



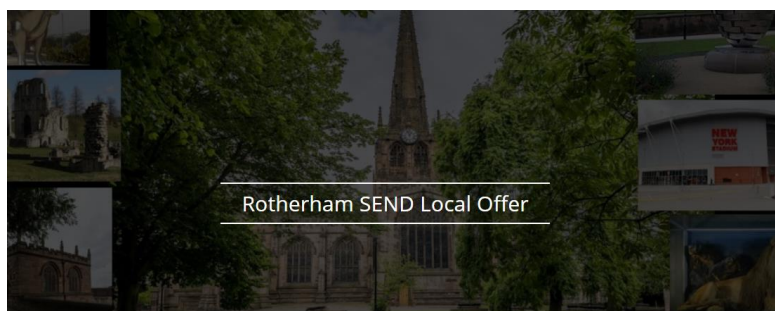
Herringthorpe Infant School's SEND Offer

SEND Information Report

2024-2025

All schools need to provide a Special Educational Needs and Disabilities (SEND) Information Report and a School Offer. The school offer is part of the wider Local Authority Offer, and is based on the requirement for **all schools** to outline the support available to children with SEND.

Click on the link below to find out more information linked to Rotherham's SEND Offer. This website provides a wide range of information, resources and support available for school staff, children and their families.



<http://www.rotherhamsendlocaloffer.org.uk/>

We have decided to combine two documents into one, and include information on our SEND Policy within our School Information Report. This means that you have one place to find out all the information you need. This document is written in line with the *'Special Education Needs and Disabilities Code of Practice: 0-25 years. 2015'* and the *'Special Educational Needs and Disability (Amendment) Regulations 2015'*. To make it as easy as possible to find the information you require, we have laid it out as a series of questions parents/carers often ask about a school and what happens for children with SEND. If there is a question you would like answered that isn't included below or you would like additional information, please let us know!

At Herringthorpe Infant School, we are committed to working together with all members of our school community. This Information Report has been produced with the Head Teacher, Special Educational Needs & Disabilities Coordinator (SENDCO) and the Governing Body. It will be reviewed annually by staff, governors, parents and pupils. We would welcome your feedback and future involvement in the review of our report, so please do contact us:

Head Teacher: Mrs N Kitchen

SENDCO: Mrs L Bryan

SEND Governor: Mr S Cope

All can be contacted via Reception, tel: 01709 828959

Email: office@herringthorpeinfantschool.co.uk

How does Herringthorpe Infant School know if children need extra help?/ How does the school identify children with SEND?

The progress of all pupils is discussed each term with all adults involved in their education. This shared discussion highlights any children not making sufficient progress. Where appropriate, further support is given.

We know when pupils need extra help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.

- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs eg emotional needs
- There is a particular barrier to their learning, e.g. speech development, behaviour etc.

What are the different categories of Special Educational Needs?

At Herringthorpe Infant School, we embrace the fact that every child is different, and therefore, the educational needs of every child is different. This is certainly the case for children with special educational needs & disabilities. We are happy to make provision for any kind of SEND and will make any reasonable adjustments possible to include pupils and parents in our school.

The categories of need are outlined in the SEND Code of practice and are as follows:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others

Cognition and learning – for example, where children and young people learn at a slower pace than other children of their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment

Some children with SEND may have needs in more than one of these areas.

We currently provide for a number of children with complex physical, learning and medical needs as well as making provision for Autism and other Specific Learning Disabilities. Alongside formalised learning in the classroom, our school offers personalised learning pathways to enable all children to access a curriculum at an appropriate stage of development which is tailored to meeting individual learning need. For highly complex needs, personalised pathways are sensory and engagement led, embrace alternative teaching strategies and build on developing communication and interaction.

What should I do if I think my child may have special educational needs?

If you have concerns relating to your child's learning or inclusion then please initially discuss these with your child's teacher. This then may result in a referral to the school's (Acting) SENDCo whose name is Mrs Bryan and whose contact details are 01709 828959.

How will I know how Herringthorpe Infant School supports my child?

Our school is committed to ensuring that our pupils are entitled to quality learning and teaching. Pupil's education will be carefully planned for by the class teacher through differentiation.

If after extra support, a child continues to make limited progress, then a meeting will be held between teachers and parents/carers to discuss the next steps.

Part of Mrs Bryan's role is to monitor the additional support children receive. She regularly checks if the support offered is working or needs changing.

Any support offered by the school will be reviewed on a regular basis. This review process is based on a circular model using the steps; assess, plan, do, review. Herringthorpe Infant school uses this cycle of review to ensure that the provision offered is appropriate and successful.

For children accessing a personalised learning pathway there will be regular updates and feedback shared with parents through the Evidence for Learning App. We will be following a robust programme which is responsive to recording, measuring and demonstrating learning outcomes.



Each time the cycle of support is reviewed for your child, a decision is made regarding the level of support needed. Reviews will be offered three times a year in addition to parents' evening. Parents/carers are invited to these meetings to support in the review process.

The [SEND Code of Practice: 0-25 2015](#) identifies the need for a graduated approach towards supporting children who may have SEND. There is a graduated response in place at Herringthorpe Infant School when supporting children with special educational needs.

Wave 1 (Universal Support) - Wave 1 is good quality, inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.



Wave 2 - (Tailored Support) - outlines specific, additional and time-limited interventions provided for some children who are falling behind the age expected level. Wave 2 interventions are often targeted at a group of pupils with similar needs.



Wave 3 (Bespoke Support) - Wave 3 is targeted provision for a small percentage of children who either require a high level of additional support/specialised provision in order to address their needs or is for children who have been identified for an intervention designed to accelerate progress.



Sometimes children might need more expert support from an outside agency such as the Learning Support Service, Educational Psychologist, Visual Impairment team, Child Development Centre etc. In this instance; a referral will be made with parents/carers consent and forwarded to the most appropriate agency. They will help the school to plan their next steps.

Plans of support will be made in collaboration with teaching staff, parents/carers and the pupil's views.

Education and Health Care Plans (EHCP)

A parent/carer or school can request for the Local Authority Services to begin an assessment process for an EHCP where appropriate. This would be considered by the school if a child is accessing bespoke interventions which have been supported by specialist external support services and progress is still limited. EHC assessments are offered to children whose learning/medical needs are severe, complex and lifelong. This is a statutory process and can take up to 20 weeks. A panel of professionals will assess the application made and will make a decision as to whether to proceed with an EHCP or not. A request for an assessment can only be completed with the permission of the child's parent/carer.

Click on the Rotherham Local Offer's link below for further information regarding EHCPs:

<http://www.rotherhamsendlocaloffer.org.uk/education-health-care-plans/education-health-care-plans-explained/1>

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

When a child has been identified with a special need, the class teacher, parents/carers and the Special Needs Coordinator will work together to make an individual support plan. You will be invited to a meeting each term to talk about the plan.

Work will be adapted to enable the pupil to access the curriculum more easily and will support the child in achieving the targets set within their individual support plan.

Teaching Assistants may be allocated to work with the pupils where needed and if appropriate specialist equipment may be given to the pupil e.g. writing slopes, ear defenders, pencil grips etc.

How will I know how my child is doing?

You will be able to discuss your child's progress at parents' evenings which are held each term. Additional review meetings will be provided each term for children with special educational needs, where their individual support plans will be reviewed on a regular basis and next steps will be identified.

Staff are available should you have a concern and appointments can be made to speak in more detail.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, a member of the senior leadership team at any time where they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact Reception who will arrange this appointment for you. The contact number is 01709 828959.

How will the school help me to support my child's learning?

The class teacher may suggest ways of how you can support your child.

Mrs Bryan (SENDCo) may meet with you to discuss how to support your child.

If outside agencies eg the Speech and Language Therapist has been involved, suggestions and programmes of learning are normally provided that can be used both at home and at school.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENDCo who will locate information and guidance for you in this area.

What support will there be for my child's overall well-being?

School have staff that are trained to support children's emotional well-being. Support can be offered for a variety of needs such as:

- Bereavement
- Anger management
- Confidence issues
- Friendship circles
- Family break ups/changes within the family
- Behaviour issues
- Attendance

This school has gained Healthy School status. The school is now embarking on its journey to becoming a Rights Respecting School which evidences the work undertaken within the school to support pupils' well-being and mental health.

The school is supported by the Educational Psychology Service which supports the school for individual children with any emotional and mental health needs.

The school also has a ELSA (Emotional Literacy Support Assistant) who is trained to support children in the development of their emotional literacy.

What support will there be for my child's medical needs?

Where staff need additional training for a medical need, then a detailed Care Plan is written with support from the School Nurse (0-19 Service) in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff who volunteer to administer specific care plans will complete formal training and be verified by the School Nurse (0-19 Service) as being competent.

Medicines can be administered in school but only where a signed medicine consent form is in place. The school will only administer medication prescribed by the doctor.

2 members of staff have first aid training, foundation stage staff have paediatric first aid and the remaining staff are emergency first aid trained. This is updated every three years.

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

Sometimes it may be necessary to ask outside agencies for their expertise.

The agencies used by the school include:

- Specialist Inclusion Team
- Speech and Language Therapy (SALT)
- Educational Psychology Service
- CAMHS (Child & Adolescent Mental Health Service)
- School Nurse (0-19 Service)
- Visual Impairment team
- Hearing Impairment team
- Early Help Services
- Social Care
- Child Development Centre (CDC)
- Occupational Therapy Service
- Physiotherapy Service
- Complex Learning Needs Team

An Educational Psychologist and a Specialist Inclusion Teacher works with our school. They help the staff where more specialist provision is needed. The services need permission from parents/carers before they can do any assessments. A one-page profile can be provided for these services so you will know who will be working with your child and what their job involves.

What training have the staff supporting children and young people with SEND had or are having?

Different members of staff have received training related to SEND. This has included learning interventions such as:

- Learning support interventions (LSP)
- Reading Rescue

- NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- Specific Learning Difficulty Training (delivered by the SI Team)
- Trauma Training
- Early Attachment Training (delivered by the SI Team)
- A teacher has been trained in Art Therapy

Further training has been undertaken for staff for other areas of SEND such as:

- Physiotherapy sessions (bespoke and in line with physiotherapist support)
- Theraplay sessions
- Lego Therapy
- Training for supporting children on the Autism Spectrum is offered from the Autism Communication Team.
- The school has regular visits from SEND specialist teachers who provide advice to staff support. The success and progress of individual pupils.

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

Activities and educational visits are available to all.

Risk assessments are carried out for the class to make sure that all children can join in. More detailed risk assessments are written for children who need more specific support.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- 2 toilets for disabled users
- Wide doors which accommodate wheel chair usage
- The school is on one level
- The building of the school is DDA compliant.

How will the school prepare and support my child when joining Herringthorpe Infant School or transferring to a new school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Discussions with previous settings/future settings.
- Pupils spend time in their new classroom. This can be adapted where needed.
- Where a child may have special educational needs; Mrs Kitchen (SENDCo) may arrange a meeting with parents/carers, the previous setting and the new teacher to discuss actions and next steps.

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

The school's SEND budget is allocated each financial year. The money is used to provide additional support or resources.

- Additional provision may be allocated.
- Resources may include equipment or deployment of staff depending on circumstances.

How is the decision made about how much support my child will receive?

These decisions are made in consultation with the class teacher and the senior leadership team. Decisions are based upon termly tracking of pupil progress.

- Individual needs are taken into account when planning additional support.
- Guidance from external agencies may be sought where appropriate.
- For pupils with an EHCP; this decision will be reached in agreement with parents/carers when the EHCP is being produced or at an annual review.

How will I be involved in discussion and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Attending parents' evenings
- Attending a Special Needs review meeting each term to review previous support and contribute to new plans.
- Meetings with external agencies/school

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling; please contact Mrs Bryan the school's Special Needs Coordinator.

If you would like support as a parent of a child with additional needs, or would like impartial advice regarding the provision your child is being offered then Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is available to you. <http://www.rotherhamsendiass.org.uk/> Alternatively contact the service on 01709 823627.

We hope that the information provided has answered any queries you may have; but do not hesitate to contact the school if you have further questions.

Further, advice and support on local services available for children with SEND and their families can be found on the Rotherham SEND Local Offer website:

[Rotherham SEND Local Offer – Here you will find help, advice and information about the services available for your child or young person from birth to 25 years with a Special Educational Need or Disability \(SEND\).](#)

**School is always committed to supporting children and their families.
Please know that we are always available should you be concerned about your child's needs.
Please make contact with school if you have any concerns.**