

**WILLOW BANK INFANT SCHOOL
SPECIAL EDUCATIONAL NEEDS**

Information Report

June 2024

What kinds of Special Educational Needs does Willow Bank make provision for?

Willow Bank is a two-form entry Infant school with six classes in total. The proportion of children with SEND is in line with the national average. We make provision for all areas of need, which include:

- Speech Language and Communication Needs
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

How does Willow Bank identify and assess a child with special educational needs?

The SEN Code of Practice (COP) emphasises the need to identify pupils who are in need of special educational provision at the earliest possible time. At Willow Bank we use a combination of methods to identify pupils with additional needs. They might include:

- On-going observations by school staff in class and through-out the school day
- Regular teacher assessment
- Discussion with parents
- Information from previous settings
- External professional reports if available

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. We will consider whether progress: is significantly slower than that of their peers starting from their baseline; fails to match or better the child's previous rate of progress; fails to close the attainment gap between them and their peers.

Assessment is carried out through range of assessment tools, and all pupil progress is carefully tracked and monitored. Specific targets are then set in relation to individual needs and these are then regularly reviewed as part of a plan – do – review cycle in line with the SEN code of practice.

Provision

How does Willow Bank evaluate the effectiveness of its provision for special educational needs?

All pupils are closely monitored and tracked throughout the school. Interventions are reviewed regularly to adapt to a child's changing needs, at least every half term, to assess whether they are accelerating pupil's progress and/or are effective. We are able to assess the effectiveness of provision through regular meetings with parents/carers, assessments and observations.

How does the school assess and review progress of special educational needs?

Reviewing the progress of children is ongoing and reviewed at least termly. The class teacher works with the SENCO to record support and interventions on the provision map. Where appropriate, changes to the provision for children can be made in between review meetings if circumstances change.

The school approach to teaching pupils with special educational needs.

The school and governing body have responsibilities to ensure that they plan on the basis that, at all times, some individuals and groups of children/young people will be experiencing difficulties with learning. At Willow Bank Infant School we follow the advice of the Code of Practice to ensure that we follow a cycle of 'assess, plan, do, review' which leads to an ever increasing understanding of needs and how to address them.

How has Willow Bank adapted the curriculum and learning environment for pupils with special educational needs?

Wokingham Local Authority has set out what it expects should be available in all mainstream settings to meet the needs of children and young people without recourse to a statutory EHC needs assessment. Willow Bank Infant has created a Local Offer which is a description of support and services available to children and young people who have SEND, and their families, how services can be accessed and any criteria for accessing them. Willow Bank Infant School's Local Offer can be accessed on:

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=FHs-Kbn8r50>

Wokingham's Local Offer can be accessed on:

<https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

The curriculum will be differentiated based on each individual's needs, with an appropriate level of scaffolding provided to help support each pupil. This takes into account recommendations from external agencies, teacher assessments and observations from lessons and interventions.

How does Willow Bank enable pupils with Special Educational Needs to engage in the activities of school together with children who do not have special educational needs?

We ensure that all our pupils are fully included in the activities available, accepting that sometimes this will mean additional arrangements to allow them to take part in activities. Children with SEND are surrounded by an experienced team of support staff throughout the school, and if necessary will be supported by an adult both in the classroom and while in the wider school environment. Tasks and activities will be differentiated and scaffolded to an appropriate level, and school trips, plays and events are always adapted to ensure that all children can access a full range of opportunities that the school offers.

What support is available for improving the emotional, mental and social development of pupils with special educational needs?

We are a fully inclusive school community and the emotional and social development of all our pupils is a priority. Groups are run by trained Teaching Assistants and external agencies where a need arises, for example social groups, nurture groups, emotional literacy groups, social stories and 1:1 time.

We recognise that, at times, some children may find it difficult to stay within behavioural expectations. Staff recognise challenging behaviour is usually an indication of a need in a child, and will focus on addressing this original need alongside the behaviours that result from it. We may put in place a therapeutic behavioural support plan tailored to the individual needs of that child. Staff will provide clear guidelines of choice and allow children to go to a quiet area where they feel safe, if necessary.

Who oversees special educational needs at Willow Bank Infant School?

Class teachers are responsible for identifying any areas where additional support may be needed for children with SEND, they ensure the Special Needs Policy is adhered to and adapt/differentiate the curriculum where appropriate. The SENCO coordinates provision for children with SEND, to ensure that all children get a consistently high quality response to their needs. The SENCO ensures class teachers keep parents informed and involved in their child's development. The SENCO must liaise with external agencies, such as Learning Support Services and Educational Psychologists and with parents when necessary.

What training and expertise do staff have in relation to special educational needs?

The SENCO attends training offered by the Local Authority and other institutions to ensure they are up to date with current practice and legislation. The SENCO has achieved the National Award for Special Educational Needs Provision and holds a PGCert in Special Educational Needs. Where appropriate, information and knowledge will then be disseminated to the rest of the staff. Staff meetings periodically focus on SEND issues, and all staff are encouraged to view the provision for children with SEND to be a collective responsibility. Where specific issues arise, the appropriate members of staff will be offered training relating to these. Staff members will also be kept up to date of any changes of circumstances for children, where this is deemed to be appropriate to be shared. We also work closely with the partner infant school, and the SENCOs in the local cluster schools, to ensure the sharing of good practice.

All staff have a wealth of experience of working with children with SEND and also working with families.

We currently have a trained Nurture Assistant who delivers support to individual pupils and also social skills groups. Other Teaching Assistants are trained in occupational therapy exercises, social skills and can provide personal care.

How will equipment and facilities to support special educational needs be secured?

At Willow Bank Infant School we provide many resources to support a child with SEND, this will vary for each child. We will also purchase resources that are appropriate or recommended

by external agencies. Examples range from pencil grips to sloping desks, from coloured filters to weighted blankets, and are tailored for individual needs.

How are parents consulted and involved in their child's education?

Every child's progress is monitored closely, to ensure appropriate progress is made. Teachers monitor all children throughout the year, meet parents and carers at parents evenings, progress meetings and in consultation with external agencies. If there are concerns about a child's progress as a result of monitoring, then we will arrange to meet with parents/carers.

Parents are encouraged to make appointments to meet with staff if they wish to discuss a child's progress. Provision maps are constantly being reviewed and if a child has an Education Health and Care Plan (EHCP) then a review is conducted annually. Staff are always happy to arrange a meeting to discuss any issues regarding a child. A home/school liaison book can be set up if required or parents/carers can email or phone the school.

The school will support parents and carers where this is possible and appropriate, including signposting to other agencies and support groups.

How are children consulted and involved in their education?

The child's views are taken into account when planning support and interventions. Children's views on the progress that they are making will be gained through the usual ongoing assessment processes which the school employs, and when reviewing interventions. Children are usually invited to attend their Child-Centred Review (Annual Review).

The complaint procedure for parents of pupils with special educational needs.

If parents/carers wish to feedback to the school they are welcome to meet and discuss with the class teacher, SENCO or Head Teacher. Complaints about members of staff should normally be addressed to the Head Teacher. If the complaint is about the Head Teacher, this should be directed to the Chair of Governors, whose contact details are available from the school office.