



PETERSFIELD INFANT SCHOOL
SEND
(SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)
INFORMATION REPORT



Petersfield Infant School is a large four form entry mainstream school located in the centre of Petersfield. We are an inclusive school and welcome all children. We have a wide range of facilities and expertise both in school and through our links with outside agencies. Our school policies reflect this ethos, in particular, our policy for Special Educational Needs and Disabilities (SEND). The governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with SEND and they will receive a regular report on their progress. They also monitor how the budget for SEND will be allocated in the school.

1. How does the school know if children need extra help and what should I do if I think my child has special educational needs?

- We receive information from your child's previous school or pre-school setting
- The progress of all pupils is monitored regularly by the class teachers and the senior leadership team, so that if your child is not making expected progress in a particular area of learning, we can quickly identify the need for additional support. This will then be discussed with you and your child, if appropriate
- Concerns can be raised about the well-being, progress or attainment of your child by you or the class teacher, who will then liaise with our Special Educational Needs and Disabilities Co-ordinator (SENDCo), Mrs Downer, as appropriate
- A range of screening programmes are used in school which alert us to any concerns
- We also receive information from health care professionals

2. How will the school support my child?

- When we identify the need for additional intervention to enable your child to make expected progress, you will be informed of the planned support and may be invited to a meeting at the school to discuss this further. If your child meets the criteria for Special Educational Needs and Disabilities (SEND), a Personal Learning Plan (PLP) will be created, detailing the exact support your child needs and a copy will be given to you
- The progress on the PLP will be regularly reviewed by the class teacher and SENDCo
- The school will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting
- We offer a wide range of interventions when we identify a need for additional support
- Your child will spend some time working with a teacher or teaching assistant on specific targets either individually or in a small group
- After discussion with you, the school may refer your child to an outside agency for further assessment and then follow a more specific programme of work
- We are an inclusive school which promotes equal opportunities for all pupils in line with the Equality Act 2010

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

- All teachers have information on the needs of individual pupils so that they can support and enrich the learning within our curriculum to ensure that all pupils are able to make outstanding progress. For example, if your child has Speech, Language and Communication Needs (SLCN), the class teacher may use simplified language and/or pictures to support them
- Further intervention is planned for groups and individuals according to need
- Specific resources and strategies may also be used eg a modified laptop

- In some instances, after discussion with you specifically trained staff may work with your child eg speech and language therapists

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

- The progress on the PLP will be shared with you through termly parents' meetings which will give you regular feedback on your child's academic progress as well as any behavioural, emotional or social difficulties
- We will monitor your child's progress against school, national and age related expectations
- You will also receive an annual report
- We will continue to offer you advice on how best to support the individual needs of your child throughout their time in school
- If your child has an Education, Health and Care Plan (EHCP), we will hold regular statutory review meetings to discuss their progress to which you will be invited
- The senior leadership team also hold half termly progress review meetings with each class teacher to ensure each child in the class is making good progress

5. What support will there be for my child's overall well-being?

- The well-being of all of our pupils is of primary concern at Petersfield Infant School
- Our curriculum includes work on Personal Social Health Education
- The school has two trained Emotional Literacy Support Assistants (ELSAs) who work with individual children requiring support with understanding and coping with feelings, emotions and social aspects of school life
- We run weekly 'Sunshine Groups' throughout the school to support groups of children who need extra support with social and emotional development
- The school has a strict policy regarding the administration and management of medicines
- We have trained First Aiders on the staff and regular in-house training is also given for asthma and allergy support
- The staff receive regular training on conditions that commonly effect children eg asthma, allergies
- As a school we have a very positive approach to all types of behaviour, which is based on the rewards and sanctions system that is followed by all staff
- If your child has specific behavioural difficulties, an Individual Behaviour Management Plan (IBMP) will include specific concerns, the level of support that will be in place and targets to work towards
- Attendance is monitored closely by the Headteacher. When attendance or lateness is an issue we work closely with parents to improve the situation
- We have a school council which gives children the opportunity to have a voice
- If your child has a PLP, he/she will have the opportunity to talk about their targets and help set new ones
- We have comprehensive policies for safeguarding and behaviour management which ensure all pupils, including pupils with SEND, are safe and protected in school

6. What specialist services and expertise are available at or accessed by the school?

- We work closely with external agencies to ensure that individual children receive the appropriate support they need
- These agencies include speech and language therapists, GPs and paediatricians, physiotherapists, occupational therapists, school nurses, educational psychologists, children's services, the behaviour support team, Child and Adolescent Mental Health Services (CAMHS) and specialist teacher advisors for physical, hearing and visual impairment
- We follow any programmes of work or recommendations made by these agencies for individual children

7. What training have the staff supporting children with SEND had or are currently having?

- We have two members of staff who have completed the ELSA training. They receive on-going support from an Educational Psychologist
- Members of staff are qualified as Higher Level Teaching Assistants and are able to teach children in groups and cover whole class sessions
- Several members of staff are proficient at Makaton sign language
- Staff have been trained in recognising and supporting Speech and Language difficulties and several members of staff specialise in delivering Speech and Language programmes
- Teaching assistants have been trained to deliver Precision Teaching
- Six teaching assistants have been trained by an educational psychologist to use Lego therapy to support children's social communication skills
- Teaching assistants have received 'in house' SEND training and all have attended various training courses in specialist areas
- Teachers and TAs have received training from Primary Behaviour Service in order to support children's behaviour needs

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

- Our Accessibility Plan promotes involvement of all of our pupils in all aspects of the curriculum including activities outside the classroom
- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate you will be consulted and involved in planning

9. How accessible is the environment?

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.

- The majority of the school is accessible for wheelchair access through ramps and wider doorways, however the Year 2 classrooms unfortunately are **not accessible** to wheelchair access as they are on the upper floor
- We have two disabled toilets, one in Year R and one in Year 1
- We liaise with the Ethnic Minority Traveller Achievement Service (EMTAS) to ensure that children and parents with English as an additional language are well supported
- We monitor the languages spoken by families in our settings and endeavour to arrange for a translator to attend meetings when necessary

10. How will the school prepare and support my child when joining the school and transferring to another school?

- We have a carefully planned induction programme in place for welcoming all new pupils to our school
- We have established very good relationships with our feeder pre-school settings and our linked junior school
- If your child transfers to another school, we will liaise closely with SEND staff from the other school to ensure a smooth transition
- If your child has SEND we will arrange a transition meeting and invite all involved agencies to ensure that all relevant information is shared
- If your child has SEND we would recommend extra visits to ensure that the child and parents

- are happy and secure with the arrangements/support in place
- We can provide stories and photo scrapbooks for children to take away if required
- We will arrange visits and a thorough transfer of all information and paperwork to ensure that their needs are understood

11. How are the school's resources allocated and matched to children's SEND needs?

- Our SEND budget is monitored and audited regularly and we use resources to support the strategic aims of our school as well as individual pupils' needs
- We seek to ensure a 'value for money' service, therefore all interventions are evaluated to ensure they are effective
- We ensure that all children with SEND have their needs met to the best of our ability with the funds available
- We have a team of experienced staff and will do our best to match the specific needs of your child with the most suitable members of the team
- The budget is allocated on a needs basis with children with the most complex needs being given the most support, sometimes on a 1:1 basis

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

- If your child has an Education, Health and Care Plan, we will provide the support cited in the plan
- If your child does not have an Education, Health and Care Plan, the class teacher and SENDCo will discuss your child's needs and decide what support is most appropriate in order to bridge the gap to achieve expected levels
- The support in place for your child will be reviewed against their targets on a regular basis to ensure that it has had a positive impact and the support will be adjusted as necessary
- These targets will also be reviewed against the national and school targets to ensure the gap in attainment is being reduced

13. How are parents involved in the school?

- We work in close partnership with parents to support each child's well-being, learning needs, progress and aspirations
- We operate an open-door policy to allow you to easily make contact with your child's class teacher
- You are invited to become involved in school-life through a number of means eg the Parents Association (PISA), parent feedback questionnaires, becoming a volunteer helper and through invitations to regular school events throughout the year
- Our Governing Body includes parent governors

14. Who can I contact for further information?

- You could make an appointment to talk to the class teacher
- You could also ask to meet with the SENDCo (Mrs Downer) to discuss your concerns
- You can look at the SEND policy on the school web site
- You can contact Parent Partnership – www3.hants.gov.uk/parentpartnership
- Hampshire County Council provides a single point of contact for children and young people with SEND and their parents and carers through Core Assets Children's Service which encompasses both Support4SEND and Parent Voice. This organisation provides an impartial Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) and can be contacted via the website: www.hampshiresendiass.co.uk
- If you are considering a place for your child at our school, you can arrange to make an

appointment to meet the headteacher (Mrs Hodgkinson) or SENDCo (Mrs Downer) who can then discuss whether the school can meet your child's specific needs

15. What should I do if I have a concern about the school's SEND provision?

- If you are concerned about the SEND provision that your child is receiving, please refer to the school's complaints policy. All concerns will be heard discreetly and sensitively.

Staff: Sept 2023
Gvs: Oct 2023

Statutory / annual / SIC / web