

Purbrook Infant School SEND Information Report (Local Offer)

March 2017

The following indicate information to be included in the SEND information report.

- *The kinds of special educational needs and disability for which provision is made at Purbrook Infant School*
- *Information in relation to our school, which is maintained, regarding the school's policies for the identification and assessment of pupils with special educational needs*
- *Information about schools policies for making provision for pupils with special educational needs whether or not pupils have EHCP plans including:*
 - a) *How the school evaluates effectiveness of its provision for such pupils;*
 - b) *The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;*
 - c) *The school's approach to teaching pupils with special educational needs;*
 - d) *How the school adapts the curriculum and learning environment for pupils with special educational needs;*
 - e) *Additional support for learning that is available to pupils with special educational needs;*
 - f) *How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;*
 - g) *Support is available for improving the emotional and social development of pupils with special educational needs*
- *The name and contact details of the SEND coordinator are included as they are for all maintained schools*
- *Information about the expertise and training of staff in relation to children with special educational needs and how specialist expertise will be secured*
- *Information about how the equipment and facilities to support children with special educational needs will be secured*
- *The arrangements for consulting parents of children with special educational needs and involving them in their education*
- *The arrangements for consulting children with special educational needs and involving them in their education*
- *Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school*
- *How the governing body involves other bodies including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families of such pupils*
- *The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32*
- *The school's arrangements for supporting pupils with special educational needs in transferring between phases of education*

We have provided this information through questions that are frequently asked by parents.

Purbrook Infant School is a large, three form entry, main stream school located in Waterlooville on the outskirts of Portsmouth. We are an inclusive school and welcome all children. We have a range of facilities and expertise in school and through our links with outside agencies. Our school policies reflect our inclusive ethos in particular, our policies for SEND, Behaviour and our Accessibility Plan. The governors are responsible for monitoring the effectiveness and impact of the provision that the senior leadership team put in place for pupils identified as having Special Educational Needs/Disabilities (SEND). Governors will receive a regular report on these children's progress each term and will also monitor how the SEND budget will be allocated and spent.

1. How does the school know if children need extra help and what should I do if I think my child may have a special educational need/disability?

- 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 any need for additional support.
- Any concerns the school has about your child's well-being, progress or attainment will be communicated to you as parents/carers.
- Concerns can also be raised about the well-being, progress, or attainment of a child by his/her parents/carers.
- A range of screening programmes are used in school; these support us in identifying any possible difficulties your child may have.
- We also receive information and liaise with a number of health care professionals who have expertise in their field, particularly where the child's need is complex or complicated. In these instances parental agreement is sought prior to their engagement with your child.

These include;

- Speech and Language Therapist (SALT),
- Educational Psychologist (EP),
- Hearing Impaired / Visual Impaired Specialists (HI) / (VI),
- Occupational/Physio Therapist (OT / PT)
- School Nursing Service

Additionally we may access support from the Behaviour Support Team and Special Educational Needs setting who provide outreach. We also have links with Portage and a Parental Support Advisor who work with both the school and the family to ensure the child's needs are met and that there is good communication and consistent expectations between home and school.

- Through transition meetings with previous setting or previous teacher.

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 about your child's support and may be invited to a meeting to discuss this further. If your child meets the criteria for Special

Educational Needs or has a disability, a provision map will be drawn up detailing the specific support and interventions in place to assist your child in making progress. It will also detail how regularly they are receiving support and by whom. It will include your child's personal targets in specific areas including reading, writing, maths and speech and language as required. At our school this document is called a **Puffin Passport**. A copy of this will be given to you to enable you to assist with your child's learning at home.

- 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 planned and your child is making progress.
- The progress on the Puffin Passport will be regularly reviewed by the class teacher and the Special Educational Needs Coordinator (SENCo).
- We offer a wide range of interventions where a need for additional support is identified.
- Your child will spend some time working with a learning support assistant on specific targets, either individually or as part of a small group. Class work will also be planned by the teacher to reflect those targets.
- The school may refer your child to an outside agency for further assessment and then follow a more specific programme of work prescribed by that expert.

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

- Following careful assessment, teachers plan work that challenges all children on a daily basis to ensure that they can make good or better progress in their learning.
- Further provision and support is planned and put in place for groups and individuals according to their needs. For example; if your child has speech, language and communication needs (SLCN), the class teacher/teaching assistant may use simplified language or pictures to support them.
- Specific resources may also support individual children in accessing the curriculum.
- In some instances, the child's curriculum may include prescribed specialist programmes such as physiotherapy.

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

- We regularly give feedback on children's progress both to them and to their families.
- Parental consultations are held termly. At these meetings we clearly share how the school is supporting a child in making progress and how parents can assist learning at home.
- Puffin Passports are shared with parents in order to communicate a child's needs, share the support in place to help that child and to give information on how parents could support their child at home.
- Each half term we publish curriculum updates which detail topics to be covered that half term. These are shared through our news letter and are also on the website
- Home school record books can be used to communicate.
- You will receive an annual report detailing your child's progress.

- Appointments can be made with class teachers or the SENCo to discuss any concerns you may have about your child and their needs.
- We will offer you advice on how best to support the individual needs of your child, throughout their time at school through;
 - Curriculum evenings
 - Workshops
 - Information
 Provision maps (Puffin Passports)
 Reports from outside agencies
 Meetings where strategies and progress can be shared and future actions discussed to support next steps in learning.
- If your child has an Educational Health and Care Plan (EHCP) we will hold statutory review meetings to discuss their progress and extra meetings as required, to which you will be invited.
- Each half term, the Senior Leadership Team look closely at each child's progress to make sure they are on track.
- Your child's progress will be monitored against school, national and age related expectations in an effort to diminish the difference between their attainment and age related expectations.

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

The well-being of all pupils is a primary concern at Purbrook Infant School

- All adults working in the school undergo the disclosure and barring vetting.
- All staff have received safe guarding training.
- Relevant staff are trained to support medical needs.
- Our behaviour policy, which includes guidance on expectations, rewards and sanctions, is shared with and fully understood by all staff (annually/on induction).
- Attendance and punctuality are monitored and the necessary action taken to support children in attending school whenever they are fit to do so.
- The school has a strict policy regarding the administration of medicines.
- We run a nurture group to help those children who require support in developing social skills.
- The school has a trained ELSA (Emotional Literacy Support Assistant) who works with individual children requiring support with understanding, coping with feelings, emotions and other difficulties they may face in their life (bereavement).
- We have trained first aiders in the staff and regular training is also given re: asthma and allergy support.
- The school has a positive approach to behaviour, which is based on a rewards and sanctions system followed by all staff (see behaviour management policy).
- We have a school council which gives children the opportunity to voice their opinions.
- If your child has specific behavioural difficulties, an individual behaviour management plan may be put in place to support them. It will identify the specific difficulties they may have and the level of support put in place to help manage these. We have links

with the local Primary Behaviour Support Team who offer strategies and advice to both the school and to the child's family.

- We have a Parent Support Advisor who works with the child's family to offer both strategies and advice. Requests for support can be made by the school, with the parents' permission, or directly by the parents themselves.
- If your child has a provision map (Puffin Passport), they will have opportunity to consider their progress towards their targets and help set new ones.
- If your child has an Inclusion Partnership Agreement (IPA) or an Education Health Care Plan (EHCP), their views, and the views of their parent(s) will be sought in advance of review meetings.
- All pupils are supported in their social and emotional development through the Personal Social Health and Emotional (PSHE) curriculum.
- Children are treated as individuals and are encouraged to be independent learners i.e. responsibility to be prefects/job monitor.

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

- Our staff receive regular training and our teachers all hold qualified teacher status.
- The school works closely with a number of external agencies including speech and language therapists, GPs, paediatricians and dieticians, physiotherapists and occupational therapists, Ethnic minority traveller achievement service (EMTAS), educational psychologist, child and adolescent mental health Services (CAMHS), social services, specialist teacher advisors for physical, hearing and visual impairment and the behaviour support team.

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

- The ELSA receives ongoing support and training from an educational psychologist.
- Some staff are proficient at Makaton training.
- All classroom assistants have been trained to deliver precision teaching.
- All classroom assistants have had in house SEND training.
- SEND induction for NQTs and new staff.
- Some staff have had direct training from the speech and language therapists in the delivery of specific programmes.
- Our Special Needs Coordinator is a fully qualified teacher and has qualified in the National Accreditation for Special Educational Needs/Disability.

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

- Our accessibility plan promotes the involvement of all of our pupils in all aspects of the curriculum including learning outside of the classroom.
- Where there are concerns for safety and access; a risk assessment is carried out to consider if reasonable adjustments can be made to meet individual needs; if appropriate you will be consulted and involved.
- Risk assessments are provided for each school trip.

- The correct adult ratios are adhered to in accordance with Hampshire County Council Advice and Guidance.

9. How accessible is the school environment?

- Our Early Years setting is accessible to wheel chair users as is our main entrance, however, it is more difficult to access Key Stage One classrooms because of the steps on each corner of the corridors of the quadrangle.
- The hall is accessible through the newly converted kitchen.
- We liaise with ethnic minority traveller achievement service EMTAS.
- We have a disabled toilet in Year R.
- We have a shower adjacent to the admin areas.
- There is a wheel chair slope to the main entrance.

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

- We have a carefully planned induction in place for welcoming all new Year R children to our school.
- We have established very good relationships with our main, feeder pre-school settings.
- We have very good transition arrangements with our linked junior school.
- If your child has SEND, we will arrange a transition meeting and invite all involved agencies to ensure that all relevant information is shared as your child moves to the junior school.
- If your child has SEND we would recommend extra visits to ensure that your child and you as parents are happy and secure with the arrangements and support in place.
- We can provide social stories that include photos of key people and areas for children to take away if required and ease their transition.

11. How are the school's resources allocated and matched to children's special educational needs/disability?

- Our SEND budget is monitored and audited.
- We use resources to support the needs of individual pupils.
- We seek to ensure a value for money service and therefore evaluate all interventions for effectiveness.
- We ensure that all children with SEND have their needs met, to the best of our ability, with the funds that we have available.
- The budget is allocated on a needs bases, with children with the most complex needs being given the most support.
- We have experienced staff and do our best to match the specific needs of your child with expertise on our team.
- Governors monitor the effectiveness of SEND provision including monies.
- Governors monitor the school budget including the SEND budget.
- Pupil Premium Funding / top up funding and the school's revenue budget are used to ensure all children have the support they require.

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

- If your child has an Education Health Care Plan, we will provide the support cited in the statement.
- If your child does not have an Educational Health Care Plan, the class teacher/SENCo will discuss your child's needs with you, and decide on the support that is most appropriate for them, in order for them to diminish the difference between current attainment and age related expectations.
- Pupil progress meetings take place each term and data is monitored regularly by class teachers, the Head Teacher and the SENCo. If children are identified as working below age related expectations then appropriate interventions will be discussed and implemented.
- Class teachers may also, after discussion with the SENCo, refer your child and put in place further support. In this case, you would be informed.
- Support provided, will be reviewed, on a regular basis, to monitor whether it is having the desired impact and will adjust as necessary.

13. How are parents involved in the school? How can I be involved?

- We work in close partnership with parents to support each child's well-being, progress and aspirations.
- We operate an open door policy to allow you to make contact with your child's class teacher/SENCo.
- You are invited to become involved in school life via a number of means; e.g. Parent Teacher Friends Association (PTFA), as a parent member of our governing body etc.
- Parents are provided with weekly newsletters of events that have or are being planned to take place in school.

14. Who can I contact for further information?

- Head Teacher.
- Deputy Head Teacher.
- Special Educational Needs Coordinator.
- Office at h.dean@purbrook-inf.hants.sch.uk.
- SEND policy on our school website.