

## **The Federation of Liphook Infant and Liphook Junior School Special Educational Needs and Disabilities (SEND) Information Report**

### **1. The kinds of Special Educational Needs for which provision is made at the school**

The Federation of Liphook Infant School and Liphook C of E Junior School are mainstream schools. All children may, at some time during their school life, have some difficulty which may be described as a Special Educational Need. This may be temporary or longer term. In this report we hope to answer the questions which are frequently asked by parents of children with SEND.

### **2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs**

#### ***Q. How does your education setting know if children need extra help and what do I do if I think my child has special educational needs?***

At the Liphook schools children are identified as having Special Educational Needs through a variety of ways including the following:-

- A child whose needs match the descriptors and criteria as stated in the Hampshire Special Educational Needs Support guidance
- Liaison with pre-schools/previous school
- Concerns raised by parent/carers
- Concerns raised by teachers regarding a child's development or progress.
- Data indicating that the child is performing below age expected levels.
- Information from outside agencies already involved, eg Speech and Language Therapy, Paediatrician, etc.

In response to these concerns the school will investigate the degree of difficulty a child may be experiencing in the area(s) of concern. Initially the school will use internal tools to investigate concerns raised such as, in-class observation and a range of developmentally appropriate tests. In consultation with parents the school may contact outside agencies for further investigation and advice, for example, Speech and Language Therapy, School Nurse, Occupational Therapy, Physiotherapy, Educational Psychologists, Specialist Teacher Advisors for hearing, vision, etc.

The person responsible for co-ordinating the day-to-day provision for children with Special Educational Needs is the SENCo, Mrs Nicky Parrott. In addition to this her role is to:

- liaise with and advise colleagues on assessing and making provision for children with special educational needs.
- maintain the school's Special Educational Needs register and oversee the records of all children with Special Educational Needs
- work with the staff team to develop effective ways of overcoming barriers to learning
- contribute to effective teaching through analysis/assessment of needs/monitoring impact of provision and by target setting
- liaise with parents of children with Special Educational Needs.
- lead the Teaching Assistant Team.
- liaise with external specialists, e.g. the educational psychology and health services.

If you believe your child has Special Educational Needs or you believe s/he is encountering barriers to learning, you can do the following:

- discuss your concerns with your child's class teacher.
- make an appointment to discuss concerns with the SENCo or Head of School.

**3. Information about the school's policies for making provision for children with special educational needs whether or not children have EHC Plans, including—**

**(a) how the school evaluates the effectiveness of its provision for such children**

**(b) the school's arrangements for assessing and reviewing the progress of children with special educational needs**

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

**How the school evaluates the effectiveness of its provision for such children:**

- Our SENCo oversees all support and progress of any child requiring additional support across the school.
- By constant liaison with class teachers and teaching assistants, observing children learning, analysis of data and analysis of work produced, our SENCo regularly monitors the progress of children with Special Educational Needs. This is reported to the Headteacher.
- The class teacher will oversee, plan and work with children with Special Educational Needs in their class to ensure that they are making progress in all areas.
- Learning Support Assistants (LSAs) may be working with your child either individually or as part of a group; as appropriate.

**How the school assesses and reviews the progress of children with SEND:**

- Children's progress in learning is measured against age related expectations as outlined in the Early Years Foundation Stage and National Curriculum.
- The class teacher continually assesses each child and notes areas where they are improving as well as where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6, using a variety of different methods.
- Children who are not making expected progress are discussed at Pupil Progress meetings with the class teacher, class LSA, SENCo and the Headteachers. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progress.
- All children with Special Educational Needs have an Education Plan (Learning Plan) which contains **Specific, Measurable, Achievable, Realistic, Time scaled** targets which are **Evaluated and Reviewed (SMARTER)** targets to meet their required areas of development and explain the intervention or support put in place. Children have ownership of these targets and discuss them during their intervention time, they also keep talking tins to remind them of their targets and help them make use of their targets in their everyday learning.
- When the child's Learning Plan is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to support the child in making progress. Children take part in the review process by self-assessing their progress and signing their name next to their targets on their Learning Plan.

**How you and I will know your child is making progress:**

- By assessing the children's progress academically against national age expected levels and reviewing whether the gap in their learning is narrowing – they are catching up to expected age levels.

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parents' consultations) to discuss your child's needs, support and progress.
- Children may move off of the Special Educational Needs register when they have 'closed the gap' or made sufficient progress.
- Regular verbal feedback from the class teacher, parent and child.
- For further information the SENCo is available to discuss your child's progress in more detail.

**How you will help me to support my child's learning:**

- We operate an 'open door policy' where you are welcome to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that a child's education should be a partnership between home and school. Therefore we aim to keep communication channels open and communicate regularly, especially if a child has complex needs.
- Both the class teacher and SENCo will share with you effective strategies and discuss implementation.
- Provide appropriate resources that can be used in the home.
- Invite parents to meetings with external agencies where appropriate support and advice will be shared.

**3. (c) The school's approach to teaching pupils with special educational needs**

***Q How will the education setting staff support my child?***

Where appropriate we will adapt the learning by:

- Teaching skills in one-to-one or small groups (this may include academic and/or personal, social and emotional skills).
- Adapting the environment / routines for example, providing specialist resources, visual timetables, individual work stations.
- Ensure the teaching and work set is at an appropriately differentiated level. For example, this might mean that in a lesson there would be different levels of work set for the individual children within the class.

**3. (d) How the school adapts the curriculum and learning environment for children with special educational needs**

***Q. How will the curriculum at your education setting be matched to my child's needs?***

- All children are seen as being equal in value and having abilities. Some children require additional support, either short or long term, to develop their skills, to gain the knowledge they require to achieve their potential and to have access to a broad and balanced curriculum.
- Teaching and learning strategies allow for differentiated learning throughout the curriculum and endeavour to respond to individual learning styles to ensure that all children feel confident in their access to learning.
- As a federation, teachers know their children well. We plan personally for children with Special Educational Needs, through Education/Learning Plans. These plans give a brief outline of the strengths and special needs of children and set small targets to achieve. They detail provision that is 'additional to' or 'different from' that which is generally available for all children. Progress is reviewed by the child, class teacher and the SENCo on a termly basis. Targets are used by class teachers when planning work for pupils with Special Educational Needs.

### **3. (e) Additional support for learning that is available to children with special educational needs**

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

- The class teacher alongside the Inclusion Manager will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- Through on-going discussions with parents the type and amount of support is regularly discussed.
- We ensure that the needs of all children who have Special Educational Needs are met to the best of the school's ability with the funds available.
- We have a team of Learning Support Assistants (LSAs) who are part funded from the Special Education Needs budget and some LSAs deliver programmes designed to meet groups of children's needs.

### **3. (f) Activities that are available for children with special educational needs in addition to those available in accordance with the curriculum;**

#### ***Q. How will my child be included in activities outside the school classroom including school trips?***

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips with the necessary parental consent. We will provide the appropriate support to ensure that any trip is successful.
- A risk assessment is carried out prior to any off site activity to ensure that the health & safety of all participants will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities which will cover the same curriculum areas will be offered.

### **3. (g) Support that is available for improving the emotional and social development of children with special educational needs**

#### ***Q. What support will there be for my child's overall wellbeing?***

- We are inclusive. We welcome and celebrate diversity. All members of staff believe that high self-esteem and a growth mindset is crucial to a child's well-being. We have a caring, understanding and experienced team looking after your children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore they will be the parents first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Service.
- The school employs trained Emotional Literacy Support Assistants (ELSAs) who work under the direction of the SENCo with vulnerable children.
- We also have access to a Parent Support Advisor (PSA) who runs parenting courses and can offer support and advice to individual families.

#### **What support is there for children with behavioural needs?**

We have a commitment to promote a culture in the school where:

- there are high expectations of behaviour from all children
- there is an ethos which insists that children think for themselves
- good behaviour is consistently acknowledged, reinforced and praised
- bad behaviour has consequences which are clearly understood by all children

- a child understands that he/she has made the choice to behave appropriately or inappropriately

There are some children who have greater difficulty with their attention and concentration skills. For these children, small achievable targets will be set at the beginning of a teaching session. A range of tangible rewards are given for achievement of these targets which include stickers, tickets and certificates, which are age appropriate and can be taken home and shared with parents. An Individual Behaviour Management Plan (IBMP) may be drawn up for children exhibiting challenging behaviour, which is significant and on-going. They are written alongside the child and his/her parents or carers and include specific targets and arrangements for rewards and sanctions. These plans are reviewed regularly, successes celebrated and strategies evaluated to ensure they are appropriate to the needs of the individual child (see the school's Behaviour Policy for more detail).

#### **How does the school manage the administration of medicines?**

- The federation has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the schools if medication is recommended by health professionals and needs to be taken during the school day.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that members of staff are able to manage medical situations.

#### **4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Co-ordinator**

- The SENCo is Mrs Nicky Parrott, who can be reached on the main schools' telephone numbers.

#### **5. Information about the expertise and training of staff in relation to children with special educational needs and about how specialist expertise will be secured**

##### ***Q. What training is provided for staff supporting children with SEND?***

- Our SENCo is a fully qualified teacher with a MA in Education and has also completed the SENCo Accreditation (NASA). She continues to attend courses arranged by the Local Authority in order to keep her knowledge and skills up to date.
- We have staff trained as Emotional Literacy Support Assistants (ELSAs) who receive regular support from Hampshire Educational Psychology.
- We also have members of staff who have had training in delivering Speech & Language programmes from Speech & Language Therapists, the Communication and Language team (CAL) and the Educational Psychology Service.
- Other members of staff have also had training in delivering a variety of reading, maths and spelling / phonics programmes.
- Class teachers regularly receive training on aspects of Special Educational Needs and have access to online training and resources such as the Inclusion Development Programme (IDP) materials.
- As a school we work closely with any external agencies that we feel are relevant to an individual child's needs within our school including: - Primary Behaviour Support Service; Health including – GPs, school nurse, family support advisors, clinical psychologists, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers; and

educational psychologists. We can also access additional specialist services including those which provide support for children who have suffered bereavement.

## **6. Information about how equipment and facilities to support children with special educational needs will be secured**

### ***Q. How accessible is your education setting (indoors and outdoors)?***

- The school site is wheelchair accessible with accessible toilets in both buildings which are large enough to accommodate changing. The school is all on one level with ramps at specified fire exits. Some classes are fitted with 'Soundfield' systems in order to support children who are hearing impaired.
- We liaise with Ethnic minority and Traveller Achievement Service (EMTAS) who assist us in supporting our families with English as an additional language.

## **7. The arrangements for consulting parents / carers of children with special educational needs about, and involving such parents / carers in, the education of their child**

- We welcome parents into our school at any time to make an appointment to meet with either the class teacher or Inclusion Manager and discuss how your child is getting on. We have an 'open door' policy and can offer advice and practical ways that you can help your child at home.
- A partnership between parents and teachers is vital to your child's education, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the Special Educational Needs and Disabilities (SEND) register they will have an Education/Learning Plan which will have specific targets. This is updated regularly to ensure that the children are making progress. The targets set are Specific, Measurable, Achievable, Realistic and Time scaled (SMART) targets, with the expectation that the child will achieve the target by the time it is reviewed. These targets are shared with children regularly during their intervention time and with parents during parents' consultations.
- If your child has more complex Special Educational Needs they may have a SEN Support Agreement (SENSA) or an Education Health & Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written.

## **8. The arrangements for consulting children with special educational needs about, and involving them in, their education**

### ***Q. How are parents / carers currently involved in your education setting? How can I get involved and who can I contact for further information?***

- We are a federation where we value and celebrate each pupil being able to express their views on all aspects of school life.
- Children who have Education/Learning Plans discuss and help set their targets with their class teacher/LSA.
- There is an annual children questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have any worries.
- If your child has a SEN Support Agreement (SENSA), Education Health & Care Plan (EHCP) or a Personal Education Plan (PEP) their views will be sought before any review meetings.

- If you have any concerns regarding provision for your child then please talk to us – firstly contact your child’s class teacher, the SENCo or the Head of School.
- We pride ourselves on building positive relationships with parents.

**9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents / carers of children with special educational needs concerning the provision made at the school**

***Q. What steps should I take if I have a concern about the school’s SEND provision?***

- Initially please arrange to discuss any concerns regarding the school’s Special Educational Needs provision with the SENCo or the Senior Leadership Team (Executive Headteacher and Heads of School). We will listen to any concerns you have and endeavour to address these.
- Contact Support4SEND, whose details can be found on the following link - <http://www3.hants.gov.uk/childrens-services/specialneeds/support4send.htm>
- The federation follows the guidelines set by the Local Authority in respect of any complaints from parents.

**10. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of children with special educational needs and in supporting the families of such children**

The SENCos report to the Governors every term to inform them about the progress of children with SEND. This report does not refer to individual children and confidentiality is maintained at all times. One of the Governors is responsible for SEND. He visits classrooms, meets the children and liaises with school staff. He meets regularly with the SENCo and reports to the rest of the Governors so that everyone is kept informed.

**11. The contact details of support services for the parents of children with special educational needs, including those for arrangements made in accordance with clause 32.**

***Q What specialist services and expertise are available at or accessed by the school?***

The SENCo works alongside class teachers and provides training and support as appropriate. We have staff trained as Emotional Literacy Support Assistants (ELSAs). They work with children who have emotional, social or behavioural needs and receive regular support from members of the Educational Psychology team. Other Learning Support Assistants (LSAs) are trained in identifying and supporting children with a wide range of difficulties including speech and language difficulties, autistic spectrum disorders and dyslexia. They also deliver physiotherapy and occupational therapy programmes provided by therapists. Our LSAs have had training in delivering reading, spelling, phonics and maths programmes and, through continued professional development, continue to revisit and update their expertise.

Advice from external support services is sought by the SENCo or Senior Leadership Team to help meet the needs of children with Special Educational Needs. Contact is made, as appropriate, with the educational psychologist, speech therapist, occupational therapist, physiotherapist, school nurse and advisory teachers for physical difficulties, hearing/visual impairment and specific learning difficulties, in

order that they may further assess a child, provide specialist resources and programmes of support and monitor progress.

## **12. The school's arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adulthood and independent living**

### ***Q. How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?***

We encourage all new children and their parents to visit the school prior to starting when they will be shown around. For children with SEND, we encourage further visits to introduce them to key people and familiarise them with the new setting. We also contact the previous school or setting to make sure that we know as much as possible about the child and his/her needs before they start, ensuring all relevant paperwork is passed on. We write social stories with children when we feel that transition from year group to year group or to a new school is likely to be particularly stressful. When children are preparing to leave us for a new school we will arrange additional visits when we feel this would be helpful, contact the school to share information and do all that we can to prepare the child for the move. If a child has complex needs then a Transfer Partnership Agreement (TPA) or an Education and Health Care Plan (EHCP) review can be used as a transition meeting which staff from both schools will attend.

### **Who can I contact for further information?**

Your first point of contact is your child's class teacher. If you require further information or advice you can arrange to meet the SENCo. More information is available in our SEND Policy on the school website. Other agencies can offer independent advice and these include Support4SEND (formally Parent Partnership) - [www.hants.gov.uk/parentpartnership](http://www.hants.gov.uk/parentpartnership) and IPSEA (Independent Parental Special Education Advice) - [www.ipsea.org.uk/](http://www.ipsea.org.uk/)

### **Who should I contact if I am considering whether my child should join the school?**

Contact the school office to arrange to meet Mrs Frost, Executive Headteacher; Mr Braham, Head of Infant school; or Mrs Taylor, Head of Junior school . We will be very willing to welcome you and discuss how the school can best meet your child's needs

## **13. Information on where the Local Authority's Local Offer is published.**

### ***Q. Where can I get further information about services for my child?***

Further information regarding the services and provisions that Hampshire as a Local Authority offer locally can be found by following this link: [www.hantslocaloffer.info](http://www.hantslocaloffer.info)

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