



What kinds of SEND does the Jackfield provide for?

Jackfield Infant School accommodates all SEND in line with Equality Act 2010 and provision is available for all four areas of need outlined in the 2014 SEND Code of Practice.

Communication and Interaction

ASD

Speech and Language Disorders

Cognition and Learning

Dyslexia

Dyspraxia

MLD

Global Development Delay

Social, Emotional and Mental Health

ADHD

Attachment Disorders

Emotional Difficulties

Mental Health Difficulties

Physical and Sensory

Including hearing and sight impairments

Medical Needs

How the school knows if children need extra help and what to do if you think your child may have special educational needs?

We know when pupils need help if:

1. Concerns are raised by parents, carers, teachers, or the pupil's previous school
2. Tracking of attainment outcomes indicates a lack of progress
3. Pupil observation indicates that they have additional needs in one of the four areas below:
  - Communication and interaction
  - Cognition and learning
  - Social, mental and emotional health
  - Sensory/physical
4. A pupil asks for help

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have, plan any additional support your child may receive and discuss with you any referrals to outside professionals to support your child's learning

If you have concerns then please firstly discuss these with your child's teacher, or Mrs Wood (SENCo) or Mrs Stubbs (Assistant SENCo)

All parents will be listened to. Parent views and their aspirations for their child will be central to the next steps.

### How your child will be supported at Jackfield

- All pupils will be provided with high quality teaching (Quality First Teaching) that is differentiated to meet the needs.
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the taught curriculum.
- The quality of teaching is monitored routinely by our Senior Leadership Team (SLT) through a number of processes.
- If there are concerns raised regarding a child's progress, an individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs.
- Additional support to increase the rate of progress will be then identified.
- If, after additional action/support has been given, a review indicates that further support will be required, parents will be informed that the school considers their child may require SEN support and their partnership will be sought in order to improve attainments.
- SEN support will be recorded on a passport that will identify a clear set of measurable, expected outcomes. Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- If a child does not make enough despite the delivery of high quality interventions, advice will be sought from external agencies. This will only be done with parent permission.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

### How the curriculum and teaching at Jackfield will be matched to your child's needs

Jackfield has high expectations for all pupils. We aim to provide an inclusive, creative, child led curriculum that will equip children to be successful in life.'

- Teachers plan using pupils' achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom.
- When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- Assessments will be carried out accurately by using reasonable adjustments.
- In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.

### How we will keep you informed of progress

1. Regular reviews of progress will be shared with parents.
2. Annual Reports for all pupils will be sent in the Summer term with information about your child's attainment.
3. Parents are encouraged to discuss their child's progress with the class teacher as they feel necessary
4. Parents are invited to attend the SENCo drop-in sessions on a Monday at 3-4pm if they require any further support or advice.
5. The school website which includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
6. The weekly newsletter shares targets for children informing parents of learning opportunities taking place in class.
7. The class teacher or SENCo may also suggest additional ways of supporting your child's learning.
8. The school organise a number of parent workshops during the year. These are advertised in the school newsletter and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

### Pupil overall wellbeing

#### Jackfield Mission Statement:

*"At Jackfield we work towards the healthy and wholesome development of all children at all times."*

We work hard to ensure that our pupils feel safe in school, and take challenge as positive.

The school offers a wide variety of pastoral support for pupils. These include:

- Personal, Social, and Health Education (PSHE) is part of our everyday ethos and practise.
- Staff are trained to have an awareness of emotional needs of individuals and the school has Nurture accreditation.
- The school has Healthy School status which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.
- The school is a member of the OPeN Network which gives us the opportunity to access specialist training and coaching.
- Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place.
- Pupils' views are sought through school council and other forums.

### Jackfield works with a number of different agencies to access the best for our pupils.

The school has gained a number of awards to show its dedication to pupils with additional needs which include Nurture Group Award, Dyslexia Friendly school status and The Marjorie Boxall Quality Award.

As a school we have good relationships with our Special Education Needs service and many other agencies including

Educational Psychologist, Stoke-on-Trent Special Education Needs Support Service team, Specialist Services for Specific needs including Visual Impairment, Hearing Impairment, Autism Spectrum Disorder and Speech Language and Communication Needs, Occupational Therapist, Speech and Language Therapists, CAMHS, Physiotherapists, EWO, School Nurse and Health Visitors, Behaviour team, Specialist school Outreach work, and other children's services.

### Jackfield is committed to providing training for all staff to make sure all our pupils receive the best possible support.

- Our school has catered for the needs of many children with specific learning needs. These have included Downs Syndrome, Global delay, Autism, hearing impairments, visual impairments. To support these pupils we have addressed training through either training for individuals or for whole school staff.
- The school has Dyslexia Friendly status.
- All staff- Attachment and trauma, Selective Mutism, New Code of Practice, Autism, Better Reading Partnership, Nuffield Speech Programme, Early Birds training. Switch-on Literacy, Constructive Conversations.
- 2015-16 Training has included modelling of interventions including Active Literacy Kit and Spirals

### Jackfield is an inclusive school

- Our Inclusion Policy promotes equal access and enjoyment of all of our learners in all aspects of the curriculum including activities outside the classroom.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. This will include using the correct staff ratios to meet identified barriers.
- Parents and carers are invited to join in the planning and risk assessment process.

### We aim to meet all individual needs

- We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.
- Our curriculum is made accessible through differentiating expectations and recording methods
- We monitor the languages spoken by families in our settings and make use of translation sites and endeavour to arrange for a translator to attend meetings when necessary.

- We use a wide range of communication means including website, letters, text messaging, news-letter.

### Moving on within Jackfield

A number of strategies are in place to enable effective pupil's transition. These include:

- A planned programme of visits are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine. The meeting will include any other agencies that are involved with the pupil to ensure the whole picture is shared.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns, if necessary.

### Moving on from Jackfield

- The transition programme in place for pupils in Y2 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN.
- For pupils transferring to Moorpark Junior school (our feeder school), the SENCo's of both schools will meet to discuss all the needs of pupils with SEN in order to ensure a smooth transition. For pupils transferring to other settings the SENCo will make contact with the school being transferred to.
- For pupils with Education, Health and Care (EHC) plan, the feeder school will be invited to the annual review in Y2 or a transitional review will be arranged mid-year.

### The school allocates resources to support all pupils and ensures they match the children's special educational needs

The school receives funding to respond to the needs of pupils with SEND from a number of sources:

- A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit)
- The Pupil Premium funding for pupils who meet certain criteria.
- In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from Teaching Support Assistants
- Small group support from Teaching Support Assistants
- Small group or individual support from our Assistant SENCo
- Specialist support from Teachers or Learning Support Practitioners e.g. 1:1 tuition
- Bought in support from external agencies
- Learning aids such as laptops, iPads, adapted resources

- Purchase of resources for programme delivery for specific needs
- CPD relating to SEND for staff

#### Type and quantity of support each child will receive

- Quality First Inclusive Practice (Wave 1) is clearly defined in our setting and we expect all staff to deliver this.
- Should additional (Wave 2 or 3) support be required, this is undertaken after consultation with the pupil, their families and relevant staff. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The SENCo oversees all additional support and regularly shares updates with the Head Teacher and SEN Governor.
- For pupils with a Statement of Educational Needs/Education, Health and Care plan, this decision will be reached when the plan is being produced or at an annual review.

#### The child take charge of their own learning

Our children will take part in the review of their targets. They will talk about what they find easy, what is tricky and what they would like to learn. Views will be collected in a range of ways.

#### Parents are important too!

Parents' views will be gathered regularly through conversations with staff and dialogue through reading diaries and homework. Views will be gathered more formally during review of passport targets every 3 months.

#### How you can help

Jackfield has an 'open door' policy and staff welcome opportunities to liaise with parents.

We work in partnership with parents to support each child well-being, learning needs, progress and aspirations. This will be through:

- discussions with the class teacher, SENCO or other senior leadership team member
- during parents' evenings
- during Passport reviews
- where appropriate, there may be Home School Diaries in place.

If you wish to discuss your child's educational needs or you have concerns please contact the following:

- Your child's class teacher
- The SENCo/Head of School, Mrs J Wood
- The Head of School, Mrs R Davies
- The Executive Head Teacher, Mrs D Shaw
- The Chair of Governors, Mrs H Griffiths (via School Office)
- The SEND Governor, Mrs J Hall (via School Office)

Other agencies of support

SENDIASS 01782 234701 or 01782 234847 [www.sendiass-stoke.co.uk/](http://www.sendiass-stoke.co.uk/)

Safeguarding Board <http://www.safeguardingchildren.stoke.gov.uk>