



**Perryfields Infant School**  
**Special Educational Needs and Disabilities (SEND)**  
**Information Report**  
*School Offer*

**SENCO contact details**

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**What kind of special educational provision is made at Perryfields Infant School.**

**For children who have general learning difficulties**

The delivery of the provision for children with learning difficulties usually takes place in the classroom setting and is the responsibility of the Class Teacher. Teacher planning includes adaptations within work for SEND children, although booster groups may run for small numbers of pupils who need extra support. The teaching of Phonics is generally delivered at a whole class level, with support groups working alongside the class using adapted resources and work books. The SENCO supports teacher planning where there are large numbers of SEND children in specific year groups.

Children who cannot access the work after the adaptations may be supported by the class LSA or one of the schools SEND Key Workers. Children are supported in the classroom whenever possible to avoid disruption and allow them to build peer relationships. On occasions target work will be carried out outside of the classroom to allow children to concentrate.

Precision Teach interventions run across the school and all LSA support staff are trained in delivering this intervention. It is targeted to individual pupils and can be used to support basic reading, writing and numeracy skills.

**For children with physical needs including fine and gross motor skills and sensory needs**

Gym trial runs once a week to support children who have difficulty with gross motor skills and coordination. This is available for all year groups. Fine motor control activities take place for those who need extra support. They include Doh disco, tracing, threading, pegs, finger gym, Thera-putty and other various fine motor activities to strengthen the hand and finger muscles and develop children's handwriting skills. Where possible children, with Physical needs will be referred to OT and or physio support outside of school or have identified needs in this area through their EHCP. When a care plan is provided by an outside agency school support staff will follow the care plan and carry out specified activities with individual children as stated in their plan. Children have access to the rainbow room which has a range of sensory resources and equipment including, mirror, light boxes, wobble cushions, fidget toys,

peanut balls and textured mats. Children have access to regular sensory breaks as and when needs both inside and outside of the classroom.

**For children who have medical issues.**

The school arranges meetings with school nurse to complete Health Care Plans for children on medication including children with allergies, asthma and epilepsy.

Occasionally a child may visit outside therapy clinics in order to access specialised support. Permission is granted if access to this support will benefit the child in a school setting. A letter from the specialist service will need to be kept on file to explain any absences.

Some children with particular difficulties are supported by the involvement of external agencies e.g. Educational Psychologists, Behaviour Support, Paediatricians, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals, who may provide general advice, specialist assessments or advice on different strategies or materials.

The SENCO makes referrals to appropriate outside agencies to aid the child's needs. Parents are usually advised to seek guidance and referrals from their GP which can then be supported by a letter from the school.

The SENCO liaises regularly with outside agencies e.g. Paediatricians, G.P's, Specialist Teachers, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, Speech and Language support workers and technicians, Counsellors, Behaviour Support Team, School nurses, Home/School liaison, Health visitors

Specialist resources are used to aid learning across the school. E.g. sand timers, fidget toys, behaviour charts with stickers and rewards, visual timetables, The Zones of Regulation tool boxes, left handed scissors, pencil grips, writing slopes, coloured overlays and wobble cushions to aid appropriate seating positions.

There is also a ramp at the front of the school, a disabled toilet and striped steps for visually impaired pupils. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.

**For pupils with ASD**

Children have access to a wide range of visuals to support learning, this includes visual timetables, first/then boards, choosing boards, social stories, visual reward systems, task boards, visual prompts. When needed pupils will have an individualised curriculum to meet their needs and work towards the targets on their one plans and or EHCP.

Children have access to a variety of interventions and support groups including attention bucket, time to talk, social skills, Zones of

	<p>regulation, ELSA, talk boost, gym trail and speech and language support.</p> <p><b>Emotional Support</b>  The SENCO and teachers work closely to identify children who may require emotional support. The school uses the Zones of Regulation to help support the emotional needs of the children and has a carefully planned PSHE Curriculum. The school has access to the Family Well Being Service and other advice and information can be found on the Essex Local Offer. The school has an ELSA intervention twice a week with children who have been identified by parents or school staff as needing targeted support.</p> <p><b>Speech and Language Support</b>  A trained LSA works with children on a weekly basis with children who are <i>already on the Speech and Language caseload</i>. Under the guidance of a Speech and Language Therapist, the LSA visits on a regular basis to work with the children and to help to implement the objectives on their Speech and Language Plan. We also carry out a Talk boost intervention with children who have been identified as having language difficulties through the talk boost screening assessment. The intervention takes place in a weekly basis in small groups or with individual children. An support group also runs in the EYFS classrooms to support children who have English as an additional language and develops pupils language skills.</p> <p><b>SENCO Network</b>  Local SENCOs work together in many ways; through the Educational Psychologist Service and Inclusion Partners and through Hub Meetings across the Academy Schools.</p>
<p><b>How does Perryfields Infant School identify, assess, provide provision and assess the effectiveness of support for children with SEND?</b></p>	<p><b>Triggers for receiving support in school in small groups or an individual basis include the concern of teachers or others (including parents) backed by evidence that:</b></p> <ul style="list-style-type: none"> <li>• Child is making little or no progress despite targeted teaching strategies</li> <li>• Child has difficulty developing literacy and/or numeracy skills resulting in poor attainment</li> <li>• Child has persistent emotional and/or behaviour difficulties, not improved by classroom behaviour management</li> <li>• Child has sensory or physical problems and is making little or no progress despite specialist equipment</li> <li>• Child with communication/interaction difficulties, making little or no progress despite an adapted curriculum.</li> </ul> <p><b>Requesting an Education, Health and Care needs assessment:</b>  A request should be made where, despite the school having taken relevant and purposeful action to identify assess and meet the SEN of the child or young person, the child or young person has not made expected progress. The decision is discussed in detail with the child’s parents or carers and specialist advice may be sought before the application is made. Once the application is made the school and parents have to complete statutory paperwork and wait for a decision to be made.</p> <p>The local authority will then expect to see evidence of the action taken by the school as part of SEND support.</p>

<p><b>What policies does the school have for making provision for pupils with SEND including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.</b></p>	<p>The SENCO is used for in class and school based observations for behaviour from which consistent management plans are agreed with parents and teachers.</p> <p>The school uses rewards for achievement of targets and good conduct, Head teacher awards and superstar achievement certificates are awarded in celebration assembly each week and a 'top table' encourages good manners during lunch times.</p> <p>The SENCO and SEND Keyworkers work with children in targeted interventions and over sees other interventions run by class teachers and LSA's. Children taking part in an intervention will be carefully tracked and current achievements are outlined and outcomes are set for the end of the intervention. At the end of the intervention, if the outcomes are achieved, the child will be removed from the intervention or moved to an alternative intervention which will work on another area the child maybe struggling in.</p> <p>Termly meetings are arranged to update One Plans with parents, where possible these fall in line with the schools' parents Evenings. Children who have previously been in an intervention will be tracked for the remainder of the year to monitor progress.</p> <p>Children with EHCP's will have long term and short term targets outlined in more detail on a Termly One Plan. The SENCO will meet with parents to discuss what is working well and what needs to be changed in order to meet targets. Children with an EHCP will be supported by the Class teacher, Class LSA, SEN Keyworker and SENCO.</p> <p>Annual Review meetings are held for children with Education Health Care Plans to analyse targets and set new targets and determine strategies to improve attainment.</p> <p>The SENCO will carry out In class observations for children with behavioural difficulties and consistent management plans and 5 Step Response Plans are constructed and agreed.</p> <p>The SENCO completes behaviour and ADD/ADHD tick lists sent from outside agencies in collaboration with the Class Teachers.</p> <p>Monitoring of data takes place regularly including; FFT, Individual assessments, In class assessments, End of Key stage SAT's assessments, SEND assessments including, 6 core strengths, AET assessment tool, EP and Specialist Teacher reports.</p> <p>Yearly performance management of LSA's and SEND Key Workers working with whole class as well as specific SEN children takes place. Feedback is then given to staff involved in observation.</p> <p>The SENCO makes regular contact with the SEND governor and the SENCO and teachers also have performance management with feedback by the head teacher.</p> <p>Analysis of CPD (Continuous Professional Development)</p>
<p><b>What expertise and</b></p>	<p>LSA's and Key workers are also employed and trained to support children with SEND in class, and during lunch and play times if</p>

<p><b>training do staff have, in relation to children and young people with special educational needs at Perryfields Infant School?</b></p>	<p>needed.</p> <p>Training is given to staff where necessary and feedback is often given to other members of staff following a successful training course. It is the responsibility of the Head Teacher and SENCO to ensure that suitable training is provided.</p> <p>The school also has access to an Inclusion Partner who visits termly and offers support and advice to teachers and LSA's supporting those with EHCP's</p> <p>Teachers, SENCO, Class LSAs and SEND Key Workers receive training in various forms depending on the current needs of the school. The SENCO and other class teachers are trained to deliver several interventions across the school including Elklan, Talk Boost, Precision Teach, ELSA . The SENCO is a qualified teacher who has also achieved the National SENCO Award.</p>
<p><b>What equipment and facilities do the school have to support children and young people with special educational needs?</b></p>	<p>There is a full Accessibility plan in place as well as a SEND Action plan.</p> <p>Specialist resources are used to aid learning across the school. E.g. sand timers, behaviour charts with stickers and rewards, visual timetables, The Zones of Regulation tool boxes, left handed scissors, pencil grips, writing slopes, coloured overlays and wobble cushions and fidget toys to aid appropriate seating positions.</p> <p>There are also ramps at exits, disabled toilets and striped steps and posts for visually impaired pupils.</p> <p>All monies used for specialist equipment is utilised from the SEND budget; EHCP allocated budget or from the pupil premium funds of SEND children.</p> <p>The school has a sensory den located in the Rainbow room, a small trampoline and other gross motor equipment for children who have sensory needs.</p> <p>Children with social and emotional and/or sensory needs may also have access to a personalised toolbox to help calm and re-focus them</p>
<p><b>What are the arrangements for consulting parents of pupils with special educational needs at Perryfields Infant School?</b></p>	<p>SENCO is available on Tuesdays or any day after school to meet with parents and discuss any concerns.</p> <p>SENCO regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see the SENCO at a mutually convenient time if they have a concern or need advice.</p> <p>Parents of children who have an EHCP are invited to discuss their child's progress at each One Plan meeting and the Annual Review.</p>

<p><b>What are the arrangements for consulting young people with special educational needs about, and involving them in, their education at Perryfields Infant School?</b></p>	<p>Children on the SEND register are made aware of the targets and are informed about their progress on a regular basis. The targets are discussed with the child so he/she is aware of them set any interventions involved to achieve this.</p> <p>One Page Profiles are created by the children with EHCP's to enable them to share information with the Class Teacher, LSA and SEND Key Worker.</p> <p>Annual Review meetings are held for children with an EHCP to analyse targets and set new targets and determine strategies to improve attainment. Their views are gathered, where possible, ahead of the meeting.</p> <p>Rewards for achievement of targets and good conduct include stickers on charts, Head teacher awards and achievement certificates awarded in celebration assembly.</p> <p>Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility.</p>
<p><b>How are complaint dealt with at Perryfields Infant School?</b></p>	<p>The procedure for complaints is highlighted in the School handbook and website.</p>
<p><b>How can parents get the correct details of available support services?</b></p>	<p>Any specialist support services details will be passed on by the Head teacher or the SENCO to parents when necessary. Details of the Essex Local Offer are available online.</p>
<p><b>What are the School's arrangements for supporting pupils transferring between stages of education?</b></p>	<p><b>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM PRE-SCHOOL TO THIS SCHOOL</b></p> <p>The SENCO visits as many local pre-schools as possible and attends as many One Plan, Annual Review and TAF meetings as possible that have been arranged by the pre-school setting. SEND children may visit the school on several occasions to familiarise themselves with the staff, school structure, including toilets, hall, playground etc. Transition Books are made at pre-school with photographs of the child's new teacher, LSA, classroom and other parts of the school for the children to look at over the summer. Parents can request a meeting with the SENCO before attending school and discuss any concerns they may have.</p> <p><b>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</b></p> <p><b>According to The Education Act 1996 s. 317</b></p> <p>The SENCO ensures that where a pupil has special educational needs, those needs are made known to all who are likely to teach him/her. A top tips for teaching sheet is created to give the teachers up to date, useful information.</p>

	<p>All children spend a morning with their new teacher in their new class at the end of the Summer Term. SEND files are passed between classes with up to date and relevant information about a child. The school allows time for teachers to ‘hand over’ information about all children in their class.</p> <p><b>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM THIS SCHOOL TO JUNIOR SCHOOL</b></p> <p>Where children are transferring to Junior School, the SENCO will meet the SENCO of the Junior school to transfer SEND information. All SEND school records will be passed on to any other school the child may transfer to.</p> <p>Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.</p> <p>Parents of children who have an EHCP are invited to discuss transitional provision with the Junior School. The Junior School SENCO is invited to attend the annual review of a child who is in year 2. Alternative provision is discussed at the Annual Review so that parents have to opportunity to explore different options.</p>
<p>Information on where the local authority’s local offer is published</p>	<p>SEND Policy  SEND Provision Review  School website and handbook</p>