



1	What kinds of special education needs are provided for?	We provide for children with a diagnosis of Autism, Hearing impairment, Mobility problems, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), Visual impairment, Mental Health difficulties, Learning difficulties, physical disabilities, Emotional & Behavioural difficulties, Communication difficulties and Autism. We also have a number of children who are being assessed for additional needs but do not yet have a diagnosis. In addition, we provide for children with complex medical needs.
2	How does the school identify children with special educational needs?	<p>Every learner has their progress closely monitored through regular pupil progress meetings and frequent consultation with parents / carers. Through this we are able to identify additional needs that a child may have and can seek out specialist assessments using the outside agencies that support our school e.g. Speech and Language Therapy Service, Educational Psychology Service, Autism Team, Learning Support Teacher, etc as appropriate to the child. Concerns from parents/carers are discussed and recorded and the child monitored further by the SENCO following the graduated response approach. All parental concerns are acted upon. Some children arrive at Halfway Infant School with their SEN needs already identified from their previous setting.</p> <p>The named SENCO at Halfway Nursery Infant School is Mrs Jo Lomas. She can be contacted on 0114 2482360.</p>
3	How many children in the school have special educational needs?	<p>SEN Support – There are currently 10 children with SEN Support status.</p> <p>Education, Health and Care Plan – There is currently 1 child with an EHCP in school.</p>
4	What are the arrangements for consulting parents/carers of children with SEN and involving them in their child's education?	<p>All children with SEN Support status have 3 reviews per year where we discuss with parents/carers the progress their child has made against previous targets/outcomes set. New targets/outcomes may be added if needed. We strive to include parents/carers view points and preferences when setting these targets and will sometimes create a My Plan for individual children, where this is felt to be appropriate.</p> <p>We use Learner Profiles for some children, which include the views of parents/carers on how they would like their child to be supported, as well as the things that are important to their child. Please speak to your school's SENCO if you feel that a My Plan or a Learner Profile may suit your child.</p> <p>All parents/carers are welcome in school at any time to discuss their child's needs (currently being held virtually due to national COVID restrictions).</p>
5	What are the arrangements for consulting young people with SEN and involving them in their education?	The views of pupils are very important to the school. Where appropriate, pupils know what each person is going to do to support them to meet their targets, and what their own role is. Pupils' views are collected before SEN reviews and recorded on the Support Plan, and on their Learner Profile, if this is an appropriate tool for the child.



6	What are the arrangements for assessing and reviewing children's progress towards outcomes?	We follow the graduated response (as detailed in the SEN policy) where we assess, plan, do and review the programme for each individual child, increasing or decreasing the SEN support as determined by their progress. We use the Sheffield Support Grid to help us ensure that we are doing everything that we need to for an individual child, in line with provision across the city.
7	What if children meet the exit criteria and no longer need this support?	SEN is a very transient state; some children may need support for their entire time at Halfway Nursery Infant School. Some may make good progress so that their attainments are in line with their peers and no longer require SEN support. We liaise with parents/carers to decide whether SEN support is to be continued.
8	What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?	Learners that have been offered a place at our setting will be invited to attend on a few occasions before joining the setting. For learners with SEND, the SENCO will endeavour to attend transitional reviews to gather as much information about the learner as possible and will pass this information to all relevant school staff to help prepare for the learner's needs. If appropriate, school staff will meet with outside agencies that are involved with the learner. Learners are prepared to move onto Junior School following the Family of Schools transition programme, which can be amended to suit individuals and their SEND. Friendships groups are one of the things that are taken into account when setting up new class groupings but this is not the only criteria.
9	What is the approach to teaching children with SEN?	We strive to be as inclusive as possible at Halfway Nursery Infant School and treat each child as an individual, taking into account their specific needs. Class teachers ensure that they plan their lessons carefully with activities that children with SEN can access. Differentiation, where the learning is adapted to meet every learners needs, can be done in a variety of ways. This includes providing an increased level of adult support, different learning activities, access to specific resources etc. and this is usually highlighted on the class teacher's planning. Some children with SEN receive learning through interventions and this can be ongoing or for a block of support. Class teachers and teaching assistants are involved in the SEN reviews and feed their opinions into the outcomes set for each child.
10	What adaptations are made to the curriculum and learning environment of children with SEN?	The SENCO and class teacher, together with parents/carers, plan the education programme for a learner with SEND, following the advice and recommendations from any supporting outside agencies and with reference to the Sheffield Support Grid. These programmes are overseen by the Headteacher. The programmes are closely monitored and updated as necessary. The school ensures that all lessons are appropriately differentiated so that the curriculum meets the needs of all learners with SEND.



		<p>We endeavour to make all reasonable adjustments to the school's routine to support our learners with SEND.</p> <p>We can provide a range of activities to learners with SEND in addition to those available through the curriculum, e.g. fine motor skills group, gross motor skills group or booster interventions in literacy and numeracy</p>
11	How does school ensure that staff have the relevant training to support children with SEN?	<p>The Westfield Family of Schools ensures that all staff have access to a variety of training over each school year and will share expertise through the Family of Schools when needed.</p> <p>The Family of Schools SENCO group plan this training around the changing needs of the children that we have in our schools. We invite specialists into schools to support and train staff on an ongoing basis and utilise information from parents about how they would like their child to be supported.</p>
12	How does the setting evaluate the effectiveness of its provision for learners with SEN and how often does it do this?	<p>Annual parent/carer questionnaires are completed to gather views from all parents. Feedback is taken at SEND review meetings from parents/carers and learners. We refer closely to the Sheffield Support Grid to ensure that we are doing everything expected for individual pupils.</p> <p>The Senior Leadership Team and Governors monitor performance through sub-committees and reports to set targets for performance.</p>
13	How do you ensure learners with SEND are included in non-classroom based activities?	<p>Activities that are fully accessible to learners with SEND are arranged in school so that every learner with SEND can be included.</p> <p>Close consultation with parents/carers when planning trips and activities is sought and school can assist learners with SEND to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary.</p> <p>Where necessary school will make physical adaptations to allow learners with SEN to be included.</p>
14	What support is available for improving social and emotional development?	<p>All children in school participate on a Personal Social Health Education (PSHE) programme. School assemblies also cover a broad range of aspects within this curriculum. In addition to this, school raises awareness through themed activities such as anti-bullying week, Children In Need etc. Where a child requires a higher level of support than this, school will plan a programme of support around an individual child's needs. Support through therapeutic interventions such as Theraplay is delivered, as well as support from organisations such as the Multi Agency Support Team (MAST).</p>
15	How does the school involve other agencies in meeting children's SEN and supporting their families?	<p>Each child's needs are managed on an individual basis, with school involving other agencies as and when appropriate.</p> <p>School has excellent links with a wide range of professionals including MAST, who offer a wide range of support to families. We involve other agencies in agreement with parents/carers and in line with the graduated response.</p>