



Who can I speak to for further help and advice about SEN/D?

If you have any further questions please make an appointment to speak with the **Head Teacher, Diana Wilson**, or the **Inclusion Manager (SenCo), Donna Todd**, and take a look at our SEN/D Policy/Local Offer on the school website: www.birkbyinf.com

Further SEN/D advice and support can also be found at:

Special educational needs and disability A guide for parents and carers



www.specialneedsjungle.com

www.kirkleeslocaloffer.org.uk

SENDACT

Email: senact@kirklees.gov.uk
Telephone: 01484 456888

KIAS

Email: kias@kias.org.uk
Telephone: 0300 330 1504



Children with a Disability Service (CWD)

Telephone: 01484 456848

PCAN

Email: info@pcankirklees.org



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Together we can

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Chair of Governors: Dr Williams
SEND Governor: Mrs Ali Deering

Parents'/Carers' Guide to Special Educational Needs and Disability (SEN/D) Provision at Birkby Infant & Nursery School



Questions you might want to ask



What is a Special Educational Need (SEN)?

A child has a **Special Educational Need (SEN)** if there is a **significantly greater difficulty in learning than the majority of other children of the same age.**

The **four areas of SEN** are:

- *Communication and Interaction needs
- *Cognition and Learning needs
- *Social, Emotional and Mental Health needs
- *Sensory and/or Physical needs

What is a Disability?

Many children who have SEN also have a **Disability**, which has a legal definition - **"a physical or mental impairment which has a substantial and long-term (a year or more) adverse effect on the ability to carry out normal day to day activities"**, for example, hearing impairment, Autism and some medical conditions such as diabetes, which prevent or hinder a child from making use of the educational facilities generally provided.

Children with SEN/D may need extra or different help at school.

How can Birkby Infant & Nursery School help my child?

If you are thinking about choosing Birkby Infant & Nursery School for your child please make an appointment to visit to see what we can offer to meet any specific needs.

We aim to provide a **stimulating, broad and balanced curriculum** for all children, irrespective of race, gender, religion or belief, background, special educational need or disability, and we are proud of the diversity of our school.

In addition to **quality first teaching for all children**, this might mean changing the **curriculum, environment and teaching and learning methods** to help children with SEN/D to learn and to make progress, and the school gets some funding from the Local Authority to partly pay for this.

We have some experience in the SEN/D areas of **learning/ cognition, speech, language and communication needs, hearing and visual impairment, and in managing medical conditions**, such as epilepsy, diabetes and asthma. The school has also received the Kirklees Inclusion Quality Standards Award. The school is a Victorian building with stone stairs and steps but we have accessible toilet facilities and ramps to some entrances.

All **staff** have annual **training** related to SEN/D and some staff receive specific training to support specific pupils.

We employ **Educational Teaching Assistants (ETAs)** in addition to the class teacher, to work as appropriate with pupils who have Special Educational Needs/Disability. The school also has some commissioned support from a **Speech Therapist** and a **Therapeutic Play Practitioner**.

We have staff **who speak** Hindi हिन्दी , Hungarian Magyar, Mirpuri, Punjabi ਪੰਜਾਬੀ, Italian Italiano, French Français, Urdu اردو .

Our **extended school activities** for all children currently include a Breakfast Club and a range of lunchtime and after school extra-curricular activities.

Children also experience a variety of **visits and visitors**, including the seaside and forest school activities at St Patrick's Primary School. You will also be invited to adult training events and weekly sessions to help you to support your child's learning.

What if I or school have concerns about my child's learning?

We recognise that **partnership** with parents/ carers is very important in helping children to do as well as they can at school. If you are worried about your child's learning or progress please speak in the first instance to the class teacher.

We continually monitor and assess the learning and progress of **all children**. We follow the guidance of the **Special Educational Needs and Disability Code of Practice (2015)**. If we have concerns about your child's learning we will talk with you as soon as possible about what might help, such as extra or different equipment or 1:1 or small group work.

A **SEND Support Plan (SSP)** or **My Support Plan/Individual Assess, Plan, Do, Review (MSP/IAPDR)** may be written with you and we may ask for further advice from other professionals, such as Speech Therapists, Educational Psychologists and Physiotherapists. The **SSP/MSP/IAPDR** will be reviewed at least termly.

All children develop at their own pace. If your child shows **significant cause for concern**, and has the most **complex or severe needs**, a request may be made for the **Local Authority** to carry out a more detailed Needs Assessment. This is a legal process where the Local Authority will look at all the information and decide whether an **Education, Health & Care Plan (EHCP)** is needed, a legal document which describes your child's needs and what needs to be done by Education, Health and Social Care to meet those needs.



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