

West Bridgford Infant School is committed to working in partnership with parents and carers.

Our school recognises that parents/carers have knowledge and experience that will contribute to the shared view of a child's needs. All parents/carers of children at our school will be treated as partners and supported to play an active and valued role in their children's education.

What can you do?

- Make sure school knows about any major changes in your family or worries you may have.
- Encourage your child with their academic learning.
- To come to all meetings and parents' evenings.
- The most important help you can give is continual encouragement and praise.



More detailed information can be found in the school SEND policy available on the school website.

If you have any concerns that relates to any of the information in this booklet, please contact Gayle Cutts (SENCO), the Head teacher or your child's teacher.

# West Bridgford Infant School

## A Guide to Special Educational Needs

Information for parents and carers



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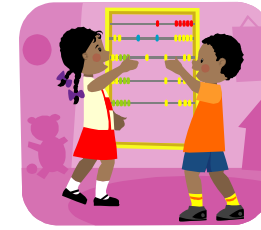
West Bridgford Infant School aims to ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential. This means that all children will need differentiated activities and equipment to achieve this.

The school intends to provide an environment where barriers to learning and participation are reduced to a minimum. This therefore encourages children to feel respected, confident and be able to succeed.

All children at West Bridgford Infant School are encouraged to do their best with the help from many different sources. This comes from the teacher, teaching assistants, midday supervisors, parents and other children. From time to time children have difficulties in accessing the curriculum that is provided for all. This could be because of a learning difficulty, an emotional need or a disability.

At certain times a child may need increased support or provision and parents/carers would be informed of this. If a teacher or parent/carer is concerned about a child, an Initial Identification Form will be completed by the teacher highlighting strategies to be implemented. Many children benefit from this short term support, enabling them to make progress. They would then be monitored as part of whole school assessment procedures.

If sufficient progress is not being made, the child will then be identified as needing more support and will be given personalised targets and specific interventions to support them. This support is funded from within the school budget.



A support plan will be written with specific targets for the child to work on. Parents are involved throughout the process and in progress meetings, during parent's consultations meetings and informally when appropriate.

If a child's needs are regarded as exceptional, requiring specialist expertise and support, the child may then access external funding from the Family of Schools or the Local Authority.

There maybe a sustained level of support and the ongoing involvement of external services. These may include Speech and Language Therapy, Educational Psychology, Behaviour Support or Schools and Families Specialist Services.

Children with the most complex needs may have an Education Health Care Plan. This is a written plan where education, health and other services involved with the child follow what is agreed together.

At West Bridgford Infant School we recognise that it is the child's entitlement to have access to the whole curriculum. The curriculum for a child with Special Educational Needs is personalised not different.

A positive partnership is promoted between parents/carers, school, and any outside agencies. The learning support is provided with the specific aim of equipping the child to take his/her place alongside his/her peers, to experience the full curriculum adapted according to their need.