

SEN and Local Offer - Additional Information

Special Educational Needs

The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in schools. The new approach begins in September 2014 and places pupils at the centre of planning. The key principles of the new legislation are:

1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education, health and care plans (EHC) will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).
3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.

Aire View Infant School is well placed to adopt these changes and looks forward to working with pupils and parents/carers to ensure fully inclusive access to our education.

Local Offer

Here is Aire View Infant School's Local Offer for children with Special Educational Needs and Disability.

Aire View Infant School upholds children's right to education and recognises the diverse educational needs within its communities. We acknowledge those needs may change and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access.

Some children need increased support to access learning because:

- a. they have a significantly greater difficulty in learning than the majority of children of the same age;
- b. they have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age

We will try to ensure that all barriers to equal access in our schools are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible. We welcome the full engagement of parents and carers and where necessary seek support and advice from specialists outside school to ensure we develop and maintain a range of flexible resources to meet the needs of all children.

At Aire View Infant School our local offer is:

INTERVENTION

We support children to access the curriculum

- Classroom based staff know the profile of their class and individual needs. Learning activities are planned to match children's learning needs
- The environment is stimulating, supportive and well resourced. Wall and interactive displays provide prompts and reminders to encourage children to learn and achieve independently
- Children are encouraged as part of our ethos and values to work flexibly, use learning spaces around the school (both indoor and outdoor), work in corridors and move freely around the school
- Each class has a teacher and two teaching assistants. If children have a Statement of Special Educational Need or an Education, Health and Care Plan, there may be additional teaching assistance so that specialised support is available. Teaching assistants are deployed flexibly throughout the school and according to need to maximise their effectiveness
- Classes are very diverse. They are well-resourced and for children with additional needs, specialised equipment such as radio microphones, head sets and writing apparatus can be arranged
- We will ensure that all staff know and understand the needs of all pupils
- All staff will have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

We support literacy and numeracy

Strategies and interventions are in place to support literacy and numeracy. Teachers and teaching assistants make sure the classroom environment is full of language and have well-organised wall displays to support learning in all areas of the curriculum.

For children with specific learning needs activities such as; reinforcement and pre-teaching in small groups, specific programmes for literacy, such as Talking Narrative, Early Literacy Support, Physical Phonics, Write from the Start and for maths (such as Talking Maths and Max's Marvellous Maths) are available.

We support speech and language development

At Aire View Infant School, we recognise the importance of supporting speech and language development particularly in the early years. We are able to access support and guidance from a Speech and Language Therapist who works with children in school and at the local health centre.

Teachers make sure their classes have lots of language support and activities. Many of our staff are trained to provide specific interventions such phonics and deliver one to one support using guidance following the Speech and Language Therapist's advice.

We promote positive behaviour

The “Positive Behaviour Policy” describes the high standards of behaviour and conduct expected in school. In each class there are shared and displayed expectations about how to respect the rights of everyone in the class. We make sure all staff know and understand the reasons behind any difficult behaviour and how to respond. In class, the teaching assistant may support targeted children to stay on task and focus on learning. In the playground, staff will involve targeted children in specific activities. Some children who find good behaviour a challenge may need additional help.

Where difficult situations have occurred, staff talk calmly through the event with the child helping to identify what went wrong and what actions could be taken if a similar situation happens again. For some children we use ‘social stories’ to help their understanding.

We support children’s emotional well being

Emotional well-being is supported by making sure that children who find “change” difficult are well prepared for any changes or transitions. We may prepare specific resources such as ‘transition books’ and/or support children in groups or on a 1:1 basis as appropriate. To promote positive friendships, we may use a ‘circle time’ involving the whole class. Nurture Group is available for children who have additional needs and may experience difficulties in the whole class situation for a number of reasons. The needs of the children will dictate who accesses this support either on a short or longer term basis.

We support children’s physical needs

Physiotherapists and Occupational Therapists are requested to provide specific advice and guidance for target children. They are also asked to provide training for staff. Teaching assistants follow up any recommendations by providing specific interventions to children for handwriting or fine motor skills either individually or in small groups.

Aire View School building has some adaptations such as ramps and toilets with disabled access.

We support children’s medical needs

The school nurse visits school to carry out checks with children and to provide advice and training to staff. She also assists in writing Health and Care plans for children. The school is equipped with a basic first aid kits. In school we have a medical room for use by children and adults who are hurt or unwell. Medicines are not normally administered by school staff unless the child has long term medical needs. Inhalers are stored safely and children are able to use these independently. There is a team of staff who are first aid and paediatric first aid trained,

We support children during unstructured parts of the day

Lunch and playtimes are staffed to ensure safe adult: child ratios. There is a range of equipment available and different activities are led by staff and a children's team of buddies. Specific interventions for children with additional needs include having a named member of staff for support, being guided to specific areas or activities, being able to access the classrooms for some quiet time activities or to access some lunchtime clubs.

We work in partnership with parents and carers

Our open door policy encourages partnership working with parents/ carers. We ensure that review meetings and Team Around the Child meetings are arranged at times which allow parents and carers to attend. We listen to what parents/ carers tell us about their children and use that information to make sure everyone who works with a child understands their needs

We work in partnership with other agencies

Aire View Infant School liaises with the NHS for Speech and Language Therapy and the School Nursing Service; Airedale Hospital with Paediatricians, physiotherapists and occupational therapists; Autism Service of the Local Authority (for children with communication and interaction needs); Long View Centre (for children with social emotional and/or behavioural needs and the Local Authority's SEBD Team. As a school we also work with services such as the Targeted Family Support and Child and Adolescent Mental Health Services. The School also works closely with the Educational Psychologist, Deaf Service, Visual Impairment Team and Learning Difficulties Team.

We have an extensive knowledge of services to support children and families in the local community including the local Children's Centre, Child-minders, Day Nurseries and other pre-school providers.

We monitor children's progress

We have a system to track and monitor all children's progress. Through day to day teaching and learning, children are continually assessed and teachers' planning responds to this. For particular children, more in depth assessments may be required. Some of these can be carried out by our Special Educational Needs Coordinator and sometimes we ask external agencies to carry these out; (this is particularly in the case for applying for a Statement of Special Educational Need or an Education, Health and Care Plan).