

ORCHARD LEA INFANT SCHOOL

SEND INFORMATION REPORT

At Orchard Lea Infant School children are identified as having SEND (Special Educational Needs and/or Disability) through a variety of ways including the following:

- Liaison with pre-school or previous school
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by class teacher
- Liaison with external agencies e.g. Paediatrician, Occupational Therapy, Speech and Language Therapy, Physiotherapy, CAMHS (Child and Adolescent Mental Health Services)
- Health diagnosis through Paediatrician
- Children displaying social and emotional difficulties

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to your child's class teacher in the first instance.
- The class teacher may then suggest a talk with the SENCo (Special Educational Needs Co-ordinator) or with the Headteacher.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that you will be the same with us.

HOW WILL THE SCHOOL SUPPORT MY CHILD?

Who will oversee, plan, work with my child and how often?

- Our SENCo oversees all support and progress of any child requiring additional support.
- The class teacher will oversee, plan and work with each child in their class to ensure that appropriate progress is being made, including those with SEND.
- There may be a teaching assistant (TA) working with your child at various times either individually or as part of a small group if the class teacher decides that this is necessary. The type and frequency of this support will be explained to parents when the support begins. This will generally be done through an IEP (Individual Education Plan) which will be sent home each term.
- The SENCo regularly teaches small groups of children to develop the literacy skills of those pupils who are most in need of additional support. The class teachers, in discussion with the SENCo, decide which children are included in these groups. Class teachers ensure that parents are informed at the beginning of the support. These groups are regularly reviewed and children move into and out of them as appropriate. Such support is also explained on an IEP.

WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least on a termly basis (this could be part of Parents' evening) to discuss your child's needs, support and progress.
- If your child has an IEP (Individual Education Plan) the support that they are receiving will be explained on it.
- For further information the SENCo is available to discuss support in more detail. This may also be part of a termly Parents' evening.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- One of our Governors is responsible for SEND and meets with the SENCo. He/she reports to the Governors to keep them all informed.
- Information shared with the Governors is in general terms regarding the progress of children with SEND. This does not refer to individual children in any way. Confidentiality is maintained at all times.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support that 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 how will that help my child?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class. On some occasions work may be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their own level.

HOW WILL 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 to make an appointment to meet with either the class teacher or the SENCo to discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- Every term we hold Parents' evenings and encourage parents to come into school to discuss the progress that their child is making and the support that they are receiving.
- We believe that your child's education should be a partnership between parents and teachers. We aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is identified as requiring additional support/having additional needs they will usually have an Individual Education Plan (IEP) which will have individual targets that they are working towards and will also give information about the additional support that he/she is receiving. This is discussed on a termly basis at IEP review meetings between the class teacher, teaching assistant and the SENCo. Parents receive a copy of the IEP each term. The targets set are SMART (specific, measurable, achievable, realistic and time scaled) with the expectation that the child will achieve the target by the time it is reviewed.

- If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have an EHCP (Education, Health and Care Plan) which means that a formal meeting will take place to discuss your child's progress and a report will be written.

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

- As a school we measure children's progress in learning against National expectations and 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 in Year R through to the end of Year 2 using a variety of different methods including an on entry assessment, the Early Learning Goals in YR and National Curriculum age related expectations in Years one and two.
- Children who are not making expected progress are picked up through on going teacher assessments and Progress meetings with the Headteacher. In these meetings a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's IEP is reviewed comments are made in the 'outcome' column to show what progress has been made. If the child has not met the target, the reasons for this will be discussed. The target may then be adapted into smaller steps or a different approach may be tried to ensure that the child does make progress.

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, welcoming diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. This would, therefore, be the parents' first point of contact if they had a concern. If further support is required the class teacher liaises with the SENCo and the Headteacher. This may involve working alongside outside agencies such as Health, Social Care and/or the Behaviour Support Team.
- The school also employs an ELSA (Emotional Literacy Support Assistant) who is tasked to work with children throughout the school who have been identified as needing support in this area.
- We have teaching assistants who have been trained in supporting children with attachment needs.
- We have two teaching assistants who have been trained to deliver the FUN FRIENDS (Friends For Life) programme which helps to boost confidence and develop friendship skills.
- All of our teaching assistants have been trained in understanding and promoting emotional resilience.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a Supporting Children with Medical Needs in School Policy.
- Parents need to contact the school office if their child has an on-going medical need which requires support in school.
- Parents need to contact the class teacher if medication is recommended by Health Professionals to be taken during the school day. This may then result in the drawing up of an Individual Health Care Plan which will then be shared with all appropriate staff in school. This Plan will also be subject to regular review.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines. Particular types of medication, e.g. insulin, may require specific training and the identification of specific staff to administer this. Again, school will work with parents to develop plans which cover this.
- As a staff we have regular training and updates of conditions and medications affecting individual children so that all staff are able to manage medical situations.

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

- As a school we have a very positive approach to all types of behaviour with very clear expectations of good behaviour as identified through the school rules and classroom charters. Each class has its own behaviour system which in turn encourages good behaviour through positive rewards.
- Children may be nominated for Smile Awards for exceptional behaviour or achievement.
- Attendance of every child is monitored on a daily basis by the Admin staff. Lateness and absence are recorded and reported upon to the Headteacher. Support is given through an incentive scheme which includes termly 100% Attendance Certificates, an Attendance Roll of Honour and weekly Class Attendance Certificates.
- Our Parent Support Advisor may also be called upon to support behaviours that challenge within the home and problems which result in poor attendance.
- As a school we have a close relationship with the Primary Behaviour Support Team and access their services regularly and appropriately.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This may be done through frequent Circle Times and pupil questionnaires.
- IPA and EHCP annual reviews also contain a section for the child to make his/her contribution and make their views known.

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

- Our SENCo is fully qualified.
- As a school we work closely with any external agencies that we feel are relevant to support individual children's needs within our school including: GPs, School Nurse, Parent Support Adviser, Paediatricians, Speech & Language Service, Occupational Therapists, Social Services including Locality Teams, Social Workers, Primary Behaviour Support Team and the Educational Psychology Service.

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

- All of our TAs have had training in precision teaching.
- Two TAs have been trained in supporting children with attachment difficulties/needs.
- All of our TAs have been trained in developing children's emotional resilience.
- Five TAs have been trained in testing blood sugar levels of diabetic children and administering the correct dose of insulin.
- Most of our TAs have had training in delivering phonics programmes (Read, Write, Inc and SIDNEY).
- Some of our TAs have had some training in delivering Speech and Language programmes from Speech and Language Therapists.
- Most of our staff have completed the Inclusion Development Programme (IDP) which contains the units:
 - Supporting children on the autism spectrum
 - Supporting children with behavioural, emotional and social difficulties
 - Teaching and supporting pupils with speech, language and communication needs
 - Teaching and supporting pupils with dyslexia
- One TA is a qualified ELSA (Emotional Literacy Support Assistant).
- Two TAs are qualified to deliver the FUN FRIENDS (Friends for Life) programme.
- The school's Admin Officer has undertaken an Administration of Medicines course.
- Two class teachers and a Teaching Assistant hold Paediatric First Aid certificates.
- Twenty-two members of staff hold Emergency First Aid in School certificates.
- The Headteacher holds a First Aid in the Workplace certificate.

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 we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised and where applicable parents will be involved in these.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Recent building work completed at the school now means that the majority of the building can be accessed by wheelchair users, including the school hall for parents and visitors.
- The school is on two levels with a few steps linking both parts of the building.
- The school does not currently have a disabled toilet but we do have some grab rails in some of the children's toilets.
- Disabled parking is available.
- Visual timetables are often used as a teaching aid.
- In the event of a child who has physical needs being admitted to the school, a review of accessibility would be undertaken.
- The school has recently had UV film applied to all windows and doors for a child who has light sensitive eczema.

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

- The school runs a full programme of pre-school visits prior to the new children starting in Reception in September. This includes pre-school sing-alongs, meet the teacher afternoon sessions and home visits.
- We recognise that it may also be necessary to offer additional pre-school sessions for children with SEND.
- Wherever possible visits are made to meet with children at their pre-school setting and to talk to their Key Workers.
- Transition arrangements to the adjacent Junior School include shared assemblies, reading sessions and team teaching with the child's new Year 3 teacher.
- We write social stories with children if transition is potentially going to be difficult.
- We liaise closely with staff when receiving and transferring children from/to different schools ensuring that all relevant paperwork is passed on and individual needs are discussed and understood.
- If your child has complex needs then an IPA (Inclusion Partnership Agreement) or EHCP (Education, Health and Care Plan) review will be used as a transition meeting during which we will invite staff from both schools and relevant external agencies to attend.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SPECIAL EDUCATIONAL NEEDS?

- We ensure that all children who have SEND have their needs met to the best of the school's ability with the funds available.
- We have a team of Teaching Assistants (TAs) who are funded from the SEN budget and support children within the classroom and in small groups.
- Our Special Educational Needs Co-ordinator (SENCo) is also funded from our SEN budget. She co-ordinates provision across the school and also works as a Learning Support teacher, providing catch up support for groups of children falling behind in literacy.
- The school funds ongoing training, resources and salary of our ELSA.
- The school buys into the County's Service Level Agreement for Educational Psychology support.
- Part of the school's budget is allocated centrally to the county's Behaviour Support Team.

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

- The class teacher alongside the SENCo 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.
- Parents will be kept informed at all times regarding the additional support that their child is receiving.

HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- Through termly IEP review meetings to ensure that targets are being met.
- The child is making progress academically against national/age expected levels and the gap is narrowing i.e. they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may no longer require additional support, having made sufficient progress.

WHO CAN I CONTACT FOR FURTHER INFORMATION?

- In the first instance talk to your child's class teacher to share your concerns.
- You could then arrange to talk to Mrs McMaster, our SENCo or to Mrs Pratt, our Headteacher.
- Contact Support4SEND (formerly Parent Partnership Service): enquiries.support4send@hants.gov.uk
- Contact IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk/

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 Headteacher or the SENCo who would willingly discuss how the school could meet your child's needs.