



'Where everyone is valued and futures matter'

Girnhill Infant School's Contribution to the Local Offer with Wakefield Local Authority

Introduction

At Girnhill Infant School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. We strongly believe in the role of Quality First Teaching and Curriculum Entitlement for all children.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. The Principles of the SEN Code of Practice 2014 set out the following guidance:

- A child with special educational needs should have their educational needs met
- The views of the child should be sought and taken into account during any decision making
- The early identification of children's needs and intervention to be put into place to support them
- A greater choice and control for young people and parent's support
- Collaboration between Education Health and Social Care services to provide support
- High quality provision to meet the needs of children with SEN
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education (5:1)
- To become confident individuals living fulfilling lives

At Girnhill we pay close regard to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils



'Where everyone is valued and futures matter'

Girnhill Infant School is an inclusive school and may offer the following range of provision to support children with SEND.

Intervention
<p>Social Skills programmes/support including strategies to enhance self-esteem and aspirations</p> <ul style="list-style-type: none"> • 'Where everyone is valued and futures matter' is the philosophy that underpins our curriculum. This promotes independence and a "can do" attitude to learning
<p>Access to a supportive environment – ICT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • All resources are available to the children and are labelled appropriately. • The children are encouraged to access them during their lesson activity and once they have completed the task they learn how to tidy away. • Resources are up-dated regularly. We also have iPads for children to access in lessons. • Resources are adapted to meet the needs of all children, including those with Visual Impairment. Our outside provision supports all areas of the Early Years Curriculum.
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • We provide 1:1 language enrichment support throughout school for identified children through early intervention methods. • We will have the support of a NHS speech therapist once a fortnight (depending on agreed schedule) based in school to identify needs and support children. • We will refer children and support children to the Speech and Language service and work with the professionals to follow programmes adapted for the child. • We use Makaton signing to support communication when appropriate and on advice of external agencies.
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs</p> <ul style="list-style-type: none"> • We would support any referrals to these services and work with the professionals to provide resources as required or implement programmes as needed. School is unable to directly refer without the GP's authorisation. • We deliver It's in a little bag programme that focuses on the development of fine motor skill coordination. A TA delivers the programme and is monitored by the SENCO.
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • We operate an open door policy whereby parents/carers can speak to a key teacher before/after the morning and afternoon sessions. For parents who are working full time we are happy to speak over the telephone when convenient or make an appointment available that would be more convenient time. • During the transition of children from Infant to Junior School we visit the school with the children and have discussions with new class teachers, SENCO and any other relevant adults. We also do this during the year if a child in any cohort is moving schools to ensure that the transition is smooth and that the new school is fully supported with meeting the needs of the child.



'Where everyone is valued and futures matter'

- We hold Open Afternoons, Class Assemblies and INSPIRE Mornings for parents. This gives parents an opportunity to come and work with their child and see how well they are working at school.
- We have a Learning Mentor who will support children to reduce anxieties and develop their self-esteem through well planned support.
- Regular newsletters and knowledge organisers are provided to parents so that they are aware of what is happening in school and providing them with a knowledge organiser each half term to inform them what their child will be learning. These can be accessed via the school website and via an agreed email address.

Strategies to support/develop literacy

- The environment (inside and outside) is set out to provide plentiful opportunities to support early literacy in our Foundation Stage Setting.
- We teach the Letters & Sounds programme from phase 1 up to phase 5 from Foundation Stage into KS1. Following Letters & Sounds we deliver a Support for Spelling programme that begins in KS1 (Year 2).
- We encourage children to read regularly at home and in school to support their phonic and de-coding skills as well as teaching them strategies to understand what they have read.
- We have an Early Birds programme which focuses on supporting children to develop their reading skills.
- Using the knowledge of children's reading ability we will focus in to support daily reader's to allow them more opportunity to read and develop their early reading skills and to overcome any barriers.
- We deliver High Frequency Word card activities to build up and strengthen the children's sight recognition of tricky words.
- We provide group support in class with the teacher and teaching assistant to develop and strengthen skills across the curriculum.

Strategies to support/develop mathematics

- The environment (inside and outside) is set out to provide plentiful opportunities to support early numeracy in our Foundation Stage Setting.
- We believe the use of Numicon provides a firm grounding in their understanding of number and quantity.
- We offer an opportunity for parents to attend maths workshops so that they understand how we teach calculations to a specific age group and ability.
- We have a range of resources that support children in accessing the mathematical curriculum.
- We provide group support in class with the teacher and teaching assistant to develop and strengthen skills across the curriculum.

Strategies to support /modify behaviour

- We have three schools rules: look after yourself, look after each other, look after this place. We have golden time in school, each day each child has the opportunity to earn 6 minutes of golden time. This will amount up to a maximum of 30 minutes at the end of the week. Within this 30 minutes, children can choose a free choice activity as a reward.



'Where everyone is valued and futures matter'

- In school, we use strategies to promote understanding of appropriate behaviour through Restorative Practice. The children are encouraged to value their own journey to success which leads to a sense of pride in their own achievements. All staff encourage a 'can do' attitude and scaffold this in a variety of ways.
- Inappropriate behaviours are addressed immediately and strategies agreed with parents.
- We adhere to a comprehensive behaviour policy which is available to parents and are happy to talk through strategies as the need arises.

Provision to facilitate/support access to the curriculum

- We plan a personalised curriculum as appropriate.
- We adapt resources and the environment as required with the support of appropriate professionals.
- The school provides a teaching assistant for each year group in order to further support the children's learning and access to the curriculum.

Strategies/support to develop independent learning

- Children are supported in their journey to independence through carefully planned activities and support from the appropriate professionals.

Support/supervision for personal care

- Additional lunchtime supervisors are employed as required in accordance to needs.
- Additional educational teaching assistants can be employed to support the 1:1 programmes that may be required for children.

Planning and assessment

- Staff plan in accordance with the National Curriculum and Early Years Framework to ensure all children's needs are met through the curriculum delivery.
- Differentiated tasks allow children to achieve their own potential.
- Assessments are completed by teaching staff during regular intervals to measure the rate of progress and identifies the key areas that require further support.
- Assessments by teaching staff are moderated in school and externally.
- Our tracking systems enable us to monitor the progress of children accurately.

Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports

- Our Headteacher and SENCO have overall responsibility for liaison with all necessary parties so that lines of communication are maintained.
- Supporting Me to Learn Plans, are drawn up when appropriate and targets are shared with parents/carers and the child. They are encouraged to contribute to these.
- For children with an Education, Health and Care Plan (EHP), the SENCO will arrange annual reviews providing parents with an invitation to attend the meeting and place their views about their child and their needs during the meeting.
- For children who will require an EHP, school and external agencies will work together with the parents and child to create a My Support Plan which will be collated for the attention of the Special Needs Panel for consideration for an EHP after several reviews and an agreement with the professional involved.



'Where everyone is valued and futures matter'

- Teaching staff members will hold two parent's evenings during the school year to update you on progress and support that your child receives.
- Annual reports are provided about your child's progress.

Access to Medical Interventions

- Parents liaise with their GP and staff are trained as necessary by the appropriate medical professional.

Frequently Asked Questions	
Parent Question	Answer
<p>How does the setting / school / college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs? CoP p 83 6.14 – 6.18</p>	<p>Children who require extra help are identified by the class teacher, SENCO and/or Headteacher. We look at the rate of progress of children which is tracked and reviewed termly. Any gaps that may be occurring identify where additional support may be required for children. If parents/guardians have concerns that their child may be having difficulty they can make an appointment to speak to the class teacher, Headteacher and/or SENCO who will listen and offer you further advice and support.</p>
<p>How will early years setting / school / college staff support my child/young person? CoP p 84 6.19 – 6.27</p>	<p>Our Early Years Leader will plan a clear education programme for all children in our Early Years Setting. Within Foundation Stage there are additional adults to support and work with any child receiving additional support. The regularity of support will be outlined on a Support Plan that will be discussed with parents. We also employ a Speech and language therapist.</p>
<p>How will the curriculum be matched to my child's/young person's needs? CoP p 88 6.36 – 6.44</p>	<p>Every child receives Quality First Teaching from their class teacher. Work is differentiated according to the child's current levels and needs. This will help the child to grow in independence and work at the right level to build on their skills and also have some challenge available when appropriate.</p>
<p>How will I know how my child/young person is doing and how will you help me to support my child's/young person's learning? CoP p 93 6.64 6.71</p>	<p>We hold parent's evenings twice a year where teachers will discuss progress and explain the support in place for a child and will share any SEN Support Profile with them. School reports are also shared with parents. If a child has a Support Plan or an Education, Health and Care Plan parents will be actively involved in creating them and reviewing them. School operates an open door policy and welcomes parents to make an appointment if they wish to discuss progress. Each half term a knowledge organiser is created by the class teacher to inform parents about what their child will learn. This is also posted on the school website.</p>



'Where everyone is valued and futures matter'

<p>How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs? SEN Information Report</p>	<p>Resources can be personalised according to need. If specialist equipment is required to meet the needs of a child, the special needs service may provide school with the equipment or school will endeavour to purchase the necessary items to ensure that the needs are met.</p>
<p>How will school/college support my child in making transitions to new schools/colleges or into employment?</p>	<p>As children move from Key Stage 1 (Year 2) to Junior School we prepare children by arranging transition visits for the child. The SENCo will meet with the SENCo from the new school and discuss any support needed. From there, agreed steps are made to create a smooth transition.</p>
<p>How is the decision made about what type and how much support my child/young person will receive? SEN Information Report</p>	<p>If a child is working at SEN Support the class teacher and SENCO will agree on effective time management to provide the child to work on their SMART targets in order to narrow the gaps that they may have. This is shared with parents on the Supporting Me To Learn Plan.</p> <p>If a child requires additional support from external agencies and clear targets are recommended then the support service will recommend a time allocation of support in discussion with the class teacher, SENCO and Headteacher.</p> <p>If a child has a Support Plan or an Education, Health and Care Plan the agreed support will be written within the documentation and parents will be involved within the discussion. If it is recommended that adult support would be required then the Headteacher would allocate an Educational Support Assistant to work alongside the child specifically for their needs outlined in the plan.</p> <p>The support is reviewed termly or annually (if the child has an Education, Health and Care plan. Any plans that are updated are shared with parents.</p>
<p>Who can I contact for further information?</p>	<p>If you have any concerns regarding your child then please do not hesitate to make an appointment to speak with the class teacher, Headteacher and/or SENCO. Staff will be prepared to listen to your concerns or questions and staff will be able to offer you advice.</p> <p>If you decide to bring your child to Girnhill Infant School we would encourage you to contact Mrs Jane Littlewood, Headteacher, in order to arrange an appointment to visit school and discuss your child's needs.</p> <p>Please contact the Wakefield Admissions team for further information:</p>



'Where everyone is valued and futures matter'

	School Admissions Wakefield Council Wakefield One PO Box 700 Burton Street Wakefield WF1 2EB 01924 305617
--	--