

Weston Infant Academy

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 Stoke-on-Trent
 Staffs
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 01782 319607

Principal

Mrs J Birchall

**Weston Junior Academy**

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Principal

Mrs J Birchall

WESTON INFANT ACADEMY

Principal: Mrs J Birchall

The Government's new reforms for Special Educational Needs (SEN) came into force in 2014. In response to these reforms, Stoke-on-Trent Local Authority have produced a 'Local Offer'. This Local Offer gives information for families to help them to understand the various services they can expect from a range of local agencies as well as statutory entitlements. These include education, health and social care. Knowing what is offered gives more choice and therefore more control over what support is right for families. The 'Local Offer' for SEND at Weston Infant Academy forms part of our School SEND Information Report below.

Weston Infant Academy recognises that every child is different. We have an inclusive ethos and are proud to have achieved the nationally acclaimed 'Inclusion Quality Award' in recognition of this. This award places great emphasis on working in partnership with children, parents and other agencies to provide the best possible educational outcomes for children. All SEND provision is overseen by the Senior Leadership Team (Mrs Birchall – Principal, Mrs Brown – Vice Principal and Mr Lewis – Assistant Principal) and is coordinated by the SENCO (Special Educational Needs Coordinator) Mrs K Procter.

All SEND provision and progress is monitored, reviewed and evaluated on a regular basis throughout the year. It is reported to the school's Governing Body and outlines how individual needs are being met. The school policies, available on our website reflect our commitment to inclusion, safety and wellbeing.

School SEND Information Report

<p><i>What kinds of Special Educational Needs does our school provide for?</i></p>	<p>At Weston Infant Academy we provide education for pupils with</p> <ul style="list-style-type: none"> • Cognition and Learning Difficulties • Social, emotional and mental health difficulties • Communication and interaction difficulties • Sensory and/or physical difficulties
<p><i>How does our school know if children need extra help and what should parents do if they think that their child may have Special</i></p>	<ul style="list-style-type: none"> • We have high expectations of all our children, and prior to their start in our Nursery/Reception, home/school visits are carried out to ensure any difficulties that your child may have are initially discussed and support is put in place at the earliest possible stage where required. • Close liaison with any setting that your child currently attends and any agencies already involved with them is carried out. This ensures that their transition into our school is carefully planned and adapted as required. • Rigorous monitoring and assessment throughout each year group ensures that any difficulties your child may experience which may indicate a special

<p><i>Educational Needs?</i></p>	<p>educational need are identified promptly and discussed with the SENCO (Special Educational Needs Coordinator).</p> <ul style="list-style-type: none"> • If you have a concern regarding your child's progress or think that your child may require extra support, please discuss this initially with your child's class teacher. The SENCO (Mrs Procter) will be happy to discuss any concerns that you may have. • The SEND policy and other relevant documents can be found on the school website.
<p><i>How will our school support children with Special Educational Needs and Disabilities?</i></p>	<ul style="list-style-type: none"> • All our children are treated as individuals. In the first instance, class teachers are responsible for planning appropriate interventions to any children experiencing difficulties or making below expected progress. • This is carefully monitored and if it is felt that your child will benefit from additional interventions or support, a discussion between the class teacher and SENCO will take place. • If necessary, you will then be consulted and a 'SEND Support Plan' created to identify clear and measurable targets for your child. This support plan will also outline the frequency and duration and nature of support that your child will receive as well as the person responsible for its delivery. This support will be regularly reviewed and progress shared with you termly. • Sometimes, despite high quality school based interventions, your child's progress may continue to be below what is expected. With your permission, advice will then be sought from external agencies to ensure that your child's specific needs are met. • For a small number of pupils, a request may be made to the Local Authority for an Education, Health and Care Assessment to be carried out. Parents will be fully consulted if this is thought necessary.
<p><i>How will the curriculum be matched to your child's needs?</i></p>	<ul style="list-style-type: none"> • In our school, children with Special Educational Needs and Disabilities make good progress, through a curriculum modified to suit their particular need 'Disabled pupils and those with special educational needs make good progress across the school. Teachers plan well for their needs and they receive good support from teaching assistants. By the end of Year 2 they reach standards in reading, writing and mathematics that are sometimes strongly above similar pupils nationally.' OFSTED 2014. • Within each class all work is differentiated by the teacher to match children's differing needs and abilities. This enables all children to access tasks with an appropriate level of challenge, ensuring that no child finds work too easy or too challenging. • Each class has access to up to date technology such as Interactive Whiteboards, computers and iPads, which may be used to support children with SEND. The provision of specialist equipment e.g. specially designed chairs, caring cutlery, specialist scissors and pencils, workstations and physical adaptation of the classrooms, promotes the independence and integration of pupils with SEND. • If your child has a SEND Support Plan, this will be taken into account during the course of daily lessons. This may involve the use of specialised equipment and resources or 1:1 and small group support. • In addition to usual monitoring of progress by teachers and the Senior Leadership Team, all children with Special Educational Needs and Disabilities are also closely monitored by the SENCO.

<p><i>How will school and you as parents know how well your child is progressing? How will school help you to support your child's learning?</i></p>	<p>We acknowledge parents as vital partners in a child's journey throughout our school. You will be regularly informed of your child's progress and encouraged to be involved in supporting this.</p> <ul style="list-style-type: none"> • Termly reviews of SEND Support Plans with you and your child (where appropriate) enable targets to be evaluated and reviewed. There is also opportunity for a review of your child's progress at termly Parent's Evenings/Afternoons where an appointment with the SENCO can also be made if you wish. • New targets and further strategies will be identified and agreed if necessary. Our 'open door policy' welcomes a close regular dialogue between parents and staff. • The SENCO is always happy to talk to you about any concerns that you may have. She can also discuss your child's progress, offer advice and share tips and strategies that are used in school or have been recommended by outside agencies. The SENCO can also direct you to other services that may be able to support you and your child as well as accessing specialist advice within school.
<p><i>What support will there be for children's overall wellbeing?</i></p>	<ul style="list-style-type: none"> • At Weston Infant Academy we provide care and support for children with social, emotional and medical requirements. • If your child has medical needs we liaise carefully with yourself and Health Care Professionals to develop individual Care Plans. These ensure that all staff in school are able to fully support your child's needs with regard to their medical condition. • If your child has social and emotional needs we are able to provide flexible arrangements as well as necessary support. We recognise that there are rare occasions when children may display challenging behaviour and may not respond to usual measures put in place to support this. In these instances our Vice Principal and behaviour specialist, Mrs Brown will work closely with parents to develop a 'Behaviour Plan'. This will support the child and ensure consistency between home and school when managing behaviour. We also have a Home School Link Worker, Mrs Underwood who works across both school's to provide support for families.
<p><i>What specialist services and expertise are available to and accessed by our school?</i></p>	<ul style="list-style-type: none"> • At our school we are able to access support from a range of specialist services including: <ul style="list-style-type: none"> ○ Educational Psychology ○ Stoke on Trent Special Educational Needs and Disability Service (SENDS) ○ Inclusion Services for Hearing Impairment ○ Inclusion services for Visual Impairment ○ Inclusion Services for Autistic Spectrum Disorder ○ Occupational Therapy ○ Physiotherapy ○ Child and Adolescent Mental Health Services (CAMHS) ○ Educational Welfare Officer ○ School Nurse ○ Health Visitor ○ DOVE service ○ ARCH ○ Special School Outreach services

<p><i>What training have the staff who work with SEND pupils accessed?</i></p>	<ul style="list-style-type: none"> • At Weston Infant Academy we have experience in many specific learning needs. Learning Support Practitioners support children with EHC plans and are trained accordingly. • All staff regularly attend ‘whole staff training’ in relation to Safeguarding and First Aid. • Certain members of staff are also trained in the delivery of specific interventions, for example; Makaton, ASD awareness, Colourful Semantics Precision Teaching. • There are also staff who have accessed training from ‘Stoke Speaks Out’ in relation to speech and language difficulties and from the Educational Psychology Department regarding Attachment Disorder. • The Senior Leadership Team attend extended training in relation to pupils with SEND and Disabilities.
<p><i>How do we include children with SEND in activities outside the classroom and school trips?</i></p>	<ul style="list-style-type: none"> • All children with SEND are fully included in all aspects of school life and are well supported to reach their potential by dedicated and experienced staff. • When Educational trips/visits outside school are made, we will liaise carefully with parents to assess the child’s needs and discuss any adjustments that may need to be made. As every child is seen as an individual we are very flexible with arrangements and encourage parents to be fully involved in these. • All school trips are fully risk assessed with extra consideration for pupils with additional needs and requirements. • Please speak to the SENCO or Head of School if you have any concerns regarding visits and activities outside the school grounds. • We have a fully trained Educational Visits lead in school who liaises with the SENCO and Principal.
<p><i>How accessible is the school?</i></p>	<ul style="list-style-type: none"> • The school building is easily accessible, being primarily on one level. Ramps and a lift are provided where steps and changes of ground level are located. • Toilets have disabled facilities and adjustments are made where required for children with medical needs. • Children with visual or auditory difficulties are well supported through Professional outside agencies and adjustments are made within school under their guidance. • We monitor languages in addition to English that may be spoken by our children and/or families. We can then offer translation of documents and key language displayed in school where necessary. • Our Accessibility plan can be found on our website.
<p><i>How will we prepare children with SEND to join our school? How will we prepare them to leave our school and move to the next stage of their education?</i></p>	<ul style="list-style-type: none"> • Transition into Weston Infant Academy from either home or from other early years providers is carefully managed for your child. • Children with SEND may need different or extended arrangements which will be carefully planned with you, involving other settings where necessary. Your child will be supported with transition when they leave our school at the end of Key Stage 1. Children with SEND are given extra consideration at this time and will access extended transition as necessary. • Some children with SEND may leave our school to access alternative provision, for example special school. Again this transition is carefully managed in close liaison with parents/carers and the setting involved.

	<ul style="list-style-type: none"> • Special arrangements for children with SEND may involve for example: meetings with parents and agencies already involved, meetings between schools and settings, extra visits, photo books/ social stories to enable familiarity with the new setting/classroom. As every child is different the amount of support and intervention around transition is personalised for each child as necessary.
<p><i>How are our resources allocated and matched to children's needs?</i></p>	<ul style="list-style-type: none"> • Resources and interventions are allocated according to need, either from the school's allocated funds, through Pupil Premium funding (where eligible) or through additional educational needs funding for children with more complex needs (statements and EHC's). • Numerous resources and materials for interventions and assessments are purchased as well as specialist services and school support staff.
<p><i>How is the decision made about the type and amount of support that will be given to children with SEND?</i></p>	<ul style="list-style-type: none"> • We work in partnership with parents and carers to support children with SEND through: <ul style="list-style-type: none"> ○ Discussions with class teachers, SENCO or Principal ○ Parents evenings/afternoons ○ SEN support Plan reviews ○ Annual reviews of EHCP's
<p>If you are considering sending your child to Weston Infant Academy and they have a Special Educational Need and/or a Disability, please contact the Principal, Mrs J Birchall on 01782 319607. A meeting can then be arranged to ensure that your child receives appropriate transition arrangements and support.</p> <p>The Special Educational Needs Coordinator (SENCO) at Weston Infant Academy is Mrs K Procter. She can also be contacted on 01782 319607.</p> <p>Further advice with regards to SEND can be sought from SENDIASS - SEND Information, Advice & Support Service Telephone 01782 234701 www.sendiass-stoke.co.uk/</p>	
<p>If you have English as an additional language and require this information in a different language please contact the school office and this can be arranged.</p>	