



## Aire View Infant School

### The Local Offer

Frequently asked questions about how we can support a child with Special Educational Needs (SEN).



# FAQs

## IDENTIFICATION

### How does the school know if my child needs extra help and what should I do if I think my child may have special educational needs?

- 🌸 Teachers will know if your child may have a special educational needs if they have a significantly greater difficulty in learning than the majority of children of the same age
- 🌸 Or if they have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- 🌸 If you are worried and think your child may have a special educational need do not hesitate to speak to your child's class teacher in the first instance. The Special Educational Needs Coordinator (SENCO) and Head Teacher will always listen to any concerns you may have

## SUPPORT

### How will the school staff support my child?

- 🌸 Your child's class teacher will be responsible for overseeing and working with your child on a daily basis. His or her role will be to ensure your child has access to a broad, balanced and differentiated curriculum to meet his / her individual needs
- 🌸 In addition, the school employs trained Teaching Assistants who support the teacher in providing a high quality of care, guidance and support to ensure your child does well at school
- 🌸 The SENCO will ensure appropriate additional support if needed is made available to your child e.g. intervention programmes ELS (Early Literacy Support); Nurture; All Aboard; Talking Narrative; Motor coordination skills. The SENCO will also, with your prior consent, access other services e.g. health, educational, social care as needed
- 🌸 The school also has a named governor responsible for monitoring the provision and progress of children with special educational needs
- 🌸 School will know how effective its provision is for children with special educational needs by monitoring progress and the impact of interventions as well as how external services has made a positive impact on supporting children with special educational needs. The school's improvement partner or adviser will check that children with special educational needs are well supported. Ofsted inspectors will also focus on how well the children attain at school against their individual starting points

## CURRICULUM

### How will the curriculum be matched to my child's needs?

- 🌸 The school offers a creative curriculum where all subjects and other aspects of learning are linked to ensure it is meaningful and appropriate to the age of the child
- 🌸 It is clearly understood that children do not all learn in the same way and teachers and other staff are highly skilled in employing a range of teaching and learning strategies which enables them to meet all children's needs.
- 🌸 Teachers will make excellent use of assessments on a daily basis which are used to plan for the next steps in learning. Work given to children will be differentiated and matched accurately to their individual needs.

## COMMUNICATION

### How will both you and I know how my child is doing and how well will you help me to support my child's learning? Will I get a report each year?

- ✿ School operates an open door policy meaning that you can have daily face to face contact with your child's teacher and other staff working with your child.
- ✿ At any time you can ask for a meeting to be arranged to discuss your child at a mutually convenient date and time
- ✿ A meeting will be arranged by the SENCO each term for your child and the class teacher will attend along with any other professionals involved with your child. You are welcome to bring another family member to these meetings if you feel you would like support although this is not usually necessary. In addition, if you feel it is appropriate, your child is also welcome to attend. The meeting will update you on the progress your child is and should be making and give you an opportunity to share your views / concerns etc. This opportunity will enable you to know how you can best help your child's learning at home
- ✿ You can be assured that you will receive regular contact with staff who will share with you things that have happened in school
- ✿ Schools organises family and adult learning opportunities which you will be able to access. Additional services and training are on offer at the local Children's Centre and school is able to signpost these to you





## WELLBEING

### What support will there be for my child's overall wellbeing?

- ✿ The school has a caring and nurturing ethos and places much emphasis on personal, social, emotional and health development. This ensures every child is well cared for and has their individual needs met
- ✿ Children who require long term medication or medication for life threatening illness will have in place a care plan. Nominated members of staff including first aiders and lunchtime supervisors are appropriately trained by a health professional to administer medicines etc.
- ✿ School has an Intimate Care policy for children who require personal assistance with toileting. An agreement will be drawn up as required allowing support staff to deal with such children's needs. The privacy and dignity of the child is given high priority
- ✿ The school has a Positive Behaviour policy which is consistently applied through the day. This is appropriate for the vast majority of children. However some children present with challenging behaviour for a variety of reasons and these children will be supported by a member of staff who is suitably trained to deal with any incidents. Bullying is very rare and but should it occur it is dealt with swiftly and sensitively in line with the school's policy
- ✿ Attendance is given high priority and full attendance is actively encouraged. The Parental Involvement Officer and Administrator monitor attendance daily and follow up any concerns by contacting parents when a message has not been received. The PIO will be on hand to offer support and advice to parents if they have any issues affecting their child not wanting to come to school
- ✿ The views of children are listened to and acted upon as appropriate. At all reviews the children are encouraged to contribute by expressing their views
- ✿ The School has a Nurture Room where children experiencing difficulties of any kind can access. This is managed by the PIO who works closely with children and parents



## **SPECIALIST HELP**

### **What specialist services and expertise are available at or accessed by the school?**

-  Many of the school staff has received training in a wide range of areas and subjects. These include: speech and language, autistic spectrum disorder, behaviour management, first aid, attachment and more curriculum based e.g. Literacy and Numeracy in order to deliver intervention programmes for children to access
-  The school works with many external professionals and enlists their help and support on behalf of staff and families. These include, School Nurse, Speech and Language therapist, physiotherapist, occupational therapist, physical difficulties and learning difficulties teams, deaf support service, paediatricians, fostering and adoption service and children's social care to name but a few.
-  The school works with other community groups e.g. Children's Centre to further support children and families
-  The school has a link Educational Psychologist who works closely with school



## **TRAINING**

### **What training are the staff supporting children with SEND (Special Educational Needs and Disabilities) had or are having?**

-  Training is organised and accessed throughout the year focusing on a range of SEND areas. This is accessed through Education, Health and other organisations. Staff supporting individual children with specific conditions will receive training from the relevant professionals
-  Whole staff training is accessed e.g. Attachment, Autism, Behaviour etc. to ensure all staff understand the needs of children with a range of needs






## **INCLUSION**

### **How will my child be included in activities outside the classroom including school trips?**

-  Whatever your child's needs are they will be addressed and supported both in and out of school. Your child will be supported by a member of staff if required to ensure their enjoyment, safety and participation in school outings and extra-curricular activities. The school has dedicated and committed members of staff who will always go the extra mile to meet your child's needs. Children are fully included in all opportunities school offers
-  As parents / carers you will be consulted and involved in planning activities and school trips to ensure your child's individual needs and requirements are in place

## **ACCESS**

### **How accessible is the school with regard to both buildings and language?**

-  The school building is on one level and has wheelchair access at two entry/exit points
-  The school aims to create a visually stimulating, sensory and auditory environment in which children with SEND can thrive. Adaptations have been made to the building to improve conditions for children with specific needs and difficulties e.g. handrails, specialist seating etc.
-  The school has disabled changing and toilet facilities
-  The school communicates with parents and carers whose first language is not English in the following ways; some staff members share the same home language e.g. Thai, Polish, Panjabi; the school has a facility to translate information published on the website; Bradford Council provides a service that schools can access in supporting communication with parents and carers who speak and write in a range of different languages
-  Funding for specialist equipment is shared between the school's own budget allocation; the Bradford Council top up provision and Health all who work closely together to ensure appropriate provision is made for children in need

## TRANSFER

### How will the school prepare and support my child to join, or transfer to a new school?

- ✿ Transition provision is a significant strength of the School and children and parents / carers are supported at every stage. Children with special educational needs will be given additional opportunities prior to transfer to become familiar with any new setting by making visits, having a photographic record of key people and places within any new building. Parents and carers are involved in this process at every stage and accompany their child for as many visits as they wish. Transition meetings are held well before any transition points which involve a team around the child, involving new personnel from the next setting or school. Comprehensive records are passed on to the SENCO of the next school
- ✿ Visits to home are made if parents and carers wish this and also school staff will visit any pre-school settings to meet the children in their familiar surroundings

## RESOURCES

### How are the school's resources allocated and matched to children's special educational needs?

- ✿ The school receives a budget to support the needs of children with SEND. In addition, a child's need may be significant and complex and requires high needs funding which is provided by the Bradford Council (known as top up funding). The funding is used in a variety of ways e.g. purchase of specialist resources and equipment; employment of staff to provide intervention programmes, staff training etc.
- ✿ The SENCO maintains information on the progress and welfare needs of children with SEN. The funding is managed by the SENCO and Head Teacher ensuring the funding available is spent wisely to support the needs children who require additional support.

## DECISION MAKING

### How is the decision made about what type and how much support my child will receive?

- ✿ The class teacher, the SENCO and Head Teacher discuss each child's needs and requirements in great detail and match needs to provision.
- ✿ The Head Teacher makes the final decision regarding the support children receive.
- ✿ There is designated governor for Special Educational Needs who monitors provision made for children.
- ✿ Attainment, progress and need are reported to the Pupil Progress and Welfare committee on a termly basis.

## INVOLVEMENT

### How are parents involved in the school? How can I be involved?

Parents and Carers working in partnership with school is consistently recognised as a significant strength

- ✿ Parents are represented on the school's governing body
- ✿ School seeks regular feedback from parents and carers on a range of issues relating to school. Feedback and suggestions continually improve the provision we have on offer and shape the future vision for the school
- ✿ School operates an open door policy and parents and carers have access to school staff on a regular basis
- ✿ Parents and carers are welcome to volunteer in school
- ✿ In relation to SEN parents and carers join school staff in relevant training sessions
- ✿ School has a PTA (Parent-Teacher Association) known as AVfun and parents are welcome to join and help with fundraising events
- ✿ Future plans include forming a Better Together network with parent / carer representatives from each class to discuss school issues and areas for further improvement

## **CONTACT AND LOCAL OFFER**

**Who can I contact for further information?**

School Address Elliott Street, Silsden, Keighley BD20 0AW West Yorkshire

**Telephone & Fax:** 01535 653290

**Head Teacher and SENCo:** Mrs Vicky Bottomley

**Parental Involvement Officer:** Mrs Louise Heslop

**Bradford Council Senior SEN Officer**

**Website:** [www.aireviewinfant.org.uk](http://www.aireviewinfant.org.uk) here you will find a directory of local support groups