

Chandler's Ford Infant School

Special Educational Needs Information Report

Chandler's Ford Infant School is committed to the principles of Inclusion. It seeks to support the concept of inclusion throughout the whole school experience in both curricular and non-curricular areas. We recognise that the teaching and learning, attitudes and well-being of every member of our school community are of paramount importance. Ensuring inclusion for all is the responsibility of every member of the school community, following the example given by all staff, teaching and non-teaching.

1. The kinds of special educational needs for which provision is made at the school.

Introduction

Chandler's Ford Infant School is a mainstream infant school.

We believe that all children are entitled to have access to a broad, balanced and relevant curriculum. We aim to provide a quality education for all, which recognises the personal strengths and needs of all its pupils. We know that the voice of the child is important and we include all our children in decisions which affect them and their learning. We value parents and carers as partners in the education of their children. We believe that all children have the right to learn in a style which addresses their needs, to participate fully in their education and achieve their true potential.

2. Information in relation to mainstream schools and maintained nursery schools about the school's policies for the identification and assessment of pupils with SEN.

How does the school know if children need extra help and what should I do if I think my child has SEN?

At Chandler's Ford Infant School, children are identified as having special educational needs (SEN) through a variety of ways including:

- Concerns raised by class teacher/support staff.
- Concerns raised by parent/carer.
- Liaison with the previous class teacher or key worker.
- Child performing below age appropriate levels.
- Child not making expected progress.
- Screening tests.
- Health issues.

How will I raise concerns if I need to?

If you have any concerns regarding the progress of your child, we would encourage you to come into school as soon as possible and have a conversation with your child's class teacher. Parents are encouraged to discuss concerns with the school Special Educational Needs Co-ordinator (SENCo) where they, or their child's class teacher, feel there may be additional needs.

The SENCo at Chandler's Ford Infant School is Lisa Holmes.

The school, through the SENCo, works in partnership with many outside agencies and a referral to any agency may be considered at this point. Some of the agencies school has links with are:

Educational Psychology, Speech and Language Therapy, Occupational Therapy, Primary Behaviour Support (PBS), Child and Adolescent Mental Health Services (CAMHS) and Outreach Support from Specialist Schools.

3. Information about the school's policies for making provision for pupils with SEN, whether or not pupils have Early Healthcare (EHC) plans including:

- a) How the school evaluates the effectiveness of its provision for such pupils.**
- b) The school's arrangements for assessing and reviewing the progress of pupils with SEN.**

How will both you and I know how my child is doing? How will you help me support my child's learning?

Chandler's Ford Infant School has a rigorous approach to measuring and tracking pupil progress. Information is gathered from:

- Teacher assessment.
- Attainment data.
- Screening outcomes.
- Measures of progress.
- Pupil progress meetings.
- Teacher/SENCo meetings.
- Parent/Teacher meetings.
- Annual Reports.
- Reviews.

Although your child will be making progress in their learning during the year, in the event that it is not as rapid as we expect, we will carefully track pupil progress in order to

identify where progress is slowed. The SENCo will monitor the progress of all pupils with additional needs in order to modify or change the provision they receive. It is expected that children receiving additional support will show accelerated progress.

The outcomes of additional provision are monitored by the SENCo to ensure that it has been successful and the expected progress has been reached. Monitoring may include:

- Pupil data.
- Chatting to pupils.
- SENCo/Teacher meetings.
- Parent/SENCo meetings.
- Discussion with specialist teachers/outside agencies.

c) The school's approach to teaching pupils with SEN.

How will the school support my child?

If your child is felt to be requiring some additional teaching or intervention to boost their attainment, the class teacher will plan differentiated activities and in-class support for your child to put them back on track and in line with the expectations for the year group. If these interventions within the classroom are not as effective as we would wish, then the SENCo may arrange for some additional teaching to happen outside the usual class teaching and a plan would be drawn up with some specific targets for your child to work on. This Individual Educational Plan (IEP) would be shared with you at a parent/teacher meeting. You would also be given the opportunity to discuss, with the SENCo, the plan and the support put in place.

Who will explain this to me?

The class teachers are usually available to meet with parents at the end of the school day or by appointment. Alternatively, you would be welcome to meet with the SENCo by appointment.

Where the provision is a specific programme, there is often a parent meeting at the onset when you would have the opportunity to discuss the nature of the provision and ask questions. There may also be a homework pack with the programme or suggestions of ways to help at home.

How are the Governors involved and what are their responsibilities?

There is a named Governor responsible for overseeing the provision for SEN pupils. He/she will visit the school in a monitoring role and meet with the SENCo.

The SENCo reports to the Governors annually, to inform them of the progress made by pupils with special educational needs and disabilities (SEND). This report does not mention named children and confidentiality is maintained at all times.

d) How the school adapts the curriculum and learning environment for pupils with SEN?

How will the curriculum at Chandler's Ford Infant School be matched to my child's needs?

High quality teaching ensures that all lessons are appropriately differentiated to allow all children to access the learning at an appropriate level. This differentiation may be at group or individual level depending on what is required.

Sometimes, your child may work in a small group with a teacher or teaching assistant to revisit or over-learn an aspect of their learning. At other times, your child may be withdrawn from class for a short period to work with an adult on their individual targets. This is highly personalised support and the class teachers would ensure that the skills learned here were continued in the classroom learning.

At Chandler's Ford Infant School, we strive to make the necessary adjustments to the curriculum and the learning environment in consultation with outside agencies where appropriate.

e) Additional support for learning that is available to pupils with SEN.

How is the decision made about what type of and how much support my child will receive?

The Headteacher and SENCo meet with the teaching staff termly to discuss the achievement and progress of all pupils. We use this information and assessment data to inform where the needs are in each year group. Adult support and intervention programmes are deployed according to these identified needs.

Where your child is to be included in a specific programme or receive additional adult support for their learning, the SENCo will include this information on a provision document. Parents and carers will either be notified by letter and invited to come and talk with the SENCo or informed at a parent/teacher meeting, where your child's Individual Education Plan (IEP) will be shared.

f) Activities that are available for pupils with SEN additional to those available in accordance with the curriculum.

We offer a variety of After School Clubs and a full list of clubs can be found on our website or by contacting our school office. All of our clubs are fully inclusive and all children are welcomed.

Where a child has a physical difficulty, we would seek advice from the club's organiser to ensure that, where there is a need, activities can be modified or changed.

g) Support that is available for improving the emotional and social development of pupils with SEN.

We place great emphasis on Personal, Social and Health Education and use the Hampshire Social and Emotional Aspects of Learning (SEAL) materials across the school. All children are given opportunities to develop their self-confidence by participating in Circle Times in class.

Where children need support with their emotional well-being, we provide emotional literacy sessions with our school Emotional Literacy Support Assistant (ELSA).

All our staff hold a Schools First Aid Certificate and the staff in our Foundation Stage have Paediatric First Aid training.

The school has a policy for administering medicine and this may be accessed on our school website.

4) The name and contact details of the school SENCo.

Our school SENCo is Lisa Holmes and she may be contacted via our school office.

5) Information about the expertise and training of staff in relation to children and young people with SEN and how specialist expertise will be secured.

What training have the staff, supporting children with SEN, had or are currently having?

All our staff have current and relevant training to enable them to support all children effectively. Where the need arises, additional training will be sourced and relevant staff members will attend the training and feedback to the rest of the staff.

Staff training relating to Child Protection, Safeguarding and Behaviour Management is held annually to all teaching and relevant non-teaching staff.

The school SENCo attends the SENCo group with the Educational Psychologist for updates and advice. She also attends Hampshire update meetings for County briefings and current policy updates.

The school ELSA holds the ELSA qualification and attends supervision meetings half-termly with the Educational Psychology Team.

6) Information about how equipment and facilities to support children and young people with SEN will be secured.

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

All children are included in outdoor activities and off-site visits. We complete rigorous risk assessments for school visits and visitors, according to Hampshire County guidelines, and these assessments are completed based on pupil need. Where a smaller adult to child ratio is recommended, we ensure that additional adults are available.

How accessible is the school environment?

Details about the accessibility of the school environment are included in the School Accessibility Plan which is found on our school website.

7) The arrangements for consulting parents of children with SEN about and involving such parents in the education of their child.

How are parents/carers currently involved in your school? How can I get involved and who can I contact for further information?

Our school is a busy, vibrant place with lots going on across the school. Details of what is happening each half term are sent to parents in the form of a newsletter from the Headteacher and a topic sheet from each class teacher.

Parent support is a strong and growing body in our school. Parent help in class and on school trips is always needed and appreciated so, to volunteer, please speak to our school office staff.

We have a thriving "Friends" group which is our parent/teacher association and new members are always welcome. For details of how to get involved, please contact the Chair of Friends via our school office.

8) The arrangements for consulting pupils with SEN about and involving them in their education.

How will my child be able to contribute their views?

In our school, the voice of the child is of paramount importance. From the onset, our youngest children are encouraged to reflect on their learning and say when they feel they have not understood something or found a particular element of their learning hard.

All subject leaders use pupil conferencing as a means of finding out how children like to learn and for supporting the monitoring process.

Independent Education Plans (IEP) are written in conjunction with the child and all staff involve the children in their target setting. The SENCo will regularly review the targets with the children and ask their opinions about their learning. Children in our school are encouraged to be very independent and this is reflected in the learning environment, where children are responsible for selecting their own equipment to support their learning.

Children with SEN are encouraged to contribute to their reviews by completing their own mini-review about their learning over the year. At the Annual Review of a Statement, the SENCo will include the children's opinions about the future, using drawings, writing, photographs and power points to capture their thoughts.

9) Any arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at school.

Please refer to the school's Complaints Procedure available upon request from the school office or on our website.

10) How the Governing Body involves other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils.

On Fridays, we offer parents a before or after school "drop-in" session with the SENCo who supports a large number of our families with a wide variety of parenting matters.

Health and Social Services may be accessed by a referral to Eastleigh Hub, contacted via the school SENCo.

The School Nurse meets with the SENCo regularly and parents may contact her directly or through the school office.

The SENCo may make referrals to other agencies and signpost parents to support services where requested.

11) The contact details of support services for the parents of pupils including those for arrangements made in accordance with clause 32 (Educational settings have a duty to provide information about additional services under Section 69 of Children and Families Act 2014).

Who can the school contact on behalf of the parents for additional service in supporting children with SEN?

- GP.
- School Nurse.
- Parent Partnership.
- Behaviour Support Services.
- Special School Outreach Services.
- CAMHS via The Hub.
- Educational Psychologist, Speech and Language Therapists and Occupational Therapists may be contacted directly, although a joint referral with school is preferable if at all possible.
- The SENCo will facilitate access to outside agencies at parental request.

12) The school's arrangements for supporting pupils with SEN in transferring between phases of education or in preparing for adulthood and independent living.

How will the school prepare and support my child to join the school and transfer to a new school?

At Chandler's Ford Infant School, we pride ourselves on our transition arrangements.

From Pre-School to Year R (Key Stage 1 transfer), we:

- Visit the child in pre-school.
- Additional SENCo visit where pupil has SEN.
- Meet the Teacher Day.
- Offer Stay and Play Sessions.
- Offer Home Visits.
- Arrange SENCo/Parent Meetings where pupil has SEN.
- Ensure SENCo attends IPA Meetings/Reviews at end of Pre-school phase
- Liaise with outside agencies including Portage and Family support.
- Offer additional familiarisation visits/photo books for SEN pupils.

From Year 2 to Year 3 (Key Stage 2 transfer), we:

- Plan a programme of taster sessions with Merdon, our linked Junior School.
- Ensure all information on the pupils is handed to the new school/SENCo.
- Arrange an IPA Meeting with parents and new teacher and our SENCo to pass on information and strategies to the new teacher/support staff.
- Where children are transferring to alternative Junior Schools, the SENCo meets with the new class teacher and/or SENCo to ensure that all relevant information is passed on.
- Ensure our SENCo meets with Junior School SENCo to pass on SEN information.
- Where children transfer out of normal transition periods, e.g. mid-term, it may not always be possible to meet, but the SENCo will ensure that telephone contact is made prior to transfer.

13) Information on where the Local Authority's local offer is published.