

Elson Infant School

Special Educational Needs and Disability (SEND) Information Report.

Elson Infant School is an inclusive mainstream school; we welcome and celebrate diversity.

Our guiding principle is one of Inclusion, allowing all pupils to join in the everyday activities of the school. We acknowledge that many children, at some point in their education, need support that is additional or different to that given to their peers in order to make progress. The principles of the Federation's Teaching and Learning Policy apply to all our children and we aim to ensure that:

All children are encouraged, valued and accepted equally and have a right to learn and participate fully in the curriculum.

All children receive a broad, balanced and relevant curriculum which is differentiated to meet individual needs and which enables all children to reach their potential.

The views of the child and parents/carers are sought and taken into account when making provision for the child.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Elson Infant school children are identified as having Special Educational Needs or Disability (SEND) through a variety of ways including the following:-

- Liaison with pre- school/previous school
- Child performing significantly below age related expectations
- Child not making expected progress
- Diagnostic screening and assessments carried out in school
- Concerns raised by parent/guardian
- Concerns raised by teacher
- Liaison with external agencies eg: speech therapy, CAMHS
- Medical diagnosis from a healthcare professional
- Specialist Teacher Advisory Service

HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

We offer an open-door policy where you are welcome any time to make an appointment via the school office to meet with the Class teachers, Home School Link Worker (HSLW) - Mrs Cathy Mew, Federation Assistant Head – Inclusion - Mrs Claire Woollett, Head of School - Mrs Hayley Page or Executive Head – Mrs Sarah Duffy to discuss your child's needs.

We believe that your child's education should be a partnership between parents and school, therefore we aim to keep communication channels open and communicate regularly.

If your child is on the SEND register for SEND Support they will have a Child's Profile which describes your child's needs and the additional or different support your child will be receiving. This is discussed regularly with parents and carers including during termly parent's

Date: January 2024

Review: January 2025

evenings and parents and carers sign and are given a copy of the Child's Profile.

If your child has complex SEND they may have an Education, Health and Care Plan (EHCP). Regular meeting will be held with the staff supporting your child and a Provision and Intervention Plan (PIP) will be put in place which will detail how your child will be supported. An Annual Review will take place to discuss your child's progress and a report will be written and shared with the SEND Team at Hampshire County Council.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

As a school we measure children's progress in learning against age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 2

Specific screening and testing programmes are used to support assessing children's need including Language Link, DEST (dyslexia screening). Read Write Inc assessments, Thrive, Hampshire assessments and toolkit etc

Children who are not making expected progress are identified by the Class teachers throughout the year and through pupil progress meetings with the Class teachers, Federation Assistant Head - Inclusion, Head of School or Executive Head Teacher. In this meeting a discussion takes place concerning why individual children may be experiencing difficulty and what further support can be given to aid their progress.

Parents will be kept informed of their child's assessments and progress at parents' evenings and at other times in the year if necessary.

If your child is following a particular intervention programme they will be assessed before, after and during the programme to ensure they are making expected progress.

HOW WILL SCHOOL SUPPORT MY CHILD?

WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

The class teacher will identify needs, plan and work with all children including those with SEND in their class to enable the expected progress to be made.

A year group teaching assistant may also work with your child either individually or as part of a group; this will be led by the Class Teacher

The Federation Assistant Head - Inclusion, oversees all support and progress of any child requiring additional support across the school.

WHO WILL EXPLAIN THIS TO ME?

The class teacher will meet with parents and carers regularly including at termly parents' evenings to discuss your child's needs, support and progress.

For further information you can arrange an appointment, through the school office, with class teachers or the school Federation Assistant Head - Inclusion, to discuss support in more detail.

Date: January 2024

Review: January 2025

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

The Federation Assistant Head - Inclusion, reports to the Governors every term to inform them about the progress and achievement of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors, Julie Wharton, is responsible for Inclusion and meets regularly with the Federation Assistant Head - Inclusion. They also report to the Governors to keep all informed.

The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND TASK VARIATION AND HOW WILL THAT HELP MY CHILD?

All work within class is pitched at an appropriate level, with challenge expectations so that all children are able to access the curriculum according to their specific needs. Typically, this might mean that in a lesson there would be different levels of support planned for groups within the class or that children are using different strategies or resources. On occasions work may be individualised and personalised curriculums developed

The benefit of task variation is that all children can access learning the way which is best suited to them and at an appropriate level or area of need.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

The class teacher alongside the Federation Assistant Head - Inclusion, will discuss the child's needs and what support would be appropriate.

Different children will require different levels of support in order to make progress.

There will also be on-going discussions with parents

We have a team of staff who are trained to deliver programmes designed to meet children's needs.

The cost of this provision is funded by Notional and Top-Up (for children with EHCPs) SEND funding.

We ensure that all children with SEND have their needs met to the best of the school's ability with the funds available.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

By reviewing children's progress through the Child's Profile.

By monitoring the child's progress and achievements at least termly against age related expectations.

By monitoring progress on intervention programmes.

Verbal feedback from the teacher, parent and pupil.

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

We are an inclusive school; we welcome and celebrate diversity. All staff are 'Attachment and Trauma' (Attachment and Trauma Gold Award School) trained and believe that high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

Staff are specifically recruited and/or trained to support children's individual medical needs

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the Federation Assistant Head - Inclusion, for further advice and support. This may involve working alongside outside agencies, such as Health and Social Care Teams, and/or the Primary Behaviour Service, Child and Adolescent Mental Health Service (CAMHS) and the Mental Health Support Team (MHST)

Our Home School Link Worker (HSLW), Cathy Mew, works with and supports our parents.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school has a policy regarding the administration and managing of medicines on the school site.

All children who have a medical condition which needs managing during the school day will have an Individual Health Plan which is drawn up in consultation with parents and advice from healthcare professionals. This is reviewed annually.

Staff receive regular training and updates of conditions and medication affecting individual children so that key staff are able to manage medical situations.

Parents need to contact the Administrative Team if medication is recommended by health professionals to be taken during the school day and systems are in place to support this need.

On a day-to-day basis the Admin Staff generally oversee the administration of any medicines and keep robust records that reflect the receiving, administering and handing medicine back to parents/carers

WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING SUSPENSION AND EXCLUSION AND INCREASING ATTENDANCE?

As a school we have a very positive approach to behaviour management and the Behaviour Policy is followed by all staff.

The school has 'Learning Powers' that all children use linked to our school vision.

If a child has SEND that affects their behaviour an extended Children's Profile and Risk Assessment is written. Consultation with the child and their parents/guardians helps to identify the specific issues and reasons for behaviour. This enables school to identify relevant support and set achievable targets.

Limited timetables, suspension and exclusion from school would be considered in high level cases

After any behaviour incident we enable the child to reflect on their behaviour with an adult through a restorative process. This helps to identify why the incident happened and plan strategies to support the child in making good choices in the future.

Lateness and Attendance of every child is monitored on a daily basis by the Senior Leadership Team (SLT) and the Administrative Team. Support may be offered to families through the HSLW or outside agencies and referred to the Attendance Legal Panel (ALP) should concerning patterns continue to occur.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Elson Infant school values and celebrates each child being able to express their views on all aspects of school life. There is a Pupil Voice group (Mini Governors) which allows the children to discuss any issues or viewpoints raised on behalf of their class and link with the Governing Body Members.

Children on the SEND register discuss their targets for intervention programmes linked to their learning in class with their class teacher and teaching assistants.

There is an annual pupil questionnaire and a questionnaire specifically for child with SEND is carried out where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have are feeling unsafe or anxious etc

Specific learning and posters support child in understanding where and who they can seek help from

If your child has an Education, Health and Care Plan (EHCP) their views will be sought before any review meetings.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

All staff are trained in Attachment and Trauma, Communication Needs and Behaviour Strategies

Identified staff are trained in specific interventions

One Teaching Assistant is specifically trained to support speech, language and communication needs

The Federation Assistant Head - Inclusion, has achieved the post-graduate 'National Award for SEN Co-ordination'

Specific staff are 'Team Teach' trained

WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

Our Federation Assistant Head - Inclusion, is fully qualified and has specific training in Attachment and Trauma, Mental Health and Speech and Language.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs these may include: Educational Psychologists, Primary Behaviour Support; Health including – GPs, school nursing team, clinical psychologist, paediatricians, Speech & Language Therapists; Occupational Therapists; social services and Educational Psychologists.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school site is wheelchair accessible and is all on one level and entrances are accessible.

The school has an accessible toilet large enough to accommodate changing and has a medical couch.

We liaise with Ethnic Minority and Travellers Achievement Service (EMTAS) who assist us in supporting our families with English as an additional language, refugees, travellers and those experiencing war.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

All children are included in all parts of the school curriculum and school trips. We will provide the necessary adaptations and support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure support for all special educational and health and safety needs are in place

The activity or trip will be modified to allow all children to participate and specialist transport will be used if required.

HOW ARE PARENTS INVOLVED IN THE SCHOOL? HOW CAN I BE INVOLVED?

Partnership with parents plays a key role in enabling pupils to achieve their potential. All parents are valued as partners in their child's education and we encourage you to play an active role. You will be invited to take part in events and work alongside your child, this might be:

- writing and maths workshops
- reading days
- art events
- helping in school
- attending celebration assemblies
- school productions and concerts
- celebration events
- stay and play sessions
- having lunch with your child
- joining the PTA - Parents of Gomer School (POGOS)
- joining the governing body
- Volunteer programmes

We will keep parents informed through publishing newsletters, the website and school communication

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

We encourage all new children and their parents to visit the school prior to starting.

Events and visits are arranged prior to children starting school

For children with SEND we would encourage further visits to assist with the transition to their new school. There may be a Transition Partnership Agreement (TPA) written to detail any support which may be required when joining the school or transferring to a new school. The TPA meeting will include parents, staff from both current and new school and any other professionals who may be involved with your child.

The Executive Head, Head of School, Federation Assistant Head - Inclusion, and Early Years Lead liaise with pre-school staff and visit the children in their current setting where appropriate.

The Class Teacher and the Teaching Assistant arrange home visits for those children who will be due to start school in year R.

When children are preparing to leave us for a new school, typically to go to the Junior Schools, we have robust transition programmes for all children. For children that we anticipate transition to be unsettling we arrange additional visits.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Contact the school Admin office to arrange to meet the Executive Head teacher Mrs Sarah Duffy, the Head of School Mrs Hayley Page or the Federation Assistant Head - Inclusion, Mrs Claire Woollett who would be happy to discuss how the school could meet your child's individual needs.

WHAT STEPS SHOULD I TAKE IF I HAVE A CONCERN ABOUT MY CHILD'S PROGRESS OR THE SCHOOL'S SEND PROVISION ?

Talk to us – firstly contact your child's class teacher who may seek advice from the Federation Assistant Head - Inclusion, Head of School or the Executive Head Teacher.

We pride ourselves on building positive relationships with parents and are open and honest with them.

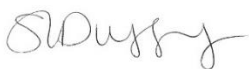

The schools Complaints Policy is available on our website.

WHERE CAN I GET FURTHER INFORMATION ABOUT SERVICES FOR MY CHILD?

The SEND policy on our website; alternatively ask for a paper copy at the school office.

Contact Hampshire Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) - <http://www.hampshiresendiass.co.uk> or email: hampshiresendiass@coreassets.com or telephone: 0808 1645504

This SEND Information Report forms part of Hampshire's Local Offer which provides information about services available for children and young people from birth to 25 years who have SEND. This can be accessed here: <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Signed:		Sarah Duffy Executive Headteacher
Signed:		Matthew Dixon Chair of Governors

