







Wootey Infant School SEN Information Report



Ambitious Personalised Inclusive

At **Wootey Infant School**, we believe that every child is unique and entitled to a broad and balanced curriculum. We aim to provide a nurturing environment where children feel safe to explore, learn, and grow, regardless of their starting points.

SEND is categorised into the following areas according to the SEN code of practise-

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical

1. How does the school know if children need extra help?

Early identification is crucial in the infant years. We identify needs through:

- **Transition meetings:** Speaking with parents and previous settings (like nurseries or pre-schools).
- **Half-termly tracking:** Monitoring academic progress and social-emotional development.
- **Teacher observations:** Identifying children who may be struggling with communication, motor skills, or sensory processing.
- **Parental concerns:** We listen to you. If you have concerns about your child's development, our doors are always open.

2. What should I do if I think my child has SEN?

Your first point of contact is always the **Class Teacher**. They know your child best in the school setting. If further support is needed, the teacher will involve our **Special Educational Needs Coordinator (SENDCo)**, Miss Liz Collins.

3. How will school staff support my child?

We follow the **Graduated Approach: Assess, Plan, Do, and Review**.

- **Quality First Teaching:** The majority of needs are met through high-quality, differentiated teaching in the classroom. We have Ordinarily Available Provision (OAP), which is "universal" support that is available to every child, every day.
- **Targeted Interventions:** Small group work such as "bucket time" for attention, phonics catch-up, or fine motor skill groups.
- **Individual Support:** For children with more complex needs, we may provide 1-to-1 support or bespoke learning plans.

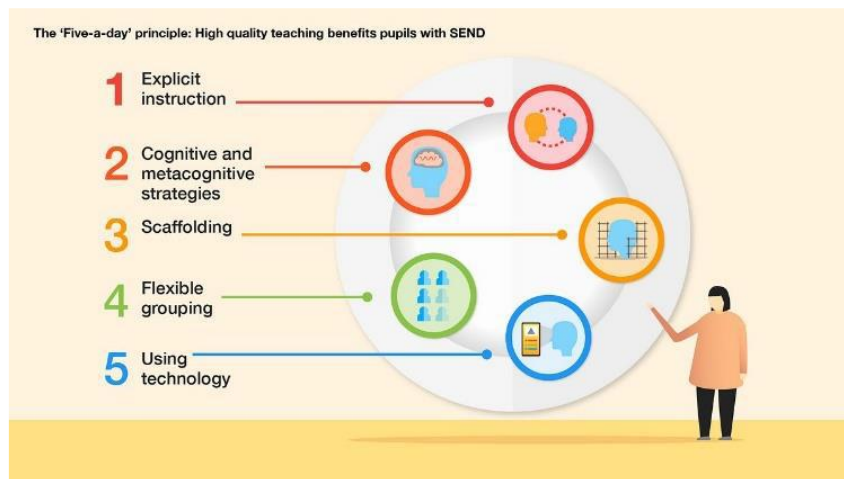


4. How is the curriculum matched to my child's needs?

We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching. We prioritize **adaptive teaching**. This might include:

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

- Using visual timetables and "now and next" boards.
- Providing sensory breaks or specialized equipment (e.g., wobble cushions, pencil grips).
- Scaffolding tasks so they are achievable but challenging.
- Adapting the Early Years Foundation Stage (EYFS) or Key Stage 1 curriculum to meet the child's developmental level.
- We use the EEF guidance 'Five a day' and embed the key principles into all our lessons.



- We also seek advice from outside agencies as and when the need arises.

5. How are school resources allocated?

Our SEN budget is used to provide-

Staffing: Teaching Assistants trained to deliver specific interventions.

Interventions: ELSA (Emotional Literacy Support), TALA (Therapeutic Active Listening Assistant) Art Therapy with Caroline Potter.

Equipment: Including Sensory resources.

6. How are staff trained to support my child?

At Wootey Infant School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child. When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with. If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas: TALA, ELSA, SWAN training, Lego Therapy, Bucket Time, Autism Awareness, Team Teach, De-escalation and Attachment. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

7. What specialist services are available?

We work closely with external professionals to ensure your child gets the right expert help, including:

- Educational Psychologists
- Speech and Language Therapists (SALT)
- Occupational Therapists
- Community Paediatricians
- Hampshire Specialist Teacher Advisory Service (STAS)

8. How will my child be included in activities outside the classroom?

We are an inclusive school. All children are encouraged to participate in school trips, clubs, and sporting events. We carry out risk assessments and provide additional adult support whenever necessary to ensure every child can join in safely.

9. How does the school support transitions?

We understand that moving school can be daunting for young children.

- **Into Reception:** We visit nurseries and host stay-and-play sessions.
- **Between Year Groups:** "Meet the Teacher" days and transition booklets with photos of new classrooms.
- **To Junior School:** We work closely with the receiving school to share "Profiles" that outline your child's strengths and needs.




10. How will I be involved in my child's education?

At Wootey Infant School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEN. Miss Collins is always available with an appointment to discuss any concerns you may have. Miss Collins also aims to attend as many parent consultations as possible with your child's teacher. For children with an EHCP, parents will also attend an Annual Review to celebrate your child's progress, create new targets and discuss next steps.

11. How will my child be involved in their education?

Pupil's views are very important. They have a right to be involved in decisions about their education and they are made aware of the support that surrounds them. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEN.

12. Can my child still participate in whole school events and responsibilities?

		
Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.

All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips with the support they need in place. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school including pupil council. No child is ever excluded from taking part in these activities because of their SEN or disability.

13. What if I am not happy with the provision for my child?

Your first point of contact is always your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENCO. If this does not solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the governors through the school office.

Sarah Thirkell – Chair of Governors
Ben Bastin – SEND Governor

Contact Information

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Note: This report is reviewed annually by the Governing Body to ensure our practice remains effective and inclusive.