



Calmore Infant School SEN Information Report

The kinds of special educational needs for which provision is made at Calmore Infant School

Calmore Infant School is a mainstream school and our Inclusion aims are:

- Children to be participants in a learning community where they are valued equally, treated with respect and provided with equal opportunities within school;
- To recognise that for inclusion to take place successfully, attitudes must be positive and appropriate resources, training and support must be accessible.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Calmore Infant School children are identified as having SEN (Special Educational Needs) through a variety of ways including the following:-

- Liaison with pre-school and nurseries
- Concerns raised by parent
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. Educational Psychology service, speech and language therapy, occupational therapy service or CAHMS.
- Health diagnosis through paediatrician
- Child performing below age expected levels assessed through pupil progress and tracking, outcomes of e.g. DEST testing (dyslexia screening test), Read Write Inc Assessments (phonics assessment), YARC (Assessment for Reading Comprehension) and Sandwell test (maths assessment).
- We carry out a detailed Boxall Assessment (assessment of social, emotional and behavioural development)
- We use the Children's Service Therapy Pack

How will I raise concerns if I need to?

Talk to us – firstly contact your child's class teacher or SENCO (Adele Weaver) or Head teacher (Nicky Cowcher)

- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.
- This can be done before your child starts school so we can ensure the right provision is put in place.

How will school support my child?

Our SENCO oversees all support and progress of any child requiring additional support across the school.

- The class teacher will oversee, plan and work with each child with SEN in their class to ensure that progress in every area is made.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher.

How are the governors involved and what are their responsibilities?

The SENCO/Headteacher reports 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 and meets regularly with the SENCO. They also report to the Governors to keep all informed.

- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

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

- In the first instance we aim for every child to be receiving quality first class teaching whereby class teachers are responsible for the progress and appropriate task design for each SEN in their class.
- 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, however on occasions this can be individually differentiated if appropriate.

- The benefit of this type of variation is that all children can access a lesson and learn at their level.

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 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 practical ways that you can help your child at home.

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEN register they will have an Individual Education Plan (IEP) which will have individual targets.
- If your child has complex SEN they may be part of an TPA (Transition Partnership Agreement) or have an Education, Health, Care Plan which means that a formal review meeting will take place yearly to discuss your child's progress with all the professionals involved 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 from Year R through to Year 2, using Tapestry, Pro Tracker (for year R) and KS1 SIMS (School tracking/assessment system). We use the Hampshire Assessment Model.

- Children who are not making expected progress are picked up through Review meetings with the Class teacher and Deputy / Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed if intervention are decided upon.
- The child's IEP is reviewed with the child and parent and 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, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress

How does the school evaluate the effectiveness of its provision for SEN pupils?

- SENCo/Interventions Leader half termly monitors the interventions we have in place.
- Interventions Leader monitors specific maths and reading interventions termly.
- Pupil progress meetings as a year group half termly with the class teachers and Headteacher.
- Teacher daily monitoring through assessment for learning, marking, etc.

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children 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, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.
- The school also has ELSA support (Emotional Literacy Support Assistants) available and a nurture group running four afternoons a week. We have received the Nurture Quality Assurance Award (2016).

What support is there for behaviour, avoiding exclusions and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and Parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

How will my child be able to contribute their views?

- We are a school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, Good to be me Team, and Healthy and Safety Council. They are an open forum for any issues or viewpoints to be raised.
- Children who have IEPs (Individual Education Plans) discuss their targets with their class teacher. They also will share their achievements with the teacher.
- If your child has an Education Health and Care Plan their views will be sought before any review meetings.

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

- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

What training have the staff supporting children with SEN had or are currently having?

- We have 2 member of staff trained as ELSAs who receive regular support from the Educational Psychologist.
- Another member of staff has had training in delivering Speech & Language programmes from Speech & Language therapists.
 - Two LSAs are Nurture trained.
 - All of our LSAs have had training in delivering reading and spelling / phonics programmes.
 - We may also seek specific training from external agencies to support children when needed.
- All our staff are trained to adapt teaching to meet the needs of all children

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 & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level.

How will the school prepare and support my child when joining the school and transferring to a new school?

- We encourage all new children to visit the school prior to starting. For children with SEN we would encourage further visits to assist with the familiarisation of the new surroundings. We may also visit them in their current setting.
- We may write social stories with children if transition is potentially going to be difficult.
- When children are preparing to move to different classes within the school we organise extra opportunities for transition.
- Our Year 2 children have opportunities throughout the year to work with the Junior School children.
- Before the children leave us for the Junior School, Summer time 2 is full of weekly opportunities to work with the current year 3 children and visit the Junior School.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

How are the schools resources allocated and matched to the children's SEN needs?

- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funds available.
- We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet

groups of children's needs.

- The budget is allocated on a needs basis.

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 may require different levels of support in order to bridge the gap to achieve age expected levels.
- This will be through on-going discussions with the SENCO, teachers and sometimes other professionals.

How do we know if the support has had an impact?

- By reviewing children's targets on IEPs and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent and pupil.
- Children may move off of the SEN register when they have 'caught up' or made sufficient progress in their area of need. If the gap between them and their peers narrows, they may no longer meet the criteria for SEN....however teachers will continue to monitor their progress.
- Termly monitor the gap between non SEN and SEN children to see how the gap is becoming less.

How can I get involved as a parent?

- First point of call will always be the class teacher- Please come to the office and arrange a meeting.
- Attend regular parents meetings
- Meeting with the SENCo - Please come to the office and arrange a meeting.
- Supporting my child's learning at home- e.g. reading, practising number challenges, completing homework with them etc.
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Who can I contact for further information?

- Contact the school Admin office to arrange to meet the Head teacher or Deputy Head teacher / SENCo, who would willingly discuss how the school could meet your child's needs.
- Parent partnership- www.hants.gov.uk/parentpartnership
- IPSEA- (independent parental special needs advice service) www.ipsea.org.uk

Where can I find out more about the Local Authority's Local Offer?

LINK to come

Where can I find out more about relevant School Policies?

Calmore Infant School website and the parents section has a policy folder. Useful policies will be Special Needs Policy, Behaviour Policy, Inclusion Policy and Equal Opportunities Policy.