Federation of Liphook Infant School and Liphook C of E Junior School

Special Educational Needs and Disability (SEND) Report

1. The kinds of Special Educational Needs for which provision is made at the school

The Federation of Liphook Infant School and Liphook C of E Junior School are inclusive mainstream schools. All children may, at some time during their school life, have some difficulty which may be described as a Special Educational Need or disability. This may be temporary or longer term. In this report we hope to answer the questions which are frequently asked by parents of children with SEND.

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs

Q. How does your education setting know if children need extra help and what do I do if I think my child has special educational needs?

At The Federation Liphook Infant School and Liphook CofE Junior School, children are identified as having Special Educational Needs and Disability through a variety of ways including the following: -

- A child whose needs match the descriptors and criteria as stated in the Hampshire Special Educational Needs and Disability Support guidance
- Liaison with pre-schools/previous school
- Concerns raised by parent/carers
- Concerns raised by teachers regarding a child's development or progress.
- Data indicating that the child is struggling to achieve age expected levels.
- Information from outside agencies involved, e.g. Speech and Language Therapy, Paediatrician, etc.

In response to these concerns the school will investigate the degree of difficulty a child may be experiencing in the area(s) of concern. Initially the school will use internal tools to investigate concerns raised such as, in-class observation and a range of developmentally appropriate tests. In consultation with parents the school may contact outside agencies for further investigation and advice, for example, Speech and Language Therapy, School Nurse, Educational Psychologists, Primary Behaviour Service, Specialist Teacher Advisors for hearing, vision, physical difficulties, etc.

The person responsible for co-ordinating the day-to-day provision for children with Special Educational Needs and Disability is the Assistant Headteacher for SEND and Inclusion, Miss Olivia Gregson. In addition to this her role is to:

- liaise with and advise colleagues on assessing and making provision for children with special educational needs and disability
- maintain the school's Special Educational Needs and Disability register and oversee the records of all children with Special Educational Needs and Disability
- work with the staff team to develop effective ways of overcoming barriers to learning
- contribute to effective teaching through analysis/assessment of needs/monitoring impact of provision and by target setting
- liaise with parents of children with Special Educational Needs and Disability
- lead the Teaching Assistant Team.
- liaise with external specialists, e.g. the educational psychology and health services.

If you believe your child has Special Educational Needs or Disability or you believe s/he is encountering barriers to learning, you can do the following:

- discuss your concerns with your child's class teacher.

• make an appointment to discuss concerns with the Assistant for SEND and Inclusion or Head of School.

3. Information about the school's policies for making provision for children with special educational whether or not children have EHC Plans, including—
(a) how the school evaluates the effectiveness of its provision for such children
(b) the school's arrangements for assessing and reviewing the progress of children with special educational needs

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

How the school evaluates the effectiveness of its provision for such children:
• By constant liaison with class teachers and teaching assistants, observing children learning, analysis of data and analysis of work produced, our Assistant Headteacher for SEND and Inclusion regularly monitors the progress of children with Special Educational Needs and Disability.
• The class teacher will oversee, plan and work with children with Special Educational Needs and Disability in their class to ensure that they are making progress in all areas.
• Learning Support Assistants (LSAs) may be working with your child either individually or as part of a group; as appropriate.

How the school assesses and reviews the progress of children with SEN:
• Children's progress in learning is measured against age related expectations as outlined in the Early Years Foundation Stage and the National Curriculum.
• The class teacher continually assesses each child and notes areas where they are improving as well as where further support is needed. As a school, we track children's progress from entry in Reception through to Year 6, using a variety of different methods.
• Children who are struggling to make progress are discussed at regular Pupil Progress meetings with the class teacher and the Senior Leadership Team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support will be given to aid their progress.
• All children with Special Educational Needs or Disability have an Education Plan (Learning Plan) which contains **S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime scaled targets which are **E**valuated and **R**eviewed (**SMARTER**) targets to meet their required areas of development and explain the intervention or support put in place, or a Pupil Passport to explain to others what their strengths and difficulties are and how they learn best. Children have ownership of these targets and discuss them during their intervention time, they also keep talking tins, or sticky labels in their books to remind them of their targets and help them make use of their targets in their everyday learning.
• When the child's Learning Plan, Pupil Plan or Individual Support Plan is reviewed, dates are added alongside each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed during the review, then the target may be adapted into smaller steps or a different approach may be tried to support the child in making progress. Children also take part in the review process by self-assessing their progress and knowing where they are in their learning.

How we will all know your child is making progress:
• By assessing the children's progress academically against national age expected levels and reviewing whether the gap in their learning is narrowing or being maintained – they are catching up to expected age levels or maintaining their progress.
• The class teacher will meet with parents at least on a termly basis (this could be as part of Parents' consultations) to discuss your child's needs, support and progress.

• Children may move off of the Special Educational Needs and Disability register when they have 'closed the gap' or made sufficient progress. This is dependent on each individual child.
• Regular verbal feedback from the class teacher, parent and child.

We believe that children's education is a partnership between parents/carers and school, therefore open communication is an essential part of this process.

How you will help me to support my child's learning:

• We operate an 'open door policy' where you are welcome to make an appointment to meet with either the class teacher, SENCo or a member of the Senior Leadership Team and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that a child's education should be a partnership between home and school. Therefore, we aim to keep communication channels open and communicate regularly, especially if a child has complex needs.
• The class teacher and SENCo can share with you effective strategies and discuss implementation.
• Provide appropriate resources that can be used in the home.
• Invite parents to meetings with external agencies where appropriate support and advice will be shared.

3. (c) The school's approach to teaching pupils with special educational needs

Q How will the education setting staff support my child?

We believe that quality first teaching in class has the greatest impact on improving pupil's attainment: this is known as Ordinarily Available Provision

Where appropriate we will adapt the learning by:

- Teaching skills in small groups (this may include academic and/or personal, social and emotional skills) or one to one where appropriate.
- Adjusting the environment / routines for example, providing adapted resources, visual timetables, individual work stations.
- Ensure the teaching and work set is accessible for all children. For example, this might mean that in a lesson there would be different adaptations teachers will utilise to ensure children can successfully interact with their learning and achieve personally appropriate outcomes. Examples include use of scaffolds, chunking learning into smaller chunks or use of adaptive technology.

3. (d) How the school adapts the curriculum and learning environment for children with special educational needs

Q. How will the curriculum at your education setting be matched to my child's needs?

• Our school vision is: We are all loved, we all belong, we all have something to give and embraces all we do. Some children require additional support, either short or long term, to develop their skills, to gain the knowledge they require to achieve their potential and to have access to a broad and balanced curriculum.
• Teaching and learning strategies allow for adapted learning throughout the curriculum and endeavour to respond to a variety of learning styles to ensure that all children feel confident in their access to learning.
• As a federation, teachers know their children well. We plan for children with Special Educational Needs and Disabilities, through Learning Plans, Pupil Plans or Individual Support Plans. These plans give a brief outline of the strengths and educational or social and emotional needs of children and set small targets to achieve. They detail provision that is 'additional to' or 'different from' that which is generally available for all children. Progress is reviewed by the child, class teacher and the SENCo on a regular basis. Targets are used by class teachers when planning work for pupils with Special Educational Needs.

3. (e) Additional support for learning that is available to children with special educational needs

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

- The class teacher alongside the Assistant Headteacher for SEND and Inclusion 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.
- Through on-going discussions with parents, the type and amount of support is regularly discussed.
- We ensure that the needs of all children who have Special Educational Needs and Disabilities are met to the best of the school's ability with the funds available.
- We have a team of Learning Support Assistants (LSAs) who are part funded from the Special Education Needs budget and some LSAs can deliver programmes designed to meet groups of children's needs.

3. (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;

Q. How will my child be included in activities outside the school 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 with the necessary parental consent. We will provide the appropriate support to ensure that any in-school event or trip is successful.
- A risk assessment is carried out prior to any off site activity to ensure that the health & safety of all participants will not be compromised.

3. (g) Support that is available for improving the emotional, mental and social development of children with special educational needs

Q. What support will there be for my child's overall wellbeing?

- We are inclusive. We welcome and celebrate diversity. All members of staff believe that high self-esteem and a growth mindset is crucial to a child's well-being. We have a caring, understanding and experienced team looking after your children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore they will be the parents' first point of contact. If further support is required, the class teacher liaises with the Assistant Headteacher for SEND and Inclusion for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Service.
- The federation employs trained Emotional Literacy Support Assistants (ELSAs) who work under the direction of the Assistant Headteacher for SEND and Inclusion with children who will benefit from this form of intervention.

What support is there for children with behavioural needs?

We have a commitment to promote a culture in the school where:

- there are high expectations of behaviour from all children
- there is an ethos which encourages children to think and problem solve for themselves
- positive behaviour is consistently acknowledged, reinforced and praised
- inappropriate behaviour has logical or natural consequences or proactive measures which are clearly understood by all children
- a child is supported to understand that he/she can make the choice to behave appropriately with adult support and practice

There are some children who have greater difficulty with their attention and concentration skills. For these children, small achievable targets will be set at the beginning of a teaching session. A range of tangible rewards are given for achievement of these targets which are age appropriate. An Individual Support Plan (ISP) may be drawn up for children exhibiting difficulties in regulating their behaviour, which is more significant and on-going. They are written in conjunction with the child and his/her parents or carers and include specific targets and arrangements to best support the child. These plans are reviewed regularly, successes celebrated and strategies evaluated to ensure they are appropriate to the needs of the individual child (see the school's Behaviour Policy for more detail).

How does the school manage the administration of medicines?

- The federation has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the schools if medication is recommended by health professionals and needs to be taken during the school day.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that members of staff are able to manage medical situations.

4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the Assistant Headteacher (SEND & Inclusion), who is also the SENDCo

- The Assistant Headteacher for SEND and inclusion (who is also our SENDCo) is Miss Olivia Gregson, who can be reached on the main schools' telephone numbers or via email through the schools' website.

5. Information about the expertise and training of staff in relation to children with special educational needs and about how specialist expertise will be secured

Q. *What training is provided for staff supporting children with SEND?*

- Our SENCo is a fully qualified teacher who also has the SENCo NASENDCo Award
- She continues to attend courses arranged by the Local Authority in order to keep knowledge and skills up to date.
- We have staff trained as Emotional Literacy Support Assistants (ELSAs) who receive regular support from Hampshire Educational Psychology Service.
- We also have members of staff who have had training in delivering Speech & Language programmes from Speech & Language Therapists, the Communication and Interaction team (C&I team), the Educational Psychology Service and the Primary Behaviour Service.
- Other members of staff have also had training in delivering a variety of reading, maths and spelling / phonics programmes.
- Class teachers regularly receive training on aspects of Special Educational Needs and Disability and have access to online training and resources.
- As a school we work with any external agencies that we feel are relevant to an individual child's needs within our school including: - Primary Behaviour Service; Health including – GPs, school nurse, family support advisors, clinical psychologists, paediatricians, speech & language therapists; occupational therapists; social services including - locality teams, social workers; and educational psychologists. We can also access additional specialist services including those which provide support for children who have suffered bereavement or significant trauma.

6. Information about how equipment and facilities to support children with special educational needs will be secured

Q. *How accessible is your education setting (indoors and outdoors)?*

- The school site is wheelchair accessible with an accessible toilet in each school. The school is all on one level with ramps at specified fire exits.
- We liaise with the Ethnic minority and Traveller Achievement Service (EMTAS) who assist us in supporting our families with English as an additional language and traveller heritage.

We assess and review the equipment and facilities in line with the Equality Act 2010 and wherever possible, make reasonable adjustments.

7.The arrangements for consulting parents / carers of children with special educational needs about, and involving such parents / carers in, the education of their child

- We welcome parents into our school at any time to make an appointment to meet with either the class teacher or Assistant Headteacher (SEND and Inclusion) and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- A partnership between parents and teachers is vital to your child's education, therefore we aim to keep communication channels open and communicate regularly.
- If your child is on the Special Educational Needs and Disability (SEND) register they will have a Learning Plan or Pupil Plan or Individual Support Plan which will have specific targets or strategies to support them. This is updated regularly to ensure that the children are making progress. The targets set are Specific, Measurable, Achievable, Realistic Time limited, Evaluated and Reviewed (SMARTER) targets, with the expectation that the child will achieve the target by the time it is reviewed. These targets are shared with children regularly during their intervention time and with parents during parents' consultations.
- If your child has more complex Special Educational Needs or Disability, they may have an Education Health & Care Plan (EHCP), which means that meetings take place to discuss your child's progress and a review is written annually.

8.The arrangements for consulting children with special educational needs about, and involving them in, their education

Q. *How are parents / carers currently involved in your education setting? How can I get involved and who can I contact for further information?*

- We are a federation where we value and celebrate each pupil being able to express their views on all aspects of school life.
- Children who have Learning Plans, Pupil Plans or Individual Support Plans discuss their targets with their class teacher/LSA in a-way the child can understand.
- There is an annual child questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have any worries.
- If your child has an Education Health & Care Plan (EHCP) their views are sought before any review meetings.
- If you have any concerns regarding provision for your child then please talk to us – firstly contact your child's class teacher or the SENCo or the Head of School.
- We pride ourselves on building positive relationships with parents.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents / carers of children with special educational needs concerning the provision made at the school

Q. *What steps should I take if I have a concern about the school's SEND provision?*

- Initially please arrange to discuss any concerns regarding the school's Special Educational Needs and Disability provision with the Assistant Headteacher (SEND and Inclusion), Heads of School or Executive Headteacher. We will listen to any concerns you have and endeavour to address these where possible.
- Contact Sendiass, whose details can be found on the following link - www.hampshiresendiass.co.uk
- The federation follows the guidelines set by the Local Authority in respect of any complaints from parents – please see our complaints policy for further details.

10. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of children with special educational needs and in supporting the families of such children

The Assistant Headteacher (SEND and Inclusion) reports to the Governors every term to inform them about the progress of children with SEND. This report does not refer to individual children by name and confidentiality is maintained at all times. Two of the Governors are responsible for SEND. They visit classrooms, meet children and liaise with school staff. They meet regularly with the SENCo and report to the full governing body so that everyone is kept informed.

11. The contact details of support services for the parents of children with special educational needs, including those for arrangements made in accordance with section 32.

Q *What specialist services and expertise are available at or accessed by the school?*

The Assistant Headteacher (SEND and Inclusion) works alongside class teachers and provides training and support as appropriate. We have staff trained as Emotional Literacy Support Assistants (ELSAs). They work with children who have emotional, social or behavioural needs and receive regular support from members of the Hampshire Educational Psychology team. Other Learning Support Assistants (LSAs) are trained in identifying and supporting children with a wide range of difficulties including speech and language difficulties, autistic spectrum disorders and dyslexic tendencies (staff are not able to diagnose Dyslexia, Autism, ADHD or any neurodiverse condition). They also deliver physiotherapy and occupational therapy programmes provided by therapists. Our LSAs have had training in delivering reading, spelling, phonics and maths programmes and, through continued professional development, continue to revisit and update their expertise.

Advice from external support services is sought by the Assistant Headteacher (SEND and Inclusion) or other members of the Senior Leadership Team to help meet the needs of children with Special Educational Needs and Disability. Contact is made, as appropriate, with the educational psychologist, speech therapist, school nurse and advisory teachers for physical difficulties, hearing/visual impairment and specific learning difficulties, in order that they may further assess a child, provide specialist resources and programmes of support and monitor progress.

12. The school's arrangements for supporting children with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

Q. How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?

We encourage all new children and their parents to visit the school prior to starting when they will be shown around. For children with SEND, we encourage further visit(s) to introduce them to key people and familiarise them with the new setting. We also contact the previous school or setting to make sure that we know as much as possible about the child and his/her needs when they start, ensuring all relevant paperwork is passed on. We write social stories with children when we feel that transition from year group to year group or to a new school is likely to be particularly stressful.
When children are preparing to leave us for a new school we will arrange additional visits, where possible, when we feel this would be helpful, contact the school to share information and do all that we can to prepare the child for the move.

Who can I contact for further information?

Your first point of contact is your child's class teacher. If you require further information or advice you can arrange to meet the Assistant Headteacher (SEND and Inclusion) or Heads of school. More information is available in our SEND Policy on the school website. Other agencies can offer independent advice and these include Sendiass – www.hampshiresendiass.co.uk and 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 office to arrange to meet Mrs Taylor, the Executive Headteacher; Mr Braham, the Head of the Infant school; or Mrs Garforth, the Head of the Junior school. We will be very willing to welcome you and discuss how the school can best meet your child's needs

13. Information on where the Local Authority's Local Offer is published.

Q. *Where can I get further information about services for my child?*

Further information regarding the services and provisions that Hampshire as a Local Authority offer locally can be found by following this link: Hampshire Local Offer

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