



## Race Leys Infant School School SEND Information report October 2016

### What does having a special educational need mean?

Children have special educational needs if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

SEN code of practice 2015 guide for parents and carers <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

### The term SEND is used in the Code of Practice across the 0-25 age range

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

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Or 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 schools

Special educational needs and provision can be considered as falling under four areas of needs:-

- Communication and Interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Link to Warwickshire's local offer <https://www.warwickshire.gov.uk/send>

**Who are the best people to talk to at Race Leys if I think my child might have a special educational need?**

**Contact:-**

Phone, 02476312221 ,  
[admin2614@welearn354.com](mailto:admin2614@welearn354.com)

**Head of School-** Judith Ward

**SENDCo-** Kerry Gurr

**Foundation Stage Year Leader (Reception)-** Karen Sewell

**Key Stage One Leader-** Jacqueline Dixon

**CAF leads-** Judith Ward and Jo Johnson

**Child Protection-** Judith Ward, Kerry Gurr, Jo Johnson and Karen Sewell

**LAC-** Judith Ward

**Family support-** Jo Johnson (Learning Mentor)

**TA3 -** Bev White

**All Class Teachers are responsible for teaching children with special educational needs and disability**

<p><b>How does Race Leys know my child needs extra support?</b></p>	<ul style="list-style-type: none"> <li>• Teaching/ non- teaching staff closely track your child's progress and will consult the SENDCo if they have any concerns.</li> <li>• Following discussions with the SENDCo there may be involvement from external agencies.</li> <li>• Information from a previous setting given to the school may indicate your child needs extra support.</li> <li>• If your child</li> </ul>
<p><b>What should I do if I think my child has a special educational need or disability?</b></p>	<ul style="list-style-type: none"> <li>• Talk to your child's class teacher who may suggest ways to help child both at home and at school.</li> <li>• If needed, the class teacher may then consult the SENDCo who will then provide necessary advice as needed or plan for further next steps to be taken.</li> </ul>
<p><b>How will I know that Race Leys will support my child?</b></p>	<ul style="list-style-type: none"> <li>• The SENDCo regularly tracks progress for children with SEN to ensure that their needs are met.</li> <li>• If your child receives extra support you will receive a letter with the targets they are working on alongside ways you can support with this at home.</li> <li>• Your child's class teacher together with your child will draw up an 'All about me' sheet (these have replaced IEPs) which details the things your child enjoys, important information about your child as well as ways in which the school supports your child.</li> <li>• If your child currently has a statement or an Education Health Care Plan (EHC) for special educational needs you will be invited to attend an annual review, alongside any other professionals who are involved with your child.</li> <li>• The SENDCo regularly monitors the impact of extra support and provision given to your child. If your child is not making satisfactory progress amendments to their provision will be made.</li> </ul>
<p><b>How will I be involved in discussions about what support my child receives?</b></p>	<ul style="list-style-type: none"> <li>• Discussions with your child's class teacher (drop in sessions, parent meetings, informal discussions).</li> <li>• Meetings with the SENDCo- at least once termly when discussing 'All About Me' sheets (these have replaced IEPs).</li> <li>• If your child has an Education Health Care Plan meetings with relevant professionals in the annual review meeting.</li> </ul>
<p><b>How will my child be involved in discussions about their education?</b></p>	<ul style="list-style-type: none"> <li>• When they discuss their 'All About Me' sheets with their class teacher (these have replaced IEPs).</li> <li>• If your child has a Education Health Care Plan they will also contribute to their annual review meeting.</li> <li>• Informal meetings with the SENDCo.</li> </ul>
<p><b>What support will there be for my child's overall wellbeing?</b></p>	<ul style="list-style-type: none"> <li>• Every teacher and teaching assistant will ensure every child is part of a nurturing classroom.</li> <li>• If your child needs extra help with developing confidence or any specific social or emotional need, they will attend a special group run by an experienced teaching assistant following individualised targets.</li> </ul>

<p><b>What if my child has been identified as having speech and language difficulties?</b></p>	<ul style="list-style-type: none"> <li>• We use a 'Welcomm' screening programme to establish whether we can meet their needs in school.</li> <li>• If deemed appropriate a referral will be made to the speech and language therapy service with your consent.</li> <li>• A speech and language therapist will assess your child's needs and if needed draw up a communication plan which will be delivered in school. They will also send the plan to you alongside ideas of how you can help them at home.</li> </ul>
<p><b>What support will my child get if they have physical or sensory needs?</b></p>	<ul style="list-style-type: none"> <li>• The school will receive support and advice about how best we can meet your child's needs.</li> <li>• Any adaptations which need to be made to the school environment will be made according to the needs of your child.</li> </ul>
<p><b>What specialist services are available at or accessed by the school?</b></p>	<ul style="list-style-type: none"> <li>• Early Intervention Service.</li> <li>• Educational Psychologist.</li> <li>• Speech and Language Therapist.</li> <li>• Integrated Disability Service.</li> <li>• CAMHs - Child Adolescent Mental Health Service.</li> </ul>
<p><b>How will the curriculum be matched to my child's needs?</b></p>	<ul style="list-style-type: none"> <li>• Each class teacher will adapt the lessons to meet the needs of all children and cater for their individual learning styles.</li> <li>• Teachers make use of a range of resources to support your child.</li> <li>• Teachers have high expectations of all children and ensure that their individual next steps are catered for.</li> </ul>
<p><b>How will I know how my child is doing?</b></p>	<ul style="list-style-type: none"> <li>• Parents evenings.</li> <li>• Informal drop ins with teachers.</li> <li>• Termly meetings (at least) with SENDCo to discuss 'All About Me' sheets.</li> <li>• Annual reviews (for pupils with Education Health Care Plans).</li> <li>• Class teachers and the SENDCo operate an 'open door' policy and are available to discuss any concerns about your child's progress.</li> </ul>
<p><b>How will Race Leys help me to help my child's learning?</b></p>	<ul style="list-style-type: none"> <li>• If your child receives extra support you will receive a letter with the targets they are working on alongside ways you can support with this at home.</li> <li>• Strategies for how to support your child will be discussed in termly meetings when discussing 'All About Me' sheets.</li> </ul> <p>Other ways you can help include:</p> <ul style="list-style-type: none"> <li>-completing the homework tasks.</li> <li>-regularly reading with your child.</li> <li>-practising the Read Write Inc sounds which are sent home when your child moves to new group</li> </ul>

<p><b>What is an Educational, Health and Care Plan (EHCP)?</b></p>	<ul style="list-style-type: none"> <li>• The majority of children and young people with SEN will have their needs met within local mainstream early years providers, schools or colleges</li> <li>• A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.</li> <li>• If your child still has a statement this will remain until the Local Authority change the statement to a EHCP, which will work in a similar manner.</li> </ul>
<p><b>How will the school prepare and support my child when joining Race Leys or when transferring to another school?</b></p>	<ul style="list-style-type: none"> <li>• The school has good links with our local Junior and Primary schools.</li> <li>• New School SENDCo attends final 'All About Me' sheet meetings (replacing IEPs) in the summer term.</li> <li>• The children will have opportunity to visit the school and become familiar with their new environment.</li> <li>• The school will make your child a 'photo book' with photos of your child's new teacher and classroom which they will be able to take home over the summer holiday.</li> <li>• Transition days and various activities will take place in the summer term.</li> <li>• Information sharing and discussions with the other school's teachers and SENDCo will take place to aid a smooth transition for your child.</li> </ul>
<p><b>Who can I contact for further information?</b></p>	<ul style="list-style-type: none"> <li>• The SENDCo operates an 'open door' policy if you require any further information or have any further questions please ring the school to make an appointment (02476312221).</li> </ul>