



SEND Information Report

Shadsworth Infant School

May 2024-May 2025

1. What kinds of special educational needs do we make provision for in our school?

Shadsworth Infant School is a mainstream school which is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Shadsworth Infant School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

We aim to develop a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We have a high percentage of children with Special Needs, in a number of different categories of need, including Autism, Speech and Language difficulties, Visual Impairment and Hearing Impaired.

2. How does our school know if your child needs extra help?

At Shadsworth Infant School we know if our pupils need help because: -

1. The SENCo will have attended Pupil Progress meetings to discuss individual pupils, from a Teaching and Learning perspective, and whether there may be additional needs and how to support any such needs.
2. The SENCO will have liaised with each class teacher to discuss additional needs concerns and to discuss IEPs.
3. At other times, the SENCo will have been alerted to newly arising concerns through the completion of the Cause for Concern/ Priority Children form.
4. The parent of a child may have voiced their own concerns regarding their child's ability or behaviour.

Tests used in our school include: -

Wellcomm

Thrive

BPVS

Derbyshire Language Screening

ABC motor skills assessment

Ready for Sounds

Boxall profile

Visual Perception

The SENCo is in school full time and carries out observations and decides whether there is a need to involve other outside agencies. The SENCo has strong links with other agencies including Health and Education. The school employs a private speech therapist, through the company, CommuniKate in order to pick up any children with Speech and Language needs. We are also a Language for Life School and hold the IQM -Inclusion Quality Mark Centre of Excellence.

The school has an Emotional Health and Wellbeing co-ordinator who works with other vulnerable families and links with Familywise.

3. Who can you speak to at our school if you think your child may have special educational needs?

If you have concerns about your child, you can come and discuss them at any time. You can talk to any of the following people: -

- Your child's class teacher
- Our special educational needs co-ordinator (SENCo) – Mrs Marie Grafton
- Head teachers – Mrs Gillian Crompton
- Deputy Head teacher – Mrs Emma Varey
- Emotional Health and Wellbeing co-ordinator – Mr Chris Mooney

4. How do we know what progress your child is making and how will we keep you informed?

Monitoring progress is an integral part of teaching and leadership within Shadsworth Infant School. As well as parents, the children, staff and our governors are involved in reviewing the impact of interventions with learners. We follow the 'assess, plan, do, review' model. The children are assessed regularly throughout the year and the progress data, for all learners, is collated and then monitored by staff, the Head teacher and Governors. The data is discussed in half termly Pupil Progress meetings, with the Head, class teachers and SENCo

Our open-door policy provides parents with the opportunity for discussion face to face, at any time, but particularly at Parents' evenings or in review meetings. Each child with SEN has their own learning targets that they are working towards and these are also discussed at termly review meetings with parents.

5. How will our school support your child and how will the teaching be adapted to meet their needs?

We are committed to giving your child every chance to achieve. We are an inclusive school providing opportunities through our curriculum which will help all pupils to flourish and reach their full potential. All our staff are trained to ensure that pupils access work that is differentiated to meet their needs. Staff change materials, resources and tasks in order to make it easier or more challenging, so that each child is able to learn at their own speed and in a way best suited to them. A variety of learning styles and multi-sensory approaches are used in order to support pupils learning.

Your child may have an individual education plan or individual behaviour plan which will detail how the curriculum will be tailored, and the support, adaptations and equipment that will be provided. This will be completed by the class teacher and SENCo.

The code states that all children and young people are entitled to an appropriate education, and “every school is required to identify and address the SEN of the pupils that they support”.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Differentiated Curriculum Provision (from the SEND and Inclusion policy)

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

We are a fully inclusive school that takes reasonable action to ensure that your child can access all learning opportunities.

For further details of how we do this, please take a look at our Special Needs, Disability and Inclusion policy which is published on our website.

6. How are decisions made about the type and how much support my child will receive?

Shadsworth Infant School has funds allocated to school for SEND, each financial year. This includes money which is designated to support pupils with additional needs. How this is allocated is planned by the head teacher and SENCO in consultation with class teachers. Additional provision will be made available if reviews and assessments identify that your child is not making the progress we and you would expect.

The types of support available may include a teaching assistant, specialist input from professionals such as an educational psychologist, advisory teachers, speech therapists etc. and the use on laptops, iPads or other alternative recording devices.

If, through discussion with yourself, the SENCO and other staff in our school, it is agreed that the school cannot meet your child's needs through existing resources, an application may be made to the local authority for an Education, Health and Care Plan. This process can be found on the local offer website. As parents, you are consulted at all times during this process.

7. How will our school help you to support your child's learning?

We actively encourage you as a parent to be involved with your child's learning. At the start of each year we hold a meet the teacher evening which gives details of the topics being covered and provides information on how best to support your child's learning. The class teacher may suggest ways of how you can support your child alongside homework activities – this may be done through a home/school diary where you and school can communicate daily.

If outside agencies, such as Advisory teachers or the Educational Psychologist, have been involved the suggestions and programs of study provided by them are normally shared with the parents so that can be used at home. We also run a number of training sessions for parents, such as Phonic information sessions and explanations of assessments and expectations of the children, throughout the school year which are published on our website or the class teacher will inform you directly.

Staff are happy to meet with parents wanting additional advice.

8. What specialist services and expertise are available or accessible through our school?

We work closely with and have access to the following agencies to support your child's needs: -

Various therapy services including physiotherapy, occupational therapy and speech and language

- Educational Psychology Team
- SEND/SS Team (Advisory teachers)
- Social Services • Familywise
- Child and Adolescent Mental Health Services (ELCAS)
- Consultant Paediatricians
- School Nurses

9. How are the staff in school supported to work with children with special educational needs and what training do they have?

We have an extensive programme of training and development available in our school for both teaching and support staff. Our SENCO is Mrs Marie Grafton who holds a B.Ed Honours, NPQSL and NASENCO.

Also, school is supported by:

Mr Chris Mooney who is trained to support the provision for children with additional needs within the school and is our pupil wellbeing worker and is fully trained in Safeguarding/Child Protection.

Mrs Kate Blundell an independent Speech and Language Therapist (Speechbubble) (who is employed by the school to assess children's speech (Phonological) and language needs.) Mrs Blundall coordinates her work with NHS Speech therapists.

10. How will our school ensure that your child is included in activities outside the classroom, including physical activities and school trips?

Activities and school trips are available to all children in our school. If your child has additional needs a risk assessment will be carried out with you and procedures put in place to ensure that your child can participate.

Support assistants are employed in our school to help if your child requires support during break and meal times and we have a wide range of clubs that take place during lunch breaks and after school.

We have a Breakfast Club which your child is welcome to attend every morning, where they are given food and drinks and they are guided through to class, enabling them to have a positive start to their day.

11. How will our school support your child's overall well-being?

The well-being of your child is central to the ethos of our school, our open door policy and proactive approach to dealing with any concerns or issues that your child is facing enables Shadsworth Infants to provide a happy, safe, nurturing and caring environment. The emotional wellbeing of your child is extremely important to us and our well-being co-ordinator Mr Chris Mooney is available to provide help and support to both you and your child, so feel free to contact him if you have any concerns. (Mr Mooney is onsite Mondays and Tuesdays but is available to speak from his Junior base on the other days.) It is important that you feel that your child is safe, whilst in school and the Head teachers Mrs Gillian Crompton and the Deputy Head Mrs Emma Varey, work hard with parents and children in improving attendance, avoiding incidents of bullying and avoiding exclusions.

All children at Shadsworth Infants are given opportunities to talk and give their views and opinions on issues that are concerning them.

If your child has a medical need then a care plan will be prepared in consultation with you and the appropriate medical practitioners. Many of our staff are trained in first aid. All our policies, in relation to the well-being of your child, are available as part of our SEND and Inclusion and Safeguarding policies on our website.

12. How accessible is our school both indoors and outdoors for pupils with special educational needs?

Our school is fully accessible with dedicated disabled parking bays and a ramp to access the school. All areas of the school can be accessed from different access points, except the library. Internally we have 2 stair lifts, to access the lower corridor space. We have changing facilities and accessible toilets.

Each classroom has blinds which allows the staff to improve the visual environment, if the sun is too bright. The majority of the school is carpeted and this improves the quality of the auditory environment.

Our accessibility policy is currently under review as building work has recently been completed.

13. How will our school prepare and support your child when joining and when transferring to a new school?

As a Nursery and Infant School, we are very aware that there are a number of transitions that your child has to go through, whilst they are with us. We will arrange for your child to attend a number of introductory events at our school, prior to starting in Nursery and/or Reception. These will include activity days where your child can meet their class teacher and other children who will be starting school at the same time. Alongside this our Early Years team (and SENCo if necessary) will meet you and your child at home, prior to starting school.

We also have an excellent relationship with other schools and children's centres in our area. We work especially closely with Shadsworth Junior School and your child will have the opportunity to visit their new school and meet their new teacher on various occasions before they transition into KS2. We will ensure that all the relevant information about your child's needs is discussed at a transition review meeting and all the appropriate records are forwarded to the new school.

14. Who can you contact for further information?

If you have concerns relating to the school provision, please speak to the Head Teacher or SENCO. The formal complaints procedure can be accessed on our website. Our Governing Body has a designated SEN Governor, Rosie Brunt, responsible for reviewing practice and supporting the SENCO.

Blackburn with Darwen's local offer sets out a range of support and services available to you and your child.

This can be accessed at www.bwd-localoffer.org.uk

Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>