

# Slaitwaite CE J and I School

## Special Educational Needs or Disability (SEND)

### A guide for Parents



## Welcome

My name is Mrs Paula Cherrington, and I am the Key Stage one and Early Years lead and Special Educational Needs Coordinator (SENCO) at Slaithwaite J and I School. In May 2021, I set up a Special Educational needs working party made up of staff, parents and governors. We looked at what parents would want to know, about the practice and provision offered at our school. As a result, we have produced this SEND Guide for Parents. We hope you find it useful! You will also find lots more useful information on the SEND page of our school website:

On the website you will find:

- The school's Local offer for SEND (a statutory report of our school's SEND provision which is updated at least annually)
- The school's SEND policy
- Useful links - including a link to the Kirklees Local Offer (a website providing information about the support and services available for children and young people aged 0-25, who have special educational needs and disabilities, and their families)

If you can't find the answers to your questions, please ask - we are here to help. The school telephone number is 01484 506464. The email address is [office.slaithwaite@kirkleeseducation.uk](mailto:office.slaithwaite@kirkleeseducation.uk)

## A child and family centred approach

At Slaithwaite CE J and I School, we take a child and family centred approach - you and your child are at the heart of what we do. Children and parents are valued and listened to. We will always work with you to make decisions about how best to support your child's learning.

## What are Special Educational Needs?

Children and young people with special educational needs (SEN) have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help to others. The 0-25 SEND Code of Practice 2015 sets out 4 areas of SEN:

**Communication and interaction** - Children have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

**Cognition and learning** - Children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance e.g. literacy or numeracy.

**Social, emotional and mental health difficulties (SEMH)** - Children have difficulty in managing their relationships with other people, are withdrawn, or they



- We establish supporting, nurturing and positive **relationships** between children, staff, parents, governors, the church and the wider community.
- We plan and deliver a **curriculum** which is innovative, engaging, inspiring, meaningful and dynamic.
- We have **high expectations** for behaviour and learning built on the aspirations of our children, their parents, staff and governors.

Some children, including those with SEND, may need to access further teaching support (referred to in school as 'interventions'), usually in small groups. This additional provision may take place within the classroom or in a quiet space around the school. Interventions may be led by a teacher or a teaching assistant.

## **SEN Support**

Some children need educational provision that is **additional to** or **different from** what is provided for most children through Quality First Teaching and 'catch up' interventions. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. This means they have been identified by the class teacher and SENCO (Special Educational Needs Coordinator) as needing some extra specialist support in school, and referrals may need to be made to professionals from outside the school to seek further advice. This stage is known as **SEN Support**.

## **How children are identified.**

Children usually start school in the Early Years Foundation stage. At the start of the year all children are assessed in their learning through a baseline assessment. If children start at our school in a different year to EYFS such as Year 2, they will also be baselined against their age related expectations.

Children who don't appear to be meeting baseline assessments are then identified and parents are informed usually at the first parents evening meeting or before if required. At this stage several things may happen

- Discussion with parents and children about how best to meet the needs of the child/children
- Children may be then added to the quality first teaching groups and interventions are planned to support their learning.
- Referral to an outside agency may be required e.g speech and language, Sensory support, Complex communication and Interaction.
- Children may need a My Support plan-this will support their individual needs

Sometimes children are not always identified during baseline assessments and through observations of children's learning and development children may be identified as requiring additional support at any point throughout the year. This also happens in other year groups within the school.

Some children may need quality first teaching in small groups tailored to their needs and this may be enough to support them in their learning. Some children may find it difficult to access the work in quality first teaching groups. This would highlight the need for the class teacher to seek professional advice or support from an outside agency with parental permission

Some children may need professional outside agency support straight away when they start our school this would be identified through baseline assessments and observations of children. Parents will always be consulted before any referrals are made.

As most children start our school in the Early Years Foundation stage the teacher makes it a priority to make links with pre-school settings in the local area. Every summer the class teacher contacts the pre-school settings to identify which children will be attending our school and if they have any special educational needs. The teacher then visits the setting (pre and post Covid) to meet the children and to meet with staff who have been working with the children at pre-school. The teacher will attend any meetings required to support the child before they start school. Children come from a range of settings including Splat pre-school, Cornfield Private day Nursery, Hoppers, Stepping Stones Day Nursery, Neilds Primary School, Shred Pre-school. However children also come from other settings around the Huddersfield area which the teacher is happy to visit too.

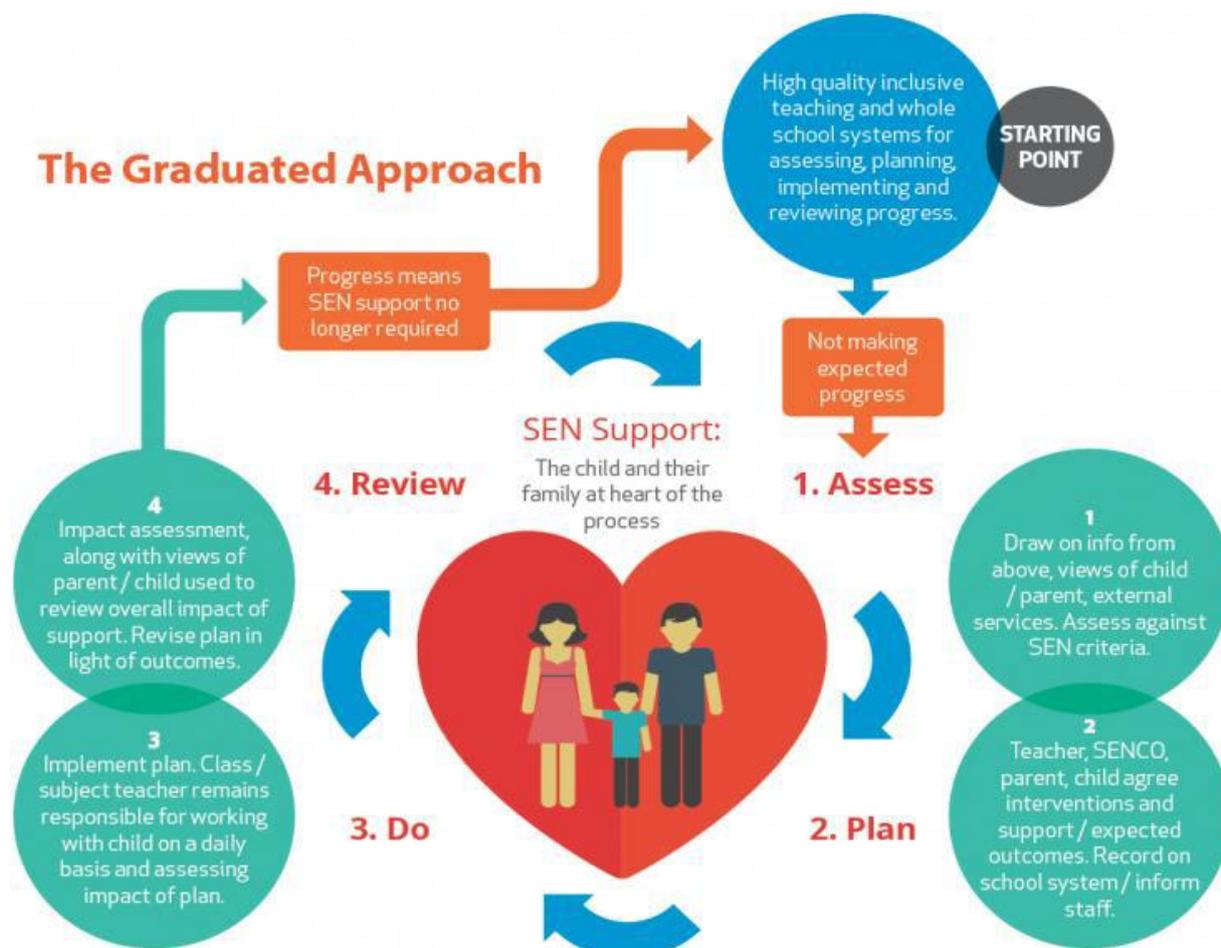
The class teacher will also meet with parents of children with special educational needs to discuss provision and practice for their child.

## **The SEN Support Register**

We always share any concerns about a child's learning with their parents at the earliest possible stage. We will work with you to identify your child's specific needs and plan the support that would help them in school. We will formally notify you if your child's name has been added to the school's SEN Support Register. If, after some additional support, your child no longer requires provision which is different from or additional to other children, your child's name will be removed from the SEN Support Register. Again, we will always formally notify you if this is the case.

## The Graduated Approach – Assess, Plan, Do, Review

If the school identifies that your child has SEN, you will be invited to meet with the class teacher and, wherever possible, the SENCO. We will discuss what assessments we have done in school and will ask for your support in helping to identify what additional support your child may need. Together, we will write short term targets for your child to work towards and decide what provision needs to be made to support your child to make progress. You will be invited into school each term to discuss your child's progress and plan new targets with the class teacher. Each cycle of assessment, planning, doing and reviewing is recorded and you will receive a copy of the plan. This model of support is referred to in the SEN Code of Practice as 'the graduated approach'.



## Interventions

We provide a wide range of interventions to support children's learning across all the areas of need. Interventions change each year to ensure that we are effectively meeting the current needs of the children in school. These are just a few of the interventions currently being delivered, to give you an idea of what type of support is available at Slaithwaite CE Infant School.

### ***Movement Group***

This is a daily gross motor skills development group, which takes place in the school hall. Groups of up to 10 children access a variety of activities e.g. balancing, crawling through tunnels, jumping. Activities are age appropriate and in Early Years activities are done through songs and rhymes.

### ***Communication and Language interventions***

We deliver a variety of language interventions which include social communication groups -Social circles, sentence building (e.g. Colour Coding) and development of speech and understanding (e.g. Language links). Language interventions are sometimes delivered to individual children, or in small groups, and are often delivered following advice from a Speech and Language Therapist.

### ***Sensory time***

This is a daily sensory time group for children who have sensory needs. Some children need time to regulate and by taking part in this group it help children to be ready to learn in class. Sensory time provided opportunities for children to develop their physical needs by climbing, balancing, rolling, running and spinning. Resources used are cones seats for spinning, peanut ball for rolling, scooter board for pulling and space for running. It also supports children who prefer quiet as they are very small groups.

### ***Nurture Group***

This is a daily social and emotional support for children. Activities in nurture group help develop children's language and communication skills, as well as providing enjoyable opportunities for social learning, developing friendship skills, with time to listen and be listened to.

### ***Work stations and basket tasks***

Some children, often those with complex communication/learning needs, are able to access learning more effectively when it is presented in baskets at an individual workstation. The baskets contain familiar, achievable tasks e.g. number, fine motor or phonics activities. The final bask is a motivating activity that the child enjoys. The routine of completing baskets is introduced gradually and is initially supported by the teacher/TA, but with the expectation that the child will eventually be able to complete learning tasks with greater independence.

## **Referrals to outside agencies**

The school works closely with a range of external professionals who support us to understand children's needs and plan appropriate provision. These professionals include:

- Speech and Language Therapists (SALT)
- Occupational Therapists (OT)
- Physiotherapists
- Educational Psychologists (EP)
- Sensory occupational therapy service
- Kirklees Specialist Provision teachers

If we think that your child would benefit from external support, we will ask you to help us complete and sign a referral form. ***No referrals can be made to external professionals without parental consent.***

### **My Support Plans (MSPs) & Education Health Care Plans (EHCPs)**

Children who have more complex needs may benefit from having an Educational Health Care Plan (EHCP). An EHC plan is for children and young people aged 0-25 with more complex and ongoing special needs, who need more long term support than we are able to provide using the school's budget.

EHC plans identify educational, health and social needs and set out the additional support required to meet those needs. EHC plans usually come with **additional funding** for school, which allows us to provide a higher level of support for your child e.g. additional support from a Teaching Assistant. If we agree that an EHCP may be needed in order to meet your child's long term special educational needs, the school will work with you to write a My Support Plan (MSP).

**My Support Plans** are detailed plans which include your child's strengths and skills, background and family information, learning needs, current targets and details of the support currently being provided at school. As a school we have to demonstrate to Kirklees, through the My Support Plan, that we are providing support which costs in excess of £6000 (the level of support which school is expected to provide from the school budget). The My Support Plan must be reviewed at least twice, demonstrating purposeful action by the school to meet the child's needs, before a request to Kirklees can be made for an EHC needs assessment. The My Support Plan must also show that we have sought and acted upon advice from appropriate external agencies. My Support Plans will be reviewed at least termly with the class teacher, SENCO and, where possible, any external professionals who are involved. The school (or parents) can request that the Local Authority carry out a **statutory assessment** of your child's needs (i.e. a request for an EHC needs assessment).

When the Local Authority receives a request for a statutory assessment, they must make a decision about whether to agree to the assessment within six weeks. The Kirklees SEND Assessment and Commissioning Team (SENDACT) will write to

you to explain the process and keep you informed. If the Local Authority agree to an assessment, professionals (including an Educational Psychologist) will assess your child's needs and will advise the Local Authority about what support your child requires in school.

Following the needs assessment, the Local Authority may decide to issue an EHCP. The EHCP is a statutory document which states what provision the named school *must* put in place to support your child. This will be discussed and agreed at a planning meeting (usually held at the child's current educational setting), with parents, school staff and all professionals who have been involved in the assessment. The Local Authority will then decide whether to provide additional funding with the plan (which is allocated at different levels or bandings) which allows the school to provide the additional support that your child needs.

### **Meetings in school**

All parents of children with SEND are invited into school at least termly (i.e. three times per year) to review their child's progress and plan new targets with the class teacher. This may include, or be additional to, the parents' evening appointments in the autumn and spring terms. Some meetings may also include the SENCO and/or external professionals.

You will be asked what days and times are most convenient for you, and we will do our best to accommodate your requirements. Meetings in school may take place in the classroom (if they are after school), in the Head teacher's office, in the cabin. You are welcome to bring a relative or friend with you for support if you would like to. If you are unable to attend a meeting that has been arranged, please let us know as soon as possible.

### **EHCP Annual Reviews**

If your child has an EHCP, one of your meetings will be the Annual Review. At this meeting the content of the EHCP is discussed, reviewed and any changes can be recommended to the Local Authority. Any external professionals who support your child will be invited to the annual review, as well as the class teacher, parents, SENCO, and the child (where this is appropriate and agreed with parents).

Wherever possible, we try to include your child in the EHCP review meeting, in a manner that is appropriate for their age and understanding. This usually means joining us for a drink and a biscuit, to share their achievements at school and to listen to how proud we are of them. It is important that children feel valued and listened to by all of the people who are supporting them.

Before the annual review the SENCO and class teacher will prepare for the meeting by amending parts of the EHC plan and discuss these with you at the review.

Following the meeting the SENCO will write a 'Head teacher's Report' which shows what changes to the EHCP, if any, have been discussed and agreed at the annual review. Both these reports are shared with Kirklees SENDACT, who will decide if the EHCP will be amended.

### **Communication between parents and school**

We believe that clear and regular communication between parents and school is vital in ensuring that your child's needs are met successfully. We will meet with you at least three times per year to discuss your child's progress at school. If your child has more complex needs, you may need to communicate with your child's teacher more regularly. This communication can take many forms, and we will work with you to find the methods that works for you.

### **Staff training and skills**

At Slaithwaite CE J and I School we support all children's individual needs, however as there are lots of different special educational needs, it is difficult to ensure staff are knowledgeable about them all. Once we understand a child's additional needs we will actively seek out professional development opportunities for all staff to ensure we meet the needs of all our learners. We also use the special educational needs register to identify the main areas of special needs, which also helps us to identify professional development opportunities. At the moment these are speech and language and sensory needs. So as a school we have bought a speech and language programme called language links which identifies children who may need additional support in their speech and language skills including concepts, verb tenses, instructions, pronouns, negatives, questions and verbal reasoning. A programme of intervention is then set for the children to take part in intervention activities supporting and developing their areas of need. The children may have already been referred to speech and language and may be waiting for an initial appointment. This can take a long time to happen in some cases up to one year so we felt as a school we needed something in place to support these children.

Sensory need is another area highlighted on the special educational needs register so 8 staff so far have completed Sensory awareness training to help children to regulate. More staff will be completing the training in summer 2021. Activities such as sensory time, individual activities including opportunities to run or ride a bike or the use of a power wall to help support children to regulate.

Another area of need is around the Autistic spectrum -staff who are working with children on the autistic spectrum have completed training around this and we also have plans in place to access the Autism awareness training from Woodley School and College.

However these are only a few of the areas of need and we support all children and will proactively look for professional development opportunities when the need arises. We work very closely with all professionals involved with the children and take advice and support from them too.

We also incorporate Makaton within learning when possible. This is usually when learning songs and rhymes and enables all children to take part.

**In the future....**

**We would like to organise**

**Parent Space**

To have termly coffee mornings or afternoons for our parents of children who have special educational needs or disabilities. Parent Space meetings are informal opportunities for parents to meet with the SENCO, and other parents of children with SEND. This is a chance for parents to meet, chat, share experiences and support one another. Tea, coffee and biscuits are always available too!

It will be a great opportunity for parents to get to know each other and have the opportunity to share their experiences with other parents who understand the joys and challenges of parenting a child with special needs.

**We would like to continue with the SEND working party .....**

This is a half termly meeting for parents to directly influence our school's SEND provision and policy, including coproduction of information for parents. Anyone is welcome to join the meetings, meetings are sometimes held in school time and sometimes after school to enable everyone to be able to attend some meetings.

**We would like to develop an SEND working party with the children too.....**

Where they can voice their views, opinions and ideas to influence policy and practice.

For children who can't do this they may have an advocate e.g parent, teacher or teaching assistant who may offer their views through observations.

These meetings will take place half termly and we will make sure there is juice and a biscuit.

### **The role of the Special Educational Needs Coordinator (SENCO)**

*The SENCO at Slaithwaite CE J and I School is Mrs Paula Cherrington who has a Post Graduate Certificate in Special Educational Needs Coordination (including the National Award in SEN Coordination).*

I want to work in partnership with parents and carers to help ensure that we provide the very best support for your child.

#### **As SENCO, I will:**

1. Inform you if your child is identified as needing additional help and support in school, and if their name is recorded on the school's SEN Support Register.
2. Be as accessible as possible to parents and carers, and will endeavour to respond to you as soon as I can. You can telephone 01484 506464 or email: [office.slaithwaite@kirkleeseducation.uk](mailto:office.slaithwaite@kirkleeseducation.uk) - Please be aware that I may not always be available immediately. I have regular teaching commitments and other leadership responsibilities.
3. Listen to parents and carers and use your expertise to help in planning support for your child.
4. Give parents information about what you can do at home with your child to echo the support and strategies used in school.
5. Try to organise meetings with parents at a time to suit everyone who is coming, including parents, and I will carry out the actions agreed at the meeting (or let you know why I cannot).
6. Ensure that your child's identified, individual needs are met with appropriate support - regardless of whether they have a diagnosis of a particular condition or not.
7. Read any reports about your child, sent to school by professionals or other services, and act on them as soon as possible after I receive them.
8. Ensure parents are involved in writing targets, reviewing progress and ensure parents receive copies of any plans or reports written by the school.

9. Inform all staff working with your child of their specific needs and the appropriate support that has been identified for them.

10. Work with parents and others involved to carefully plan for successful transitions i.e. starting school, moving between year groups or moving onto another school.

**As a parent or carer, it would be helpful if you would keep in touch with school and:**

a) Let the school know if anything has happened that is likely to upset or affect your child in school - whether this is likely to be for just one day or for the longer term.

b) Tell us if your child's needs have changed in any way, or if you receive a professional report that may help us in planning to meet your child's needs in school.

c) Let us know as soon as possible if you have concerns or worries so that we can try to sort these out together.

d) If you would like to meet with school staff, please make an appointment in advance whenever possible - it is difficult to talk things through properly at the beginning or end of a busy school day, especially when school staff may have to rush away to deal with something else or to teach a class.

## **Support and activities for children with SEND, their parents and families, in Kirklees**

### **Kirklees Local Offer**

Kirklees Local Offer is aimed at providing information about the support and services that children and young people aged 0-25, who have special educational needs and disabilities, and their families can get in one place.

On the local offer website you can access information about: education, childcare, support and assistance, community and support groups, policies and guidance, complaints and appeals.

<https://www.kirkleeslocaloffer.org.uk/>



#### **Kirklees Information Advice and Support Service (KIAS) (Special Educational Needs and Disability)**

□ KIAS (formerly known as Parent Partnership Service) is a statutory, free, impartial and confidential service, working with Parents/Carers, Children and Young People.

□ The service offers information, advice and support relating to a child or young person's Special Educational Needs and/or disability and is available

# Thriving Kirklees

Health and wellbeing services for Kirklees children and young people aged 0-19 years (up to 25 years for children with special needs) and their families have been brought together under one name... Thriving Kirklees.

Thriving Kirklees is a partnership of local health and wellbeing providers all working together to support children, young people and their families to thrive and be healthy.

The partnership covers 11 areas of work including:

- 0-19 Team (health visiting and school nursing)
- Child and Adolescent Mental Health Services (CaMHS)
- Children's Emotional Health and Wellbeing Service
- National Child Measurement Programme
- Assessment and diagnosis of autistic spectrum conditions (through referrals made by a Speech and Language Therapist, Paediatrician, SENCO or Educational Psychologist)
- Support for children and young people with learning disabilities
- Home-Start Family Support • Healthy child vitamins

Thriving Kirklees offers a range of health and wellbeing support, information and advice - use our online form to request support directly.

## SHABANG!

**Shabang is a charity, based in Slaithwaite, which runs a variety of creative, musical and theatrical activities for children with additional needs and their families.**

Better Together is a programme of free family events. They usually take place monthly on a Saturday morning or a Sunday afternoon and can range from performances, to Pop Up Cinemas to Family Dances. The idea is that if you have a child with additional needs you can join this event along with the whole family - we try to ensure there is something for everyone.

**01484 848073**

**[www.shabang.org.uk](http://www.shabang.org.uk)**

## SPROUT

**Strong Parents Reaching Out**

**[www.growingworks.org.uk/sprout/](http://www.growingworks.org.uk/sprout/)**

**01484 606506**

**[info@growingworks.org.uk](mailto:info@growingworks.org.uk)**

Outdoor activities for families with children and young people with additional needs. Fun together for the whole family, relax & share information, make friends, face challenges together.

Parents of Children with additional needs PCAN



PCAN is an independent group for parents and carers of children with all types of additional needs, disabilities or hidden impairments in Kirklees.

We offer: Information about activities and services The chance to meet other parents for support and friendship Opportunities to have your say with local service providers about the services they provide for your children/young people. (We work in partnership with local service providers to create a stronger voice for parents' needs and concerns)

**Other Information**

Our group is for parents or carers whose children/young people are between 0-25 years of age. You can contact us on weekdays between 9 and 5. It is free to join. We welcome all parents or carers, whether you are just beginning to become aware of your child or young person having additional needs, or if they have confirmed diagnosis or disability.

**07754102336**

**info@pcankirklees.org**

**Join us on facebook - we have a closed group**

**You can follow us on Twitter @pcankirklees**



## Sensory Occupational Therapy Service

The Sensory Occupational Therapy team works with children whose sensory needs make day-to-day tasks more difficult. We work closely with education and health to make sure the adults working with children and young people have the skills they need to recognise their sensory needs. We work alongside other professionals to adapt environments and put strategies in place to meet sensory needs. This helps to support a calm environment, encourage attention, participation and independence.

### **We offer:**

An evidence-based pathway of care.

#### Stage 1:

- Website resources for parents/carers, nurseries and school.
- Training for parents/carers.
- Training for nurseries and schools.
- Consultation meetings.

#### Stage 2:

- Individual assessment and sensory-based interventions.

Please see our website for more information

<https://www.locala.org.uk/services/sensory-occupational-therapy-service>

## Advice and support

At Slaithwaite we know that you are the expert on your child. However we all need help sometimes with advice and support regardless of children's additional needs.

Here are some tips to help:-

- Breathe-take in very deep breaths through your nose and out through your mouth
- Make sure you have some me time-(even if it's only 2 minutes)-It can be hard to ask for help and support but it is important for you to have some time to yourself
- Don't feel guilty about having time for yourself its IMPORTANT!
- Be prepared-Mornings can be difficult for families when getting organised for school and other priorities so make sure you have things like uniforms ready the night before so you are not rushing around looking for things in the morning.
- Keep the routine the same in a morning and after school/ bedtime-children like to know what will happen and when
- Think about which activities help your child to be calm and which activities cause them distress. Ensure activities that keep them calm are available for the children to access independently. Think about the activities which cause distress -is it when they finish-how could you change what happens-planned time limits or e.g when playing on a game using IT use a timer the children can hear and explain once the timer goes off its time to finish at the end of the game they are playing to allow them time to process what will happen. (Staff in school are happy to discuss which activities help in school)
- After school do they need time to process the transition from school to home- they have been working their brains extra hard in school-use activities that help them be calm straight after school-this may be going for a walk, running around, or just chilling on the sofa-whatever works for your child.
- It may be useful to use a visual timetable to help them process their day-if they do something afterschool it will help them know what comes next-(school can help with this)
- Be consistent -this really helps children as they know what the expectations are
- Encourage the children to help you tidy up after play-this could be just requesting they 'put the cars in the box.' ( keep instructions simple)
- Use the word 'now' and 'next' eg now we play a game next we play with cars.
- Some children may need ear defenders when it is noisy or busy.

## Activities for home

- Going for a walk or find a space to run, scooter, cycle
- Keep moving with BBC Supermovers or Dance with Oti or Go noodle- exercise is fantastic for the whole family's wellbeing.
- Playing with water or sand helps some children to regulate-a small tub and any kitchen containers can be used-just the sensation of pouring and filling can help to regulate children -(mud also supports this)
- Use play dough, shaving foam to just play with -they don't have to make anything-you can just use 1 cup of flour and half a cup of salt and water to bind - this is just as good as play dough (keep it covered to use again)-the children may enjoy making it too.
- Share a story together
- Although there are some fantastic apps available, try and limit screen time.
- Mindfulness time for example colouring, relaxing music, jigsaws or yoga helps bring the mind into the 'present moment' and can be calming.
- Create calm zones with things such as fidget toys, teddies and books where your children can find their own calming techniques.
- Gardening - The children could have their own area in the garden to grow and nurture some plants or herbs (great for the senses too!). Or they could make a bug hotel for the children to observe over time and encourage them to get outdoors.
- Create a tactile busy board with lots of different textures, locks and fastenings.