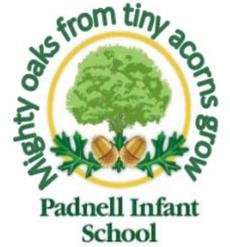


Padnell Infant School
Special Educational Needs Information Report



1 What kind of Special Educational needs does the school provide support for?

Padnell Infant School is a mainstream school for children between the ages of 4 -7. At Padnell Infant School we value the abilities and achievements of all our pupils. All pupils have equal entitlement to the whole school curriculum and we are committed to making this accessible to all through differentiation and by using a variety of teaching and learning styles according to the individual needs of the pupils (see Teaching and Learning Policy)

2 How does the school know if children need extra help and what should I do if I think my child has special educational needs? How will I raise concerns if I need to?

A child is considered to have special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. This may be in one or more of the following areas:

- Communication and interaction,
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Children may have difficulties that fit clearly into one of these areas; some may have needs that span two or more areas. It is therefore essential that as a school we make early assessments and put appropriate support in place. We also contact pre-schools and previous schools to obtain information on children who have already been identified as needing support.

A range of assessment and monitoring of pupil progress help teachers identify children that need extra support. If the rate of progress continues to be a concern, the teacher and INCO (Inclusion coordinator) will work together to arrange any additional support needed.

You will be informed about your child's progress throughout the year through parents' meetings. However, if you have any concerns about your child's progress and development you are encouraged to contact your class teacher or the INCO.

3a How does the school evaluate the effectiveness of its provision for children with SEND?

Teachers and the INCO meet once a term during pupil progress meetings to review the impact of additional support in place and discuss the child's development. Targets are reviewed and new targets are set. The school has established positive links with outside agencies who we would contact with your permission if necessary. These include Educational Psychology, Speech and Language Therapy, Occupational Therapy, School Nurses, Outreach providers (such as Riverside special school) and Specialist Advisory services. The Governors, Head teacher and all staff are responsible for all children having access to good and outstanding teaching and ensuring that the curriculum is adapted to meet all children's needs.

3b How will I know how my child is doing and how you will help me to support my child's learning?

Termly targets are set but are constantly reviewed and amended to meet your child's current needs. The school has an open door policy where you are encouraged to share your views on your child's progress. Teachers will share your child's targets with you termly, and you will be invited to discuss these at parents' meetings.

3c How will the staff in school support my child?

Job role responsibilities include:

CLASS TEACHER

- Provide high quality teaching to all children and differentiate tasks appropriately
- Track and monitor the progress of all children
- Identify the needs of individual children
- Liaise with the INCO regarding children on the SEND register
- Provide intervention programmes and appropriate resources
- Write Pupil Passports for children on the SEND register
- Plan for learning support assistants to support groups of children and individual children both in and out of class

INCO

- Co-ordinate all the support for children with SEND
- Provide specialist support and advice for teachers
- Support teachers when writing Pupil Passports
- Monitor the effectiveness of intervention programmes
- Track the progress of children on the SEND register
- Ensure parents are kept involved
- Liaise with outside agencies

HEAD TEACHER

- Day to day management of the school.
- Give responsibility to the INCO and the class teachers but have overall responsibility for ensuring your child's needs are met
- Ensure the governors are kept up to date on SEND issues

GOVERNORS

- Ensure SEND policy is kept up to date
- Monitor the use of the school budget for provision for SEND children
- Visit the school, meet with the Headteacher/INCO to monitor the support in place

How will the curriculum be matched to my child's needs?

Through our shared vision all children are taught to be:

Giving Citizens

Resilient Learners

Original Thinkers

Wise Workers

Everyone in our school 'GROWS' at every opportunity.

In class, children work within ability groups and/or mixed ability groups according to the task. Teachers make learning accessible to all through a range of provision, for example: whole class, small group and one to one support. Appropriate resources are made available for children to enable them to fully access the curriculum. The learning environment in each classroom is adapted to the needs of all children including those with SEND to allow all children to both achieve and enjoy learning.

3d How are the schools resources allocated and matched to SEND needs?

Each class has an allocated learning support assistant who supports all children both in and out of class, small group work and one to one. This means at different times, the LSA or the teacher could be working with and supporting your child. Resources are made available to encourage the children to become independent learners. Teachers and support staff have regular training updates as well as specific areas of expertise in SEN.

3e How is the decision made about how much and the type of support my child will receive?

- The class teacher will discuss a child's needs with the INCO and the support required. For example, a child with speech and language delay may require extra time with an LSA following a specific programme.
- Children will require different levels of support in order to reduce the gap to achieve age expected levels
- Throughout the year you will be kept informed and given opportunities to discuss the support your child is receiving with the class teacher.
- Outside agencies can be contacted if further advice is needed.

3f How will my child be included in activities outside the school classroom, including school trips?

All children are able to join in with activities outside the classroom. Where necessary, risk assessments are written, for example when the children are learning outdoors in Joey's field or going on a school trip. There is a rigorous health and safety policy in school to ensure the safety of all children. You are welcome to discuss any concerns regarding these activities with your class teacher. Support can sometimes be necessary during lunchtimes and playtimes. For children needing this support plans can be written and shared with all members of staff to ensure that everyone knows how best to support the child.

3g What support is there for my child's overall wellbeing?

The class teacher has an overall responsibility for the pastoral, medical and social care of every child in their class.

For children with concerns regarding social and emotional needs, support from the ELSA can be provided. This might be through carefully planned one to one sessions or SEAL groups. Positive rewards systems are in place across the school to promote good behaviour. The whole school follow the vision to **GROW** and children are rewarded when they show that they are **G**iving citizens, **R**esilient learners, **O**riginal Thinkers and/or **W**ise workers. Where a child has a medical or personal care need, all staff are given clear guidance and training if necessary on the administration of medicine. This is overseen by the Head teacher.

4 Name and contact of INCO

Mrs Nicola Giles is available in school on Tuesday, Wednesday and Thursday. Please phone the school office if you would like to make an appointment.

5 What specialist services and expertise are available at or assessed by the school?

Across the school, teachers and teaching assistants have a variety of expertise and qualifications. These include:

- Speech and language
- Specific learning difficulties/dyslexia
- Autism
- Team TEACCH
- ELSA
- Nurture group training
- Makaton

The school has good links with outside agencies who offer support and training for staff including the Educational Psychology Service, Speech and Language Therapy and Primary Behaviour Support. Learning Support Assistants receive training in delivering Intervention programmes.

6 How accessible is the school both indoors and outdoors?

The school has made reasonable adjustments to allow for wheelchair accessibility. The building is partially accessible and has been adapted as far as possible due to the current architectural structure. There is a disabled parking bay in school, some classes are accessible for wheelchairs and a disabled toilet is available in the community room. For children with hearing and visual impairment, after contacting the hearing/visual advisory service, plans are put in place to support the child in school.

7 How as a parent can I be involved in the school to support my child?

At Padnell we value the close working partnership between parents, teachers and pupils. The school has an open door policy and teachers maintain close relationships with parents. Parents evenings are held termly but parents can also arrange to meet their class teacher when required. 'Drop –ins' are also held monthly to give parents

the chance to view their child's work. For parents of children with SEND, Pupil Passports are shared with you termly either at a parents meeting or a mutually convenient time. We also run curriculum workshops for parents which all parents are welcome to attend and host coffee mornings on a regular basis.

If your child needs an Inclusion Partnership Agreement (when making a transition to another setting) or an Education and Health Care Plan, a formal meeting will take place to discuss this child's progress and ongoing need. A report will also be written and distributed, usually by the INCO.

8 How will my child be able to contribute their views?

All children at Padnell are encouraged and supported in setting targets which can be used in class. This includes children with SEND. These targets can be seen on their Pupil Passport and are regularly monitored and reviewed. Children discuss their progress with their teacher and work together to set new targets. Children with an EHC plan or an Inclusion Partnership Agreement are invited to contribute to a formal meeting once a year where members of staff, parents and outside agencies meet to discuss progress and current and future needs.

9 What if I have concerns regarding the provision for my child?

The school will work hard to resolve any issues that are causing concern. The first point of contact would be your class teacher who may arrange a meeting with the INCO and or Headteacher if necessary.

How do I make a formal complaint?

The school has a complaints guidance document for parents to access. This can be found via the school website: <http://padnell-inf.hants.sch.uk>

- Go to the parents section,
- Select school policies
- Complaints policy

10 What external agencies do you use to seek advice?

We seek expert advice from any external agency that we feel are relevant to individual children's needs within our school including:

- Speech and Language Therapy
- Educational Psychology
- GPs
- Early Help Hub
- Social workers
- Paediatricians
- Occupational Therapists
- School Nurse
- Specialist Advisory teachers
- Outreach services- Riverside, Waterloo

11 Who else can I contact regarding my child's education?

- Support4SEND enquiries.support4send@hants.gov.uk, www.hants.gov.uk/support4send.
- Triple P triplep@hants.gov.uk or 0845 6035620
- www.nnpcof.org.uk – list of local parent carer forums
- Early help hub 0300 555 1384

12 What happens when a child joins the school or moves on to another setting?

All children and their parents visit the school and take part in a well planned induction process. For children with specific needs, an individualised induction programme can be implemented if necessary. Staff may visit a child at preschool and meet with parents/key workers/outside agencies where required.

A similar induction process can be implemented when a child is moving through the school and on to Junior School. Children are given opportunities to visit their new classroom/teacher/school so that they can adapt to the change in a gradual, stress free manner. Extra visits can be planned for children who require them. Parents of children with SEND are encouraged to be involved in this process which usually includes a meeting with teachers, a transition story to be taken home and discussed and a review meeting early in the year to ensure things are going well. This process usually begins in the summer term. Sometimes children may need a detailed plan to assist transition. In this instance parents and children are invited to a meeting, sometimes with outside agencies, to give their views on an Inclusion Partnership Agreement.

13 Information on where the local authority's local offer is published.

The local offer puts all the information about education, health and care services, leisure activities and support groups in one place. It has two main purposes: to provide clear, comprehensive and accessible information about the support and opportunities that are available and to make provision more responsive to local needs and aspirations. It is designed primarily for parents, carers and children with SEND to help make it easier to find out what you need to know.

www.hantslocaloffer.info

There is a link on this site which will lead you directly to our SEN information report.

http://www.hantslocaloffer.info/en/Padnell_Infant_School

GLOSSARY

-  SEND- special educational needs and/or disability
-  INCO – Inclusion Co-ordinator
-  LSA – learning support assistant
-  ELSA- emotional literacy support assistant
-  SEAL- social and emotional aspects of learning
-  PATHS- promoting alternative thinking strategies
-  TEAM TEACCH- physical restraint training
-  MAKATON- sign language