

The Federation of Liphook Infant and Liphook Junior School Special Educational Needs (SEN) Information Report

All children may, at some time during their school life, have some difficulty which may be described as a Special Educational Need. This may be temporary or longer term. This report sets out to answer questions frequently asked by parents of children with SEN.

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At both the Infant and Junior school, children's difficulties are identified through a variety of ways including the following:-

- liaison with the child's previous school/setting
- data indicating that the child is performing below age expected levels
- concerns raised by parents or carers
- concerns raised by school staff
- information from outside agencies already involved, eg Speech and Language Therapy, Paediatrician, etc.

WHAT SHOULD I DO IF I AM CONCERNED ABOUT MY CHILD?

Talk to us – firstly contact your child's class teacher or the Special Need Co-ordinator (SENCo) or Head of School.

We pride ourselves on building positive relationships with parents and carers.

We are open and honest with parents and hope that they feel able to be the same with us.

HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

We offer an open door policy where you are welcome, at any time, to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and suggest practical ways about how 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.

If a child is on the SEN register they will have an Individual Education Plan (IEP) or Personal Plan on which will be written individual and/or group targets. This is discussed on a termly basis and parents are given a copy. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve the targets by the time the plan is reviewed. If a child has complex needs he/she may have an Education and Health Care Plan (EHCP), which means that formal assessments will take place, followed by a report detailing strengths and difficulties, level of support and strategies to use. Annual reviews will take place to discuss and report on the child's progress.

If a child does not meet the criteria for an EHCP he/she may have an Inclusion Partnership Agreement (IPA) which is less formal but still details the needs of the child and advises on the best strategies to support progress.

HOW DOES THE SCHOOL DECIDE ABOUT THE TYPE AND AMOUNT OF SUPPORT THAT A CHILD WILL RECEIVE AND HOW ARE RESOURCES ALLOCATED AND MANAGED?

The class teacher is responsible for ensuring that all children's needs are met including those with SEN. The class teacher will discuss needs with the SENCo and decide what support is appropriate. Different children will require different levels of support in order to bridge the gap and achieve age expected levels.

We have a team of Learning Support Assistants (LSAs) who are funded from the school's SEN budget. They support the children in the classroom and deliver programmes designed to meet the needs of individual children or groups. These programmes are reviewed regularly to ensure that they

are enabling the children to make good progress and catch up. They are adapted as necessary and overseen by the SENCo's.

The SEN budget is allocated on a needs basis so the children who have the most complex needs are given the most support. This will often involve some small group or one to one support from an LSA as well as class support.

Parents/carers will be involved in discussions and informed of the decisions made with regards to the level and type of support that their child will receive.

WHO WILL EXPLAIN THIS TO ME?

The class teacher will meet with parents/carers at least once a term which could be part of a Parents' evening. This will enable you to discuss your child's needs, their support and progress and how you can help at home.

For further information the SENCo is available to discuss support in more detail.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

All work within class is pitched at an appropriate level so that all children are able to access learning according to their specific needs. Class teachers know their children well. They will make every effort to:

- match tasks to the needs of a child
- provide resources that support a child's learning appropriately
- break down tasks into smaller steps if necessary
- know why a child is having difficulties
- know a child's next steps in learning

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

We measure children's progress in learning against national and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from entry through to Year 6, using a variety of different methods including National Curriculum expectations and Reading and Spelling ages.

Children who are not making expected progress are discussed at Pupil Progress meetings attended by the Class teacher, Learning Support Assistant, SENCo, Head of School and Executive Head teacher.

These meetings take place every six weeks and we discuss the progress of all children, any further assessment needed and the support to be put in place for those who are experiencing difficulties. When the child's Personal Plan is reviewed comments are made against 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. The target may then be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE HIS/HER VIEWS?

We aim to ensure that each child will be able to express his/her views on all aspects of school life.

During class circle time sessions teachers and LSAs model how we can express ourselves clearly and sensitively so that children have the confidence to share their views and use these sessions to problem solve together.

When appropriate, children discuss with their class teacher how they feel about their learning, their progress and their next steps.

Children who have Personal Plans discuss and set their targets with their class teacher and LSA. If your child has an Inclusion Partnership Agreement or Education and Health Care Plan, his/her views are recorded and included before and during review meetings.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

We aim to ensure that all children have access to every area of the curriculum including school trips and visits. We will provide the necessary support to make sure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure that all aspects of health and safety have been considered. In the unlikely event that we feel it is unsafe for a child to participate we will provide alternative activities covering the same curriculum area.

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 inclusive. We welcome and celebrate diversity. All staff believe that a child's high self-esteem is crucial to their well-being. We have a very caring and understanding team looking after your children.

The class teachers have overall responsibility for the pastoral, medical and social care of every child in their class. Therefore they will be the parents' or carers' first point of contact. If further support is required the class teacher liaises with the SENCo. With the approval of parents, this may result in contacting outside agencies such as Educational Psychology, the School Nurse or the Speech and Language Therapist.

We employ Emotional Literacy Support Assistants (ELSAs) who, under the direction of the SENCo, work with vulnerable children.

We also have access to a Parent Support Adviser (PSA) who runs parenting courses and can offer support and advice to individual families.

HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school 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 we are able to manage medical situations, eg. Asthma or use of Epipens.

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 insists that children think for themselves
- good behaviour is consistently acknowledged, reinforced and praised
- bad behaviour has consequences which are clearly understood by all children
- a child understands that he/she has made the choice to behave appropriately or inappropriately

There are some children who have greater difficulty with their attention and concentration skills. Small achievable targets will be set at the beginning of a teaching session. A range of tangible rewards are given for achievement of targets and these include stickers, tickets and certificates, which are age appropriate and can be taken home and shared with parents.

An Individual Behaviour Management Plan (IBMP) may be drawn up for children exhibiting challenging behaviour, which is significant and on-going. They are written alongside the child and his/her parents or carers and include specific targets and arrangements for rewards and sanctions.

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)

WHAT SPECIALIST SERVICES AND EXPERTISE ARE ACCESSED BY THE SCHOOL?

Our SENCOs are fully qualified and experienced in their role. They have undertaken training for different aspects of SEN and continue to attend courses arranged by the Local Authority in order to keep their knowledge and skills up to date.

We work closely with any outside agency that we feel is relevant to children's individual needs including: Primary Behaviour Support, Educational Psychologists, the School Nurse, Clinical Psychologists, Paediatricians, Speech and Language Therapists, Occupational Therapists, Family and Parent Support Workers and Social Workers.

We also access additional specialist services including those which provide support for children who have suffered bereavement or have been witness to domestic violence.

WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEN HAD?

SENCOs work alongside class teachers and provide 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 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 delay, autistic spectrum disorders and dyslexia. They also deliver physiotherapy and occupational therapy programmes provided by therapists.

All of 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.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

The school site is wheelchair accessible with accessible toilets in both buildings which are large enough to accommodate changing. The school is all on one level with ramps at specified fire exits. Some classes are fitted with 'Soundfield' systems in order to support children who are hearing impaired.

HOW WILL YOU PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

We encourage all new children and their parents to visit the school prior to starting when they will be shown around.

For children with SEN, we encourage further visits 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 before 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 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.

If a child has complex needs then an Inclusion Partnership Agreement (IPA) or an Education and Health Care Plan review can be used as a transition meeting which staff from both schools will attend.

HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

The SENCOs report to the Governors every term to inform them about the progress of children with SEN. This report does not refer to individual children and confidentiality is maintained at all times.

One of the Governors is responsible for SEN. He visits classrooms, meets the children and liaises with school staff. He meets regularly with each SENCO and reports to the rest of the Governors so that everyone is kept informed.

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 SENCo – Mr Braham in the Infant school and Mrs Gunn in the Junior school. More information is available in our SEN Policy on the school website.

Other agencies can offer independent advice and these include Support4SEND (formally Parent Partnership) - www.hants.gov.uk/parentpartnership 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 Frost, Executive Headteacher; Mr Braham, Head of Infant school; or Mrs Taylor, Head of Junior school .

We will be very willing to welcome you and discuss how the school can best meet your child's needs