



## SEND Information Report October 2016

Local authorities are required to set out and publish a local offer. This explains how they will work with parents, schools as well as other services. This will encourage a more joined up process for delivering services for children with Special Educational Needs and Disabilities (SEND). It also aims to make the system less stressful for families by giving them information about the services and expertise locally and so increases their choice.

### Special educational needs and disabilities (SEND) at Southwood.

Southwood is a mainstream infant school where all children are valued equally, regardless of their abilities, aptitudes, interests and behaviour. Every child is entitled to a broad, balanced, relevant and differentiated curriculum, with high aspirations for progression and achievement. At Southwood, we have had children with a range of additional needs, including speech and language needs, learning and cognition needs, visual impairment, Hearing impairment, social, emotional and behavioural needs, physical disabilities and needs on the Autistic Spectrum. A pupil has a SEN where their learning difficulty or disability calls for special educational provision that is **different from or additional to** that normally available to pupils of the same age. We are also able to support children with a range of medical needs.

### How does the school know and what should I do if I think my child may have SEN? (This section contains information about how we identify and assess children with special educational needs (SEND))

At Southwood, we follow current legislative policies regarding SEN and our own school policy, which is agreed by our governing body. We believe in early identification to inform us of any learning difficulties. To assist the teachers in this early identification we continuously assess and monitor children's progress against the National Curriculum Age Related Expectations and the age bands in the Foundation Stage. We also carry out screening assessments (For example DEST, language link etc.) if necessary, for pupils to identify any specific difficulties.

Intervention can be triggered by concern from teachers, parents or others, underpinned by evidence about a child, who, despite receiving differentiated learning opportunities:

- makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.

- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.

At Southwood we strongly believe in working in close partnership with parents/carers and their children. Parents/Carers have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best way to support them. Parents are encouraged to confidentially share any concerns they have about their child's development and progress. We have an open door policy and actively encourage parents and carers to come in and meet with us over any concerns or if they need further information on any aspect of school life.

For parents who are concerned, the child's class teacher and our SENCo (Special Educational Needs Coordinator) can both help give support and advice and ways to contact them are listed in this document.

### **Who is responsible for the Special Educational Needs Provision in school?**

The SENCO - Miss Suki Royston, in partnership with the Governing Body, has the following key responsibilities:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating provision for children with special educational needs by liaising with and advising the teachers.
- Managing Teaching Assistants and Special Needs Assistants in the teaching of pupils with special educational needs.
- Overseeing the progress records of all children with SEND.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including LA Support Team and Educational Psychology Services, Health and Social Services and voluntary bodies. Ensuring the smooth transition of pupils with additional education needs to their new class/school or learning environment.
- Ensuring that all records are transferred to the next Teacher/SENCO/Inclusion Manager if a child transfers school or transitions to the next Key Stage.
- Monitoring and reviewing the progress of pupils with additional educational needs.
- Ensuring that barriers to learning are removed and all pupils can access a full curriculum.
- Monitoring and reviewing intervention programmes for effectiveness.
- Keeping up to date with current SEN training and Government initiatives.

Individual class teachers also share responsibility for planning the provision for children with SEND and the Governing body has a named SEND governor for monitoring the providing in school. This Governor is Mehul Lakhani and he can be contacted via the school office.

### **What are our arrangements for consulting with parents of children with SEND and involving them in their children's education?**

- There are regular structured meetings where parents are invited to meet with the SENCo and their child's class teacher to discuss any concerns, recent progress and next steps.
- The Individual Education Plans for each child has a section for parents to add comments and observation to aid the planning of next steps, these are reviewed and rewritten at the end of each term in a shared meeting.
- Annual Review meetings are held for children with a statement of educational needs or an Education, Health Care Plan. (EHCP)
- Parents are invited to attend meetings with outside agencies and professionals such as speech and language therapists, Educational Psychologists, Occupational Therapists and Specialist teachers.
- There are also less formal methods, such as day books for some children, information in reading records, sticker charts. We use email and phone calls to keep in regular touch with parents and we welcome parents to do the same.

### **What arrangements are there for consulting pupils with Special educational needs?**

- Pupils are able to add comments and ideas on their Individual Education Plans on an on-going basis and at the review stage.
- 'My View' which is completed by the child prior to an annual review.
- Conversations with children prior to more formal meeting so their views can be taken into account.
- School council meetings
- ELSA/ Time to talk club

### **What arrangements is there for assessing and reviewing the child's progress?**

Identified pupils will have an individual education plan (IEP) or a statement of special educational needs or an EHCP, which target the particular area where they require 'additional to or different from' support. The parent/carer will have full involvement in the setting and reviewing of the IEP targets. The IEP targets will be worked towards and reviewed at least once a term with the pupil, teacher and TA (Teaching Assistant) or SNA (Special Needs Assistant) and the parent/carer. There is a section of the IEP at the review for parents to complete. Parents/carers are kept informed of the intervention strategies being used with their child and are invited to discuss any issues or concerns informally with the teacher/SENCO at any time.

## How do we support children moving between phases of education and transferring settings or school?

### **Pre-school to Foundation Stage**

- Home visits
- Nursery/ Preschool Visits (We visit the setting of every child starting school)
- Welcome meetings/ Information Evenings- the SENCo attends these and is introduced so parents can make contact before choosing the school or before the child begins school with us.
- School tours
- Liaison with pre-school SENCos

### **Foundation to Key Stage One**

- In School transition programme
- Meet the teacher sessions (For some children with SEND this may involve many sessions and one to one sessions with new teacher)
- Moving up day
- Joint moderation and hand over meetings
- Joint Parents meetings with sending and receiving teachers

### **Key Stage One- Key Stage Two**

- Liaison between SENCos
- Paperwork to be sent separately to school SENCo
- Transition Visits (For some children we may arrange multiple visits, or accompanied visits with sending teacher accompanying child)

### **Children moving between schools**

- Liaison between SENCOs
- If children are from out of county- an EHCP to be written in county format
- Meeting/s with the parent and child
- Visits to the school
- A structured programme of support for first few days/ weeks to ensure the child settles and feels comfortable in their new setting

In addition to this some children may also have more formal meetings such as TAC (Team around the child) or Children in Care (CIC/LAC) type meetings before starting with us at Southwood.

## What is the process at Southwood for assessing and supporting a child with SEND?

**'Teachers are responsible and accountable** for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' (Code of Practice June 2014: 6:36)

Quality first teaching is the most important factor in any child's education. For children with SEND, this can be supplemented by additional support in the form of

interventions or booster sessions, 1:1 work and personalised plans. To ensure that every child with SEND receives the correct amount and type of support, the following intervention systems are in place:

At the earliest stage, the teacher has identified a low-level need in a specific area, e.g. literacy. Sometimes we would describe a child at this stage as needing a "boost", which may be as simple as being heard read more in school and at home. The child will receive support and monitoring within normal classroom activities and will not need individual targets.

#### **"How will I know?"**

Your child's teacher may ask you to come in at an early stage to discuss your child's progress. However it is more likely they will discuss this with you during the usual course of parent meetings. The teachers will discuss the area of need and the strategies that are being put into place. The teacher will tell you what is being done in school and is likely to offer suggestions as to how you can help at home. If your child makes progress because of this targeted teaching, they will continue to be monitored by it may mean that the extra sessions and support are no longer needed.

#### **"What happens if they don't make progress?"**

If your child is not making the expected progress, or the area of need becomes greater, then the teacher may discuss the next step with the SENCo and move the child onto the next level of support which is completing a Record of Concern- this highlights the child's area of need and alerts the SENCo to help address any concerns. A child will stay on a Record of concern for a short period- usually only a few weeks, by which time we should see the impact of the booster sessions or they will be moved onto the next stage of support in school

#### **Special Needs Support**

Children who are experiencing significant and on-going difficulties with one or more areas of their education (despite the "boost" support given above), will move onto further levels of support. Your child will have an IEP (An Individual Education Plan) drawn up for them by their teacher and TA or SNA, which will consist of two to three small targets to work towards. Each teacher arranges their own timetable for support, alongside the SENCo depending on a child's individual needs. Specific intervention programmes are mostly delivered by our experienced TA's and SNA's in close collaboration with the teacher.

#### **"How will I know if my child is at this stage?"**

If your child requires an IEP, the teacher will ask you to come in and share it as soon as it has been written. You will be invited to come and discuss your child's IEP and progress near the beginning or end of each term. You will be given a copy of the IEP to keep at home and refer to, and the teacher will give suggestions of how you can support your child at home.

#### **"What happens if my child makes progress?"**

If your child makes progress they will be continually monitored and assessed as all children are, some children may be taken off the SEN register, however they will still be closely monitored and supported.

### **“What if my child does not make progress?”**

If your child is continuing to have difficulties and they would benefit from specialist support and advice the children will be referred on by the school in consultation with parents/ carers.

### **Specialist Support**

A child who is still not making expected progress, despite having an IEP and extra support, will require specialist support from an external agency, e.g. an Educational Psychologist, Occupational Therapist etc. At this stage you will be asked to come and discuss the type of specialist support your child requires, the SENCO and the class teacher will be present at this meeting. Many children who really struggle to make good progress with their education or with their behaviour benefit highly from the expert advice and support given by various specialists. You will always be asked to come and discuss the options with the teacher and the SENCO and we never proceed without your full consent. From our experience, we know that parents feel more comfortable and positive about specialist support once they have had the chance to discuss their child's needs and ask questions.

### **Formal Assessment (Education and Health Care Plan)**

In a few circumstances a child's needs may be complex and on-going and they may require the assistance and guidance of the local authority to assess their needs more formally. Parental involvement at this stage is very important and full guidance will be given from the SENCO at every stage of this procedure. There is also guidance and advice on the Hants.gov website.

### **What is our approach to teaching children with Special Educational Needs and Disabilities?**

#### **Wave 1. Quality first teaching.**

All pupils benefit when:

- the teacher understands and plans to overcome barriers for learning e.g. visual timetables.
- adult questions are differentiated to challenge all children.
- the resources being used to support the children's learning are appropriate for the age and stage of the child.
- a range of teaching and learning styles are used, including multi-sensory approaches.
- flexible grouping is used for subject areas - according to the task or a child's preferred learning style.
- on-going monitoring is used using school data systems and there is an evaluation of impact of teaching on learning.
- formative assessment informs planning the next steps in learning.
- appropriate use of TA's (planning in advance, clear explanations of expectations, ensuring TA's work with a mix of abilities).

- pupil involvement in self-assessment, target setting and reviewing learning (conferencing, feedback, both verbal and through marking, children responding to marking).
- independent learning is promoted.
- all adults involved in a child's learning liaise regularly and review targets.
- emphasis on consolidating learning across the curriculum.

### **Wave 2. Small focussed group teaching**

- Small group catch-up sessions, e.g. phonics, maths, foundations skills, handwriting.
- Additional reading support (additional 1-1 reading sessions delivered by TA, teacher and any adult helpers).
- Booster writing groups (Year 1 and Year 2).
- Booster phonic groups (Year 2 to support those who haven't passed the phonics test).

At the next level we use different teaching methods/ strategies to support children in a number of ways such as;

### **Speech, Language and Communication needs.**

- Small group narrative work with Speech & Language TA (S & LTA)

### **Emotional Behaviour**

- ELSA support
- Time to Talk club
- Therapeutic story writing
- Transition booklets for Year 2's going to Year 3
- Reward programmes
- Individual Behaviour Management Plans (IBP)
- Behaviour diaries/ home school records
- Individual workstations/ Time out areas
- Liaison with external agencies (Hampshire Behaviour Support Service, The Hive, The Pier - centres providing extra support to schools and families. )
- Outreach support - Maple Ridge Special School, Henry Tyndale School.
- Multi-agency support for the family e.g. local autistic support group.

### **Motor Skills**

- Busy Hands club! / Snippers Club
- Hand Gym
- Write for the start fine motor programme
- Occupational therapist programmes set up for individuals.
- Physiotherapy programmes set up for individuals.

**Wave 3.** Specific targeted intervention for pupils identified as requiring SEND support  
Literacy

- Sidney

Maths

- Numicon - catch up maths.

All children who are on Wave 3 interventions will have an IEP.

### How are adaptations made to the curriculum and the learning environment of children with Special Educational Needs and disabilities?

The school is open plan and on one level so is therefore fully accessible for wheelchairs. There are four children's toilet cubicles which have wider entrances and have more space than the other children's cubicles, again making them fully accessible for children in wheelchairs. There is one disabled parking bay in the school car park. There is a system in place where parents can request to use the school car park if their child needs easier access to the school building. In addition to this we also;

- Seek advice from professionals
- Changes and adaptations to the physical environment
- Use assistive technology when needed
- Visual timetables
- Access specialist resources
- Playtime provision
- Parents suggestions
- Pupil Suggestions
- Individualised timetables written by teachers for children with SEND to allow them to access the curriculum

Please also see our other relevant policies e.g. accessibility plan, disability policy etc. You can request copies of these via the school office.

### What expertise and training do staff supporting children with Special Educational needs and disabilities have, including how specialist advice is secured?

Our SENCo is an experienced qualified teacher with many years of experience of working with children with a range of SEND.

She is **Miss Suki Royston** and can be contacted via email

[s.royston@southwood.hants.sch.uk](mailto:s.royston@southwood.hants.sch.uk) or via the school office on **01252 375420**.

The SENCo is undertaking a range of county led training and is currently undertaking the National Award for SENCos at the University of Winchester. As a school we believe that all staff members are teachers of children with SEND and so we provide staff with training as part of their induction as well as on going sessions with our Educational Psychologist and other experts. Our TA's (Teaching assistants) are also trained to deliver appropriate intervention programmes according to their individual roles and responsibilities. One of our TA's is a specialist in speech and language and in emotional literacy support (ELSA). The school believes in planning ahead (as far as is possible) prior to admission. When appropriate inclusion partnership agreements are



held, the school liaises with parents and local pre-schools to determine what provision is needed for each child and any training gaps that need to be filled. All staff complete safeguard training and first aid training every three years. The SENCO meets regularly with key staff to review provision and training needs. The TA with responsibility for Speech and Language and ELSA regularly updates training in both areas. If a child enters our school with a need that we have not previously supported, additional training is put into place as well as transition meetings with specialist advisory teachers and parents/ carers. We have also visited children in their previous settings to see how specialist equipment is used and how it might be used in our setting. The school has a proactive approach to supporting children with needs that are new to us.

**“What specialist services and expertise are available to the school?”**

The school works closely with the School Nurse, Speech and Language Therapy Services, The Behaviour Support Service, Occupational Therapy, Educational Psychology and Frimley Children's Centre. We also access specialist advisory teachers for Hearing impairment and Visual Impairment as well as advice from Child and Adolescent Mental health Services.

**How is the effectiveness of the provision given to children with Special Educational needs evaluated?**

OFSTED May 2016 rated our school as good and our practices for special needs as “innovative”. For full details see our report on the school website.

**The progress of all children is monitored using the following methods-**

- Raise on line
- Fischer Family Trust
- P scales
- Age Related Expectations in the National Curriculum for end of Year 1 and end of Year 2/ Early Years Foundation Stage Profile
- The Year 1 phonics screening check
- Pupil Progress meetings
- Teacher reports
- Ofsted
- On-going informal assessments
- Parents meetings
- Named SEN governor
- Regular SEN Monitoring visits from Governor/ formal reports to Governors curriculum committee
- For children with SEND- this will also include IEP review meetings/ Annual Reviews

**How are children with Special Educational Needs enabled to engage in activities outside the normal school day, including trips, which are available to children who do not have these needs?**

All children will have the opportunity to be involved in external activities. We believe in being fully inclusive and make reasonable adjustments to ensure that this is the case for activities outside the school classroom, including school trips. Outside providers run a range of school clubs, e.g. football, club energy, dancing and multi-skills sessions. The school also has a before and after school club - "Schools Out for Fun". All club staff members are briefed about the individual needs of each child so they can take part, if they wish, with their parents/carers agreement.

Parents who have children with additional needs are able to take part in the planning of trips by liaising with their teacher and, if necessary, the SENCo. Their needs are identified and planned for as part of the risk assessment process.

The Governing Body is committed to having a high level staffing within the school to ensure that children are well catered for at all times throughout the school day, including lunchtimes and breaks. The school is also open plan in design and on one level making it easily accessible for all pupils.

Within school, our Time to talk club and ELSA work ensures the children are supported in order to be able to access the wider curriculum and to help them understand the expectations.

**What support is there for improving emotional and social development?**

The school offers support sessions from a trained ELSA (Emotional Literacy Support Assistant) who works through a nationally recognised programme tailored to the needs of the child. Each class has at least one full-time teaching assistant in addition to a qualified teacher. This ensures a high level of pastoral, medical and social support. The school complies fully with the requirements for first aid training and for paediatric first aid training. There are clear policies for administering medicines including, if necessary, asthma medication and the use of an epi-pen. The school has a robust Child Protection Policy and all staff receives safeguarding training every three years. There are three fully trained DSLs (Designated Safeguarding Leaders) who work with the local Social Services Department and the police should the need arise. The school operates a positive reward sun/ cloud system that helps children to take responsibility for their own behaviour as well as raising their self-esteem. Our PSHE (Personal and Social and Health Education) planning also supports all aspects of social and emotional development. We also have a playground friend 'Buddy Stop' system and an active school council as well as weekly circle time in class to help support and discuss any issues.

**What arrangements are in place for handling complaints from parents of children with SEND about the provision made at the school?**

We have a proactive approach to resolving complaints and parents are always welcome to share their concerns at any time with their class teacher or SENCo or Head teacher

or with members of the *Governing* body. We welcome feedback and aim to resolve any issues swiftly and in a way that helps us come to a mutual understanding and agreement.

We also have a formal complaints policy which can be accessed by contacting the office via our school website or in hard copy from the school office in person. This clearly outlines what to do and the key people to contact, including members of the *Governing* Body.

### **Where can I find out more information?**

This document fully outlines our school's commitment and responsibility for contributing to Hampshire County Council's local offer. This information can be found at the following link:

[http://www.hantslocaloffer.info/index.php/Main\\_Page1](http://www.hantslocaloffer.info/index.php/Main_Page1)

You may also find the SEN section of the Hampshire website useful

<http://www3.hants.gov.uk/childrens-services/specialneeds/sen-home.htm>

### **Please contact us!**

At Southwood we are committed to meeting the needs of every single child and to working together in partnership with families, we truly operate an open door policy and if you have any questions, concerns or would just like further information, please contact us:

[adminoffice@southwood.hants.sch.uk](mailto:adminoffice@southwood.hants.sch.uk) Office email address

[s.royston@southwood.hants.sch.uk](mailto:s.royston@southwood.hants.sch.uk) Suki Royston SENCo email address

Mr Mehul Lakhani- School Governor with responsibility for SEND, please contact via the school office

School Office 01252 375420