific characteristics for effective provision for children and young people with SEND. This document states the most appropriate provision, interventions and resources that should be attempted at the first instance for support. In order to find the advice for effective provision teachers must 'range' the child using the range descriptors based on national best practice describing the needs of the child with SEND in order identify the correct support.

The ranges document is organised into the different areas of need;

SEND inclusion for EYFS

General information

Cognition and learning

Communication and interaction

Social, emotional and mental health

Sensory and/or physical

Primary and Secondary

General information

Cognition and learning

Communication and interaction ASD

Communication and interaction Speech, language and communication

Sensory and/or physical

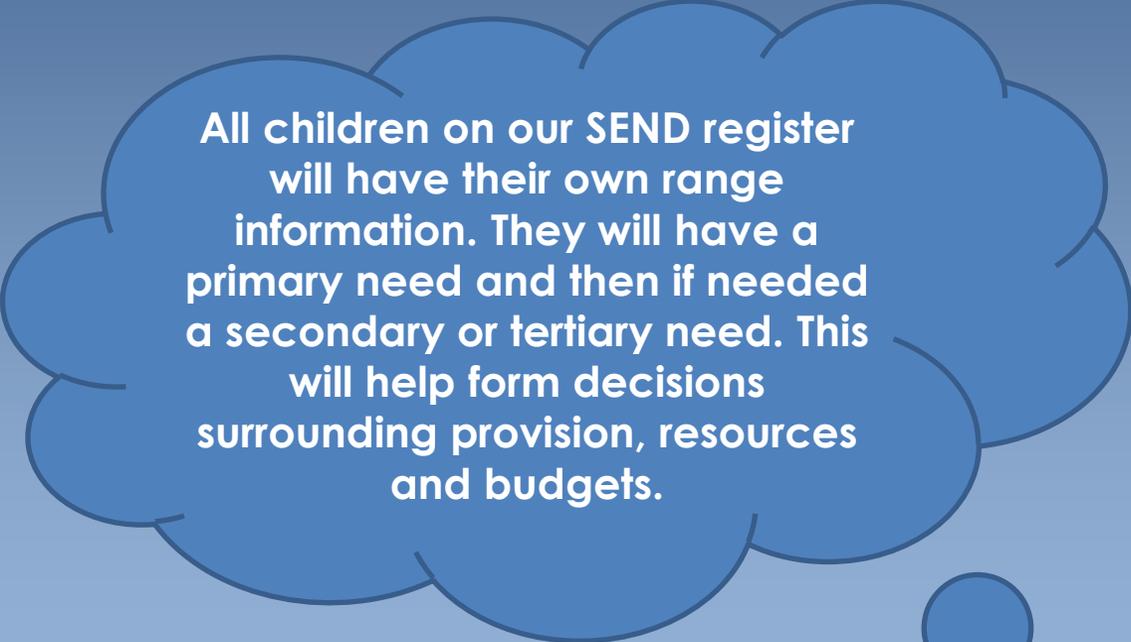
-hearing

-visual

-dual sensory

-physical and medical

Social, emotional and mental health



All children on our SEND register will have their own range information. They will have a primary need and then if needed a secondary or tertiary need. This will help form decisions surrounding provision, resources and budgets.

In school all teaching staff have been given training surrounding the ranges and use within the classroom. We have incorporated these on to support plans and on classroom planning so provision, intervention and adaptations are clear. This will ensure outcomes for children with SEND are to the highest standard throughout the school.

Preparation for Adulthood (PfA)

This is a framework woven within the ranges document that suggests statements to shape learning to promote the development of independence for adulthood. Preparation for adulthood starts at the earliest stages of life. As these PfA outcomes are vital our EYFS curriculum reflects these values and outcomes which are identified within the threads of thematic planning. We have also used the PfA document within our curriculum plans to ensure that our curriculum best supports all learners including those with SEND. The PfA outcomes are useful for all children including those with SEND as the statements in the framework can be used to plan for next steps or outcomes. Using the PfAs to plan for outcomes is good practice and a useful tool however as children can have needs that span across several ranges and/or complex needs the whole PfA document will need to be scrutinised in order to plan a bespoke pathway of support for each individual child with SEND.

At Fulwell Infant School Academy staff will include and use range information, advice from outside professionals and PfA outcomes to inform curriculum planning, outcomes and targeted work. This will ensure that each child's individual needs are met, best practice is provided enabling children the opportunity to acquire life skills for employment, independent living, community inclusion and health skills.

Having these statements represented within our curriculum planning and support planning will ensure that our that our ethos celebrates diversity and utilises children's developing skills, fostering their spiritual, moral, social and cultural understanding ensuring that every child is well prepared for life in modern Britain.

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Where can I find out
about what is
available locally for
me, my family or my
child?

Together for children has published its own Local Offer which can be accessed by the link below.

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=0>

We cooperate with the local authority reviewing the provision and in developing the Local Offer.

SENCO

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning
 - Informed about the support your child receives and Involved in reviewing how they are doing
- Liaising with all the other professionals who may help to support your child's learning e.g. Speech and Language Therapist, Educational Psychologist.
- Updating the school's SEND register and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Liaising with the Special Educational Needs governor.
- Working with the Local Authority and External Consultants to implement and monitor our provision.

Who is involved?

Class Teacher

Responsible for:

- 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 informing the SENCO as necessary.
- Writing children's Provision Maps and keeping them up to date.
- Ensuring that all staff working with your child in school is helped to deliver the planned work / intervention for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Support Staff

Responsible for:

A Teaching Assistant may be allocated to a class to support the class teacher. Their role may involve running and evaluating interventions, working 1:1, small groups or with the class.

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities. As a school we welcome daily dialogue between parent/carers and teachers and TAs on how a child's day has been and we do actively encourage this regular feedback.

SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.
- Monitoring the effectiveness of SEND provision in the school.

How accessible is our school?

All of the school building and playground is accessible for a child in a wheelchair.

- A disabled toilet
- Teachers in school adapt the classroom layouts to cater for children with special needs and/or disabilities.
- Coloured paper/overlays are available for pupils and staff who have dyslexic tendencies. Our school is a dyslexic friendly school 2016 onwards.
- For children who benefit from the use of electronic equipment to aid their learning, such equipment as lap-tops, iPads are readily available.

- Our SENCO has completed the training and received the National Award for SEN Coordination and continues to develop her knowledge attending all appropriate courses.
- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as Autism and dyslexia.
- We have whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

What skills do the staff have to meet my child's needs?

At Fulwell Infant School Academy your child's progress is continually monitored by their class teacher, SENCO and the Leadership Team.

□ Their progress is continually reviewed and recorded to monitor their progress against the National Curriculum

All children are required to be formally assessed using Standard Assessment Tests (SATs) in year Two however if the child has significant learning needs there are grounds to be exempt from the tests.

□ The progress of children with an EHC Plan is formally reviewed at an Annual Review with all professionals and adults involved with the child's education.

□ The Leadership Team and SENCO will also check that your child is making good progress with any individual work and in any group that they take part in.

□ A range of ways will be used to keep you informed, which may include:

- Homework Diary**
- Parents evenings**
- Additional meetings as required**
- Reports**
- SEND Annual review meetings**
- Review meetings if your child has a support plan (three times yearly minimum).**

A blue thought bubble with a white outline, containing the text "How will I know how my child is doing?". The bubble is connected to a larger blue rectangular area at the top of the page by a thin line and three smaller circles of decreasing size.

**How will I know
how my child is
doing?**

If you are concerned about any aspect of your child's development we encourage you in the first instance to talk to your child's class teacher. Together, with the SENCO, we will discuss this with you further and investigate – we will share with you what we find and agree with you what we will do next and what you can do to help your child.

What happens if I am worried about my child?

What if I think my child needs more help than the school can provide?

Only a very small percentage of children with SEND need an Educational Health Care Plan (EHCP) in order to get the right support and provision. An EHCP brings your child's education, health and social care needs into a single legal document. It will describe what outcomes we all want for your child, what support is needed to achieve these, who will provide the support and when it will be provided.

The first stage following a request for a statutory assessment for an EHCP is for an 'assessment planning meeting' to be arranged, usually by the school or setting. This approach means that the young person and their family are at the centre of the process. The review meeting looks at positive things about the young person, what is important to them, and what things are working well for them, as well as what isn't working well and what support and help is needed. At the end of the meeting, an action plan will have been created, which identifies actions to be taken by professionals, young person and family to help improve support and outcomes. Information about how to prepare and what to expect from the process will be provided.

The action plan from the assessment planning meeting forms part of the information that is sent to a decision-making panel, which decides if a full statutory assessment is required. You will be informed of the panel's decision whether or not to proceed with a full assessment (EHCP). If the panel decides a full assessment is required, there will be further gathering of information or advice from professionals before a support planning meeting is held where the EHCP will be drawn up by the LA in collaboration from the school, parents and outside agencies who support the child.

If the decision is to not issue an EHCP, you will be advised of your right and school's right to appeal.

Parents are given the opportunity to comment on a draft EHCP and give your views about school or other placements, before the final EHCP is issued.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

More details about the Education, Health & Care Plans and Statutory Assessment of SEND can be found on the Sunderland Council website

<https://www.sunderlandinformationpoint.co.uk/kb5/sunderland/directory/localoffer.page?localofferchannel=2&loboolean=1>

Autism Outreach

<http://www.sunderlandaot.co.uk>

Children and Young People's services

<https://www.ntw.nhs.uk/services/children-young-peoples-service-south-tyneside-sunderland/>

Children's community Mental Health Services

<http://www.sunderlandcommunitycamhs.nhs.uk>

Speech and Language therapy

<https://www.sunderland servicedirectory.co.uk/kb5/sunderland/directory/service.page?id=HiJO75466mg>

Language and Learning partnership

<http://www.sunningdaleschool.com/outreach%20services/llp.htm>



Where can I or my child get further help, information and support?

The Special Educational Needs Team

The Special Educational Needs Team provides information to parents / carers to ensure that children and young people with SEND get the most out of their school life and maximise their achievements.

<https://www.togetherforchildren.org.uk/SEND>

Early Help

<https://www.togetherforchildren.org.uk/professionals/early-help>

Parent Partnership Service

The Parent Partnership Service has been established to ensure that parents and carers of children from 3 to 19 years with special educational needs (SEND) have access to information, advice and guidance to allow them to make informed decisions about their child's education. The service helps parents and carers write letters and complete forms, deal with education issues, visit schools and provide information about the SEN process.

<https://www.sendirect.org.uk/providers/information-advice-and-support-services-network/my-services/sunderland-send-information-advice-and-support-service-parent-partnership/>

Link to the SEND code of practice 2015 -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf



How do I complain if I
am not happy with
what is happening for
my child?

We value the partnership between parents/carers and staff but should a problem arise parents/carers are asked to discuss this fully, initially with the class teacher. Subsequently, if any issue is not resolved it should be discussed with the SENCO and if still not resolved with the Head Teacher. Any complaints will be treated in accordance with our complaints procedure.

If you have any further questions then contact the school and we will be more than happy to help you.

Tel: 0191549666

Email: info@fulwellinfant.org.uk