



Westfield Family of Schools

SEN Information Report 2022-23

Halfway Nursery Infant School



1	What kinds of special education needs are provided for?	<p>We provide for children with a range of additional needs, including communication difficulties (including Autism), learning difficulties, hearing impairments, mobility problems, Dyslexia, Attention Deficit Hyperactivity Disorder (ADHD), visual impairments, mental health difficulties, physical disabilities, and emotional regulation difficulties.</p> <p>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.</p>
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 from 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 for 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>There are currently 4 children in school with an Education, Health and Care Plan (EHCP).</p> <p>There are currently 6 children in school with a MyPlan.</p> <p>There are currently 14 children with a Support Plan.</p>
4	What are the arrangements for consulting parents/carers of children with SEN and involving them in their child's education?	<p>When parents/carers or teachers have initial concerns about a child, a meeting is called and the child's strengths and difficulties are discussed. It may be decided that a Learner Profiles would be useful, which includes 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 Mrs Lomas if you feel that a Learner Profile is needed to help support your child with their additional needs.</p> <p>All children with a Support Plan have 3 reviews per year where we discuss with parents/carers the progress their child has made against previous outcomes set. New outcomes may be added if needed. We strive to include parents/carers view points and preferences when setting these outcomes.</p> <p>If a child has significant or complex needs, a MyPlan is created to document the support a child is receiving. The MyPlan</p>



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		<p>includes a detailed parent/carer section where history, views and hopes are collected.</p> <p>All parents/carers are welcome in school at any time to discuss their child's needs.</p>
5	<p>What are the arrangements for consulting young people with SEN and involving them in their education?</p>	<p>The views of pupils are very important to the school. Pupils have positive relationships with staff and know which staff members support them with their learning. Children are clear about what they are learning and are happy to give feedback to staff about their dis/likes. Pupils' views are collected before SEN reviews and recorded on the Support Plan.</p>
6	<p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<p>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 level of support as determined by their progress. We use the Sheffield Support Grid to help us ensure that we providing all the support available for each child, in line with provision across the city. Professionals from outside agencies working with a child are invited to attend meetings and give a progress update regarding the child's outcomes.</p>
7	<p>What if children meet the exit criteria and no longer need this support?</p>	<p>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 attainment is 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. Where outcomes have been achieved, and no further outcomes are required, a child is removed from the SEN register.</p>
8	<p>What are the arrangements for supporting children in moving between phases of education and preparing for adulthood?</p>	<p>Learners that have been offered a place at our setting will be invited to attend some transition visits before joining the setting.</p> <p>For learners with SEND, the SENCO attends 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.</p> <p>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.</p> <p>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.</p>



9	What is the approach to teaching children with SEN?	<p>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. Some children with SEN receive learning through interventions and this can be ongoing or for a block of support. The Birmingham Toolkit is used to monitor the progress of children working below age expected levels.</p>
10	What adaptations are made to the curriculum and learning environment of children with SEN?	<p>The class teacher plans the education programme for a learner with SEND, following the advice and recommendations from the SENCO, any supporting professionals from outside agencies, the Sheffield Support Grid, and the Birmingham Toolkit. 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. 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> <p>Children whose progress is being monitored on the Birmingham Toolkit have highly differentiated learning activities based on their current identified level.</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. 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>Staff evaluate provision daily to ensure it is effective in meeting the needs of all learners, including those with SEN. Teachers liaise with the SENCO to ensure appropriate provision is in place. We refer closely to the Sheffield Support Grid to ensure that we are doing everything expected for individual pupils. The Senior Leadership Team and Governors monitor performance through sub-committees and reports to set targets for performance. Annual parent/carer questionnaires are</p>



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		completed to gather views from all parents. Feedback is taken at SEND review meetings from parents/carers and learners.
13	How do you ensure learners with SEND are included in non-classroom based activities?	<p>Activities that are fully accessible to learners with SEN are arranged in school so that every learner with SEN can be included.</p> <p>Close consultation with parents/carers when planning trips and activities is sought and school can assist learners with SEN to access trips and activities in a variety of ways, e.g. providing additional adult support when necessary. 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 Relationship, Social & Health Education (RSHE) 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.</p> <p>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. Agencies liaised with include the Speech and Language Therapy Service, Autism team, Hearing and Vision Impairment services, 0-5 SEND Support Service, Educational Psychology service. Mrs Lomas is also a qualified Learning Support Teacher and undertakes this work with our pupils.</p>