

## Purbrook Infant School SEND Information Report (Local Offer)

### September 2021 for the academic year 2021-22

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 and will also monitor how the SEND budget will be allocated and spent.

#### **The following indicates information to be included in the SEND information report:**

- *The kinds of special educational needs and disability (SEND) 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 SEND,*
- *Information about our school's policies for making provision for pupils with SEND (regardless of whether the pupil has an EHC Plan). This includes:*
  - a) *How the school evaluates the effectiveness of its provision for such pupils;*
  - b) *The school's arrangements for assessing and reviewing the progress of pupils with SEND;*
  - c) *The school's approach to teaching pupils with SEND;*
  - d) *How the school adapts the curriculum and learning environment for pupils with SEND;*
  - e) *The additional support for learning that is available to pupils with SEND;*
  - f) *How the school enables pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND;*
  - g) *The support that is available for improving the emotional and social development of pupils with SEND*
- *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 SEND and how specialist expertise will be secured,*
- *Information about how the equipment and facilities to support children with SEND will be secured,*
- *The arrangements for consulting parents of SEND children and involving them in their child's education,*
- *The arrangements for consulting children with SEND and involving them in their own education,*
- *Any arrangements made by the governing body or senior leadership team relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school,*
- *How the SEND coordinator and governing body involves other bodies including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and supporting the families of such pupils,*
- *The contact details of support services for the parents of pupils with SEND,*
- *The school's arrangements for supporting pupils with SEND in transferring between phases of education or a change in setting.*

**We have provided the above information through questions that are frequently asked by parents;**

**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 that indicate their areas of strength and need,
- Children's attainment is assessed using a variety of screening tools at the beginning of each academic year to give a baseline assessment. This allows us to tailor our teaching and learning accordingly,
- The progress of all pupils is monitored regularly by the class teacher 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,
- Regular assessments, screening, observations, the scrutiny of books and discussions between staff members help us in identifying any possible difficulties your child may have. Staff can also refer to the SEND 'grey book' which gives them a description of the possible barriers to learning your child may be experiencing and whether further intervention is needed in order to support their progress and attainment. There are also a number of screening tools that can be used to identify whether there is an additional need in specific areas. The school have devised their own assessment toolkit to identify gaps and therefore next steps in learning for literacy and numeracy,
- We receive information and liaise with a number of health care professionals and services who have expertise in their field, particularly where a child's need is complex or complicated. In these instances, parental agreement is sought prior to their engagement with your child.

These include;

- GP, paediatricians and dieticians,
- Speech and Language Therapist (SALT),
- Educational Psychologist (EP),
- Hearing Impaired/Visual Impaired Specialists (HI)/(VI),
- Occupational Therapist/Physiotherapist (OT / PT),
- Sensory impairment specialist,
- School Nursing Service,
- Riverside Outreach,
- Primary Behaviour Support Outreach,
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Southern Domestic Abuse (SDA)
- Family Link Workers and Children's Services

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.

**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 them 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,

- As with all children, the school will monitor the progress of children receiving additional support, to ensure that the provision we have put in place is having the desired impact and that your child is making progress,
- The progress on the 'Puffin Passport' will be regularly reviewed by the class teacher and the Special Educational Needs and Disability Coordinator (SENDCo),
- We offer a wide range of interventions for support across the curriculum, where a need is identified,
- Your child will spend some time working with a Learning Support Assistant (LSA) 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/LSA 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 or a personalised plan tailored around the advice offered by outreach or other outside agencies,
- Strategies such as pre teaching and consolidation tasks also help to support where there is a need,
- LSA/SNA support is distributed where the need is greatest.

### **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 your child in making progress and how parents can assist learning at home. There is also an opportunity to look through your child's books,
- Puffin Passports are shared with parents in order to communicate a child's needs, communicate the support in place to help that child and to give information on how parents could support their child at home,
- We regularly publish curriculum updates which detail topics to be covered that half term. These are shared on our website but are also accessed on our online learning platform, 'Seesaw'. These can assist parents in preparing their child for new learning,
- Parents will be invited to any additional meetings where EP, SALT etc support has been sought. If your child is referred for expert intervention, your permission and opinions will also be gained to give a more detailed picture of the whole child,
- You will receive an annual report detailing your child's progress, statutory phonics screening results will also be shared with you
- Appointments can be made with class teachers or the SENDCo 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 via letter / meetings,
  - ❖ 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 (Transition Partnership Agreement).
- Children's efforts and successes are also shared on our weekly, online Friday Flier and through celebration assemblies.
  - 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. If your child is in the Foundation Stage, these meetings will take place every six months,
  - Each half term, the senior leadership team look closely at each child's progress to make sure they are on track to meet age related expectations and to put further provision in place where this may not be the case,
  - Your child's progress will be monitored against school, national and age related expectations. Where a child has additional special educational needs, they will be assessed using the Early Years' Checklist Tool or the school's devised SEND toolkits which allow us to document and celebrate your children's smaller steps of progress.

## 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 a DBS (Disclosure and Baring Service) check,
- All staff have received safeguarding 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 (temporarily suspended during pandemic),
- The school has a trained ELSA (Emotional Literacy Support Assistant) and FEIPs (Framework for Enhanced Individual Pastoral Support) practitioner who works with individual children requiring support with understanding, coping with feelings, emotions and other difficulties they may face in their life (including family breakdowns or bereavement),
- Outside agency support can be sought from services such as EMTAS (Ethnic Minority Traveller Achievement Service), SDA (Southern Domestic Abuse), FRANKIE (therapeutic counselling for children), CAMHS (Children and Adolescent Mental Health Service) where required,
- We have trained first aid staff members in our school and all staff are trained to the required legal standard. Where children attend the school who have a particular medical condition (i.e. nut allergy), all staff are given the relevant training in order to recognise and help where needed (i.e. training in the use of an EPI pen),
- 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 (temporarily suspended during pandemic), which gives children the opportunity to voice their opinions. We also offer child interviews to gain their perspective on school life in general,

- 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 and Waterloo Outreach who offer strategies and advice to support both the school and the child's family,
- Where required, specific staff members are given 'Team Teach' restraint training to ensure the safety of all children and staff,
- 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 the opportunity to consider their progress towards their targets and help set new ones,
- If your child has a Transition Partnership Agreement (TPA) or an Education Health Care Plan (EHCP), their views, and the views of their parent(s) and any outside agencies involved 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,
- There is now a dedicated Mental Health and Wellbeing Officer who monitors the welfare of our vulnerable families and is available to support children in school,
- Children are treated as individuals and are encouraged to be independent learners in line with our school's key values. Our new DARE to learn slogan encourages key life skills including respect and truthfulness. Children also have opportunities to become prefects/ or take on job monitoring roles in their classrooms.

#### **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 (QTS),
- The school works closely with a number of external agencies including Speech and Language Therapists (SALT), GPs, paediatricians and dieticians, Physiotherapists (PT) and Occupational Therapists (OT), Ethnic Minority Traveller Achievement Service (EMTAS), Educational Psychologist (EP), Child and Adolescent Mental Health Services (CAMHS), Adult and Children's Social Services, Specialist Teacher Advisors for physical, hearing and visual impairment and the behaviour support team. We also organise the delivery of multiple parent workshops to support with child or family anxiety, difficulties with children's sleeping patterns and fussy eating.

#### **7. What training have the staff who support children with SEND had?**

- The ELSA and FEIPs practitioners receive ongoing support and training from an Educational Psychologist,
- Some staff are proficient at Makaton training as well as British Sign Language,
- All classroom LSAs have been trained to deliver precision teaching,
- All LSAs have had in house and external SEND training,
- SEND and overall induction for NQTs and new staff including child protection and health and safety,
- Some staff have had direct training from the speech and language therapists/visual impairment specialists/occupational or physiotherapists in the delivery of specific programmes,
- Our Special Needs and Disabilities Coordinator is a fully qualified teacher and has qualified in the National Accreditation for Special Educational Needs/Disability,
- Many staff have been 'Team Teach' trained in order to restrain children where they are unable to keep themselves or others around them safe
- We have a fully trained EAL practitioner as well as a qualified language lead

- We have an SALTA (Speech and Language Therapist Assistant) who works on site support staff in the delivery of SALT programmes, and working 1:1 with children who have an identified SALT need,
- We have a trained Forest School practitioner, who delivers specialised sessions to support our lower achievers as well as challenge those working beyond ARE. This is as well as three weekly Forest School class sessions.

#### **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. Where required, the ratio of staff to children may be adapted,
- Risk assessments are also carried out for unforeseen circumstances i.e. COVID-19 pandemic
- Health care plans including medical needs,
- Risk assessments are provided for each school trip,
- Personal Emergency Evaluation Plans and Vulnerable child risk assessments,
- 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, these do however now have railings for support,
- The hall is accessible through the converted kitchen,
- We liaise with Ethnic Minority Traveller Achievement Service, Physio, Occupational, visual and Speech and Language Therapists,
- We have adjustments made to our toilets as well as supportive equipment to accommodate and support children as required as well as the school nurse,
- 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 and communicate well with them in order to ascertain relevant information. Where necessary, the Year R lead and/or SENDCo/new class teacher may visit the preschool setting to meet your child and their key adults,
- 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 a new phase/setting,
- If your child has SEND or vulnerable 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 of the school, for children to take away if required to 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 additional resources and/or support aids, interventions, time and adult support to ensure the best provision for children with SEND, EAL, physically and/or visually impaired children,
- We seek to ensure the most successful and efficient practice 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 the expertise we have 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 EHCP, the class teacher/SENDCo will discuss your child's needs with you, and decide on the support that is most appropriate for them,
- Pupil progress meetings take place each term and data is monitored regularly by class teachers, the senior leadership team and the SENDCo. If children are identified as working below age related expectations then appropriate interventions will be discussed and implemented,
- Class teachers and the SENDCo may also agree that it would be appropriate for a referral to be made to the appropriate outside agency, to further support your child. 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. It will be adjusted 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 the relevant staff members if and when required,
- You are invited to become involved in school life via a number of means including reading support, Parent Teacher Friends Association (PTFA) or as a parent member of our Governing Body,
- Parents are provided with weekly, online newsletters as well as regular year group updates via our online platform, Seesaw. These detail information of events that have or are being planned to take place in school and enable you to make contact with your child's year group or class teacher should you wish to. Contact can also be made via the year group email.

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

- Head Teacher,
- Assistant HeatdTeacher,
- Special Educational Needs and Disabilities Coordinator,
- Your child's class teacher or LSA,
- Office at [adminoffice@purbrook-inf.hants.sch.uk](mailto:adminoffice@purbrook-inf.hants.sch.uk)
- SEND policy on our school website.