



*"Where children are at the heart of every decision to
inspire brighter futures"*

Respect, Responsibility, Recognition and Resilience

SEN Information Report for Girnhill Infant School: in accordance with section 65(3) of the Children and Families Act 2014

1. What kind of Special Educational Needs provision is accessible for children at Girnhill Infant School?

Girnhill Infant School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum regardless of their gender, ethnicity, social background, religion, physical ability or educational need. The school provision map is outlined on the school's Local Offer.

2. How do we identify children who may have an SEN need?

Children entering our nursery are baselined according to the Early Learning Goals and any needs are identified here.

Pupil progress meetings/discussion are every half term from which we track and identify children who are not making expected national progress.

Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress. These are monitored on a Supporting me to learn plan or Learning Intervention plan. · Visually Impaired children will be known to the school through Wakefield's Visual Impairment team. Those children attending the provision have specific assessments and targets set which are age appropriate.

School holds annual Joint Planning meetings and Consultations with a member of the School's Advisory Team and an Educational Psychologist. These meetings allow staff to share any concerns that they have in agreement with the parent and referrals can be made.

3. What provision is made for children with SEN; with and without an EHC Plan. - in respect of:



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a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making. This is evidenced on a Supporting me to learn plan/Learning Intervention plan; this is normally taken into consideration and discussed each half term during professional development meetings with teachers and at termly pupil progress meetings with the Head Teacher.

b) What are the school's arrangements for assessing and reviewing progress of children with SEN?

Progress is tracked through termly pupil progress meetings, through reviews with the external support agencies and the SENCO tracks and advises on SMART targets termly according to the whole data collated through assessments, book scrutiny and observations. In addition to this, school meets with parents at least two times a year to discuss the progress of their child during a One Page Profile meeting with the class teacher and/or SENCO.

c) What is the schools approach to teaching children with SEN?

We are a fully inclusive school, which ensures that all pupils achieve to their full potential, this may be through differentiation, small group work or through 1:1 teaching.

d) How does the school adapt the curriculum and learning environment for children with SEN?

The curriculum and teaching sequences are adapted to meet the needs of the individual. The school takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.



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e) What additional support is available for children with SEN?

The school provides various interventions/support that meet the individual needs of the children (see Local Offer). Children who may require higher levels of support have access to appropriately trained support staff.

f) What support is available for ensuring the emotional and social development of pupils with SEN?

Children access a values and well-being curriculum. School employs a Learning Mentor who will also support the emotional and social development of pupils with SEN.

4. Who is the named SEN contact?

Miss L Robinson
Girnhill Infant School
Hardwick Road
Pontefract
West Yorkshire
WF7 5JB
01977 702261

5. What specific expertise is available to children with SEN?

- Dedicated and skilled team of staff working with children.
- Highly experienced and skilled Learning Mentor
- All staff delivering interventions are appropriately trained.

6. What specialist equipment and facilities are there for children with SEN?

- Occupational Therapy resources can be made available (therapy balls, weighted blankets, chew toys) following their observations and recommendations.
- Access to school's own sensory provision in additional school building.
- School has ramp access to main entrance to school.
- School has a disabled toilet.



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7. What arrangements are there for consulting and involving parents of children with SEN?

Parents are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, SEN plan discussions, progress reviews and yearly written reports.

8. What are the arrangements for consulting children with SEN about, and involving them in, their education?

All children are aware of their next steps in a way that is appropriate to them. Children who have additional needs have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

9. What are the arrangements for parents of children with SEN who may wish to complain about the provision?

School has a Complaints Policy which parents are requested to follow if they wish to complain about provision. A copy of this policy is available upon request from the School Office. Parents who wish to complain are strongly encouraged to initially speak to the Head Teacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the Head Teacher the parent would be directed to the schools complaints procedure.

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEN and supporting their families?

In order to meet the individual needs of a child the school will work with and seek advice from an educational psychologist, advisory teacher, speech and language therapist or health colleague to support the child's academic and social progress. The school has a SEND governor who also works within the SEND framework in their workplace and is able to challenge and support the school SENCO to strive for excellence. The governing body receive regular updates from the SENCO and SEND Governor in their meetings.



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11. What are the school's arrangements for supporting children with SEN in transferring between phases of education?

- Consultation with parents/carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Opportunities for the child and parent to have supported visit's to the new placement.

12. Where is the Local Authorities Local Offer published?

www.wakefield.gov.uk

<http://mylocaloffer.org/Wakefield>