

Harnham Infant School

SEND Information Report



Introduction

All schools are required to publish information about their Special Educational Needs and Disability (SEND) provision. Our school's SEND information report is provided as part of Wiltshire's Local Offer, where information is also published by the Local Authority about services that are available for children and young people with Special Educational Needs and Disabilities aged 0-25.

Further information about the Wiltshire Local Offer can be found via this link: <https://www.wiltshire.gov.uk/local-offer>

Wiltshire's Local Offer is in line with the SEN Code of Practice, published by the Department for Education (DfE) in 2015. You can find a copy of the Code of Practice here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The Code of Practice focusses on providing the right support for children who have a Special Educational Need and/or Disability and puts the child at the centre. The following key principles from the legislation are applied:

- Children and their families are involved in providing their own views and feedback to discussions about the child's progress, level of support needed and their next steps.
- A single category of 'SEN Support' is used for children who require some additional support.
- If a child has a high level of support, they will be awarded an Education and Health Care Plan (EHCP). (In Wiltshire, the EHCP is called a 'My Plan' because it is owned by the child).

Harnham Infant School is an inclusive school. We uphold children's right to education and recognise the diverse needs within our community. We acknowledge those needs may change over time and require a range of provision. We believe we have a duty to offer that provision where we can, to foster inclusion and provide full educational access. We ensure all pupils are included in all aspects of school life and we encourage all children to 'Enjoy, Explore and Learn'.

This document aims to provide information and answer some key questions for parents, carers, the wider community and those who support children with SEND in our school. It details the provision and support that parents and carers can expect our school to provide.

What is SEND?

A child may be described as having a special educational need if he/she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided (i.e. over and above adjustments, aids and services required by the Equality Act 2010). This may mean that they have a learning difficulty or a disability that requires support that is different from, or additional to, that provided for other children of the same age.

The Equality Act 2010 defines a disability as 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' Long term is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial.'

What kinds of Special Educational Needs are provided for at Harnham Infant School?

Harnham Infant School aims to be a fully inclusive school that provides a nurturing environment that maximises the potential of every individual. We provide support for a wide range of Special Educational Needs. The SEND Code of Practice has categorised these needs into the four following groups.

Communication and Interaction

Some children may have difficulty in communicating with others. They may have difficulty saying what they want, understanding others or understanding the social rules of communication. Children with Autism or Asperger's may have difficulty with communication and relating to others.

Cognition and Learning

Learning difficulties cover a wide range and severity of needs. Some children might need support in one area while others may need support in many areas of the curriculum. Others may have a specific learning difficulty such as Dyslexia, Dyscalculia or Dyspraxia.

Social, Emotional and Mental Health Difficulties

There is a wide range of social and emotional difficulties which can result in children becoming isolated or withdrawn or perhaps displaying some challenging or disruptive behaviour. Some children may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder or Attachment Disorder.

Sensory and/or Physical Needs

Some children may have a disability which prevents or hinders them for accessing the curriculum and school facilities in the same way as other children. Hearing or Visual impairments are examples of this. Children may require additional support or specialist equipment.

What do we offer at Harnham Infant School? How do we support all children, including those with SEN/D to access the curriculum?

Harnham Infant School believes in the effective inclusion of all children in high-quality everyday personalised teaching, known as 'Inclusive Quality First Teaching'. We value the abilities and achievements of all our pupils, and are committed to providing the best possible learning experiences and environment for every child. We aim to provide well resourced, appropriate and effective provision which is personalised to meet the needs of individual children. We believe that the most effective learning takes place when children are happy and confident, when they have high self-esteem and believe in themselves as learners. In order for this to happen, the following strategies are put into place:

- Class staff teams work hard to know the profile of their class and their individual needs – the learning activities are carefully planned to match individual children's learning needs.
- Teaching and learning are paced and matched at an appropriate level for children's needs, activities and tasks are differentiated wherever necessary.
- The classroom and wider school environments are stimulating, supportive and well-resourced. Working walls and interactive displays and activities encourage children to learn and achieve independently.
- We use a continuous provision approach meaning that children can learn to appropriately challenge themselves, investigate and record their own ideas, reflect on their achievements and have opportunities to practice and rehearse new skills regularly.
- The curriculum is carefully planned to ensure progression from lesson to lesson and year group to year group.
- All staff have regular access to training, advice and resources to enable them to continuously develop inclusive quality-first practice.
- Offering a range of intervention programmes for children who may need additional support such as; phonics, pre-teaching, Talk Boost, NELI, ELSA, additional reading, Write from the Start, Fiddly fingers and Speech and Language. Where possible, these will happen within the classroom environment but there may be times where it is appropriate to be conducted within a quieter setting, such as for Speech and Language.
- Adaptations to the curriculum and learning environment by aspects such as; using many visual prompts, pre-teaching content and vocabulary, learning using multi-sensory techniques, presenting information in a variety of ways (visual, audio and kinaesthetic) providing sensory equipment where needed e.g fiddly toys,

wobble cushions, finding other ways to record work or to support working memory, such as use of recording devices and allowing children to use the calm corner in the classrooms independently to support their well-being.

- One page profiles are used for children where appropriate so that all staff who work with the children in any capacity can know and understand the needs of the pupils.
- Individual strategies, such as de-escalation plans, may also be used to provide strategies for children who display particularly anxious or challenging behaviours.
- Carrying out additional risk assessments for some curriculum opportunities where needed, e.g. for school trips, to ensure that no child's health and safety is compromised for any reason and to maximise participation in all learning activities. Children's access to activities and trips will also be discussed with individual parents.
- As a short term arrangement, and only where absolutely necessary, children may be offered a reduced and flexible timetable and only in consultation with parents. If this is the case, then reduced timetable paperwork is completed and submitted to Wiltshire Council and regularly reviewed.

The SEND Team at Harnham Infant School

The Special Educational Needs and Disabilities Coordinator (SENDCo) is Mrs Laura Pike, who is also the Deputy Headteacher and is on the Senior Leadership Team. As SENDCo, she has responsibility for:

- Managing the day to day operations of the SEND Policy (available on the school website)
- Coordinating provision and managing the response to children's needs.
- Overseeing the records of children with SEND.
- Acting as a link with families and external agencies.
- Supporting implementation of SEN strategies within the classroom.

Laura Pike can be contacted by telephoning the school office 01722327338 or by email: inclusion@harnham-inf.wilts.sch.uk

All class teachers are responsible for the provision and development of all children in their class, including children with SEND. We also have a team of enthusiastic and experienced Teaching Assistants who support the children and have been trained to deliver a range of interventions too.

We have a specialist Teaching Assistant, Mrs Anna McGinley for children with Speech and Language Needs in Key Stage One.

Mrs Lorraine Batchelor is our qualified ELSA (Emotional Literacy Support Assistant) who supports children with any emotional needs. She can be contacted via the school office 01722327338 or by email: lbatchelor@harnham-inf.wilts.sch.uk

In addition, we have a Parent Support Advisor, Mrs Chris Lister who works alongside families to support them at with strategies at home. She can be contacted via telephone 07595217569 or by email: psa@harnham-inf.wilts.sch.uk

How do we identify pupils with SEN and assess their needs?

Children are identified as having SEN through a variety of ways:

- **Some pupils are identified as having SEN/D before they start school** – pre-schools and nurseries will organise an additional transition meeting with the school and parents before the children start to ensure that children start school with the support that they need. The EYFS class teachers and SENDCo (where appropriate) will usually visit the feeder setting to observe and liaise regarding new entrants.

- **Some pupils are identified as having SEN/D due to concerns raised by parents / carers** – these may be directed to the class teacher or SENDCo and will always be responded to sensitively in order to establish any needs that children are presenting.
- **Class teachers** – monitor pupils’ progress daily and will put in support and adjust their teaching as required. This is called Inclusive Quality First Teaching and is the entitlement of every child. If a child is performing well below age related expectations in class or if a child’s behaviour or self-esteem is affected, then this may indicate the child may need some additional support.
- **School assessments** – Four times per year (baseline, December, March and June) children are assessed using the school’s tracking system and their progress is recorded and shared with the Senior Leadership Team (SLT). Each seasonal term, pupil progress meetings are held between the class teachers, teaching assistants and the SLT, where every child in a vulnerable group is discussed. This includes, SEN, Pupil Premium, Military, Looked after children, EAL, children born prematurely, children with low attendance and any children who are not making expected progress. We examine what has already been put in place to support the child and what additional or alternative support may be needed. This includes closely monitoring children’s social and emotional well-being.
- **Information and reports from external agencies and health professionals** – copies of these are often only given to parents and carers and we invite them to share them with us so that we can respond to the outcomes and best support their child in school.

If there are concerns about a child’s progress or social and emotional wellbeing, then the class teacher and/or SENDCo may suggest including the child in an intervention programme. These are usually run by the class teacher, teaching assistant or the school’s Speech and Language TA or ELSA. They are usually short-term with a ‘catch up’ or ‘keep up’ focus, responding to the children’s needs. Each intervention is recorded on a termly provision map document, which is reviewed for impact. Parents are kept informed at parent consultation evenings regarding any interventions their child is included in.

If, through any/all of the means above, it is considered that a child has an identified SEN, they will be included on the school’s SEN register in the category of SEN Support. This will always be done after consultation with the child’s parents.

If a child is found to have more complex or after initial support, the child is not making the progress that is expected, then it may be appropriate to consult an appropriate external agency available to Wiltshire Schools for their advice and support. (see below)

What arrangements are in place for assessing and reviewing the children’s progress towards outcomes?

In accordance with the SEND Code of Practice, Harnham Infant School uses the ‘Assess, Plan, Do, Review’ approach.

- **Assess:** Once a concern has been raised regarding a child’s progress, the class teacher will carry out a clear analysis of the pupil’s needs, with the support from the SENDCo.
- **Plan:** The class teacher, along with the SENDCo and parent/pupil, will agree the adjustments, support and interventions to be put in place. Interventions will be recorded on a class provision map and/or on an individual support plan.
- **Do:** The class teacher (and teaching assistant under the direction of the class teacher) remain responsible for working with the children on a daily basis and keeping records of interventions and impact.
- **Review:** The class teacher, with the support of the SENDCo will review children’s progress with parents and discuss implications for support, targets and next steps for the following term. Pupil voice is also collected and shared. This will happen three times per year, either over the telephone or at a parents evening, if appropriate. For children with a My Support Plan, a more formal meeting between child’s class teacher, SENDCo and parents will take place. For children with an EHCP, the SENDCo will arrange an Annual Review meeting to gather input from all agencies involved and ensure that the plan is kept up to date and shared with SEND team at Wiltshire Council.

How does the school evaluate its effectiveness of the provision for children with SEN/D?

- Children's learning and understanding is monitored daily by the class teacher through classroom observations and marking.
- All children are tracked regularly using the school's tracking system with data submitted to the SLT.
- Specific interventions are recorded on a class Provision Map, which is reviewed at the end of each term for impact and updated ready for the new term. These are monitored by the SENDCo. They also form discussion points at regular pupil progress meetings and through other informal conversations too.
- Class teachers and teaching assistants will keep their own notes made during intervention time to track progress of children too.
- Reviews with external agencies, such as the Speech Therapist, will also take place to ensure progress is being made and new targets are set.
- Arrangements for children with SEN are also regularly reviewed with the SEND Link governor at meetings with the SENDCo and as part of the Curriculum Committee Governors too.

What external services and expertise are available or accessed by Harnham Infant School?

When specialist advice is needed, the SENDCo can refer to a range of services.

The Wiltshire DART (Digital Assessment Referral Tool) can be used to refer to the Specialist Special Educational Needs Service (SSENS), Young Carers, Ethnic Minority and Traveller Support Service and Behaviour Support.

Through Virgin Care, the school can refer to a range of services including the School Nurse, Speech and Language Therapy, Community Paediatrician, Occupational Therapy and the Autistic Spectrum Diagnosis Pathway.

We are also able to refer to the Wiltshire MHST (Mental Health Support Team) and CAMHS where needed. We have also made referrals to Wiltshire Family Counselling Trust too.

Harnham Infant School subscribes to the Educational Psychology offer each academic year which means we can have consultations with Educational Psychologists and refer for assessments if needed too.

Some services such as SSENS and Educational Psychology offer termly SEN Surgery meetings where advice can be sought for specific children before more in-depth referrals completed. Parent permission is needed to discuss individual children and parents are always offered feedback in terms of the outcomes of this type of meeting.

Information for the completion of referral forms always include class teacher, parent and where appropriate, children's views and signed permission from parents is also included to ensure they have given consent to the referral.

We use the advice given by the external agencies to feed into the type and level of support given to the child in school. For example, the children with Speech and Language difficulties are set targets by the Speech Therapist and are worked on in school, aiming for 3 times per week. These targets are then reviewed at least termly and updated on request.

Some children will be put on a MISP (My Individual Support Plan) which contains short term focused targets. These are also reviewed and updated at least termly and discussed with parents at consultation evenings.

If children have a more complex or longer standing identified need, they will have a 'My Support Plan'. This is a document that involves input from class teachers, pupils, parents and external agencies. It gives detailed descriptions of the child's difficulties, targets and how their needs will be met. It is reviewed and updated at least termly.

If a child's needs are perhaps more complex, involve multiple agencies or impacting the wider family, an ESA (Early Support Assessment) can be completed in order to offer additional support. This will include more regular reviews and involve additional input

In a very few cases it may be decided that the child needs more support than the school is able to provide within current funding. In these cases, the school will telephone Wiltshire Council to ask for an SEND Lead Worker to be allocated to support the child and family and to help the school with requesting an Education, Health and Care Plan (EHCP).

What are the arrangements for consulting parents of children with Special Educational Needs and how can they be involved in their child's learning?

We are committed to developing every child's full potential intellectually, physically and socially and know this is most successful when working in partnership with parents. Parental views are very important to us and we encourage all parents to maintain an active involvement in their child's education in a variety of ways:

- Discussions with the class teacher – who are on the playground at beginning and end of school days or available via class email addresses or Seesaw accounts too.
- Attending class 'Stay and...' events in school to carry out learning activities.
- Attending parent consultation evenings – held three times per year.
- Telephone calls and emails with the SENDCo.
- Meetings with the SENDCo – both formally as part of Support Plan or EHCP Reviews or informally on request too.
- Sending home copies of paperwork such as referral forms, reports and outcomes of SEN review meetings too.
- Attending meetings with any external agencies where appropriate.
- School reports – with are sent home at Christmas (mini report) and in May.
- Regular opportunities to attend Coffee and Chat sessions with the SLT.
- Responding to parent surveys when these are sent out.
- Supporting learning at home, particularly with reading regularly and supporting with any specific targets that have been highlighted by the class teacher.

What are the arrangements for consulting with children who have SEND?

We encourage all children to be reflective learners and actively teach them about having a growth mindset to apply to their learning.

Within lesson time, whether the children are working independently or with an adult, we encourage them to evaluate their own learning and help to identify their next steps as part of daily learning activities.

For children on the SEN register, they are also involved in reviewing their targets by reflecting on how well they are doing with the adults they are working with. Children are always asked for their views as contribution towards a SEND review meeting for children with an EHCP or My Support Plan. This may be as a conversation capturing their voice, or through choosing pieces of work to share, videos, photographs etc.

The SENDCo, as part of monitoring, will visit children in class to see how they are engaging in their learning and can talk about their current learning and next steps.

How do we ensure that our staff are trained to support children with SEND?

All members of staff at Harnham Infant School have regular access to professional development opportunities both internally and externally provided.

All members of staff are First Aid trained, including responding to aspects such as allergies and use of epipens. If there is a specific medical need or impairment, relevant staff are trained in order to meet those needs e.g. hearing impairments etc.

The school SENDCo has completed the National Award for Special Educational Needs Coordination (NASENCO) qualification with Winchester University. Mrs Pike also attends regular network meetings and CPD run by Wiltshire Council to stay up to date with current practice and development both locally and nationally.

The school ELSA attends regular ELSA supervision sessions run by the local authority to ensure accountability and best practice.

All teachers and teaching assistants have regular training on various aspects of SEND, including some for specific interventions. Examples of this include an introduction to Mental Health Support Team, Calm Kids, Working Memory, NELI, Talk Boost, Precision Teaching, Team Teach, Speech Therapy and Colourful Semantics.

What arrangements are in place for supporting children during transition into school, between year groups and onto the next phase of their education?

If a child has been identified at pre-school or nursery as having SEND, further meetings are arranged between the pre-school setting, parents and SENDCo. Where appropriate, visits are completed to the pre-school setting too so that strategies can be shared. Children are invited to visit the school in small groups with their new classes to familiarise themselves with the school before officially starting in September. Parents are encouraged to make early contact with the SENDCo if they have concerns about their child too.

At the end of each academic year, teachers complete a thorough handover of the children to the new teacher, including details of any interventions, involvements of professionals, targets and next steps. The end of year SEN reviews are attended by the child's current and new class teacher where possible so that the parents can meet them too and ask any questions in advance of starting in the new year group. All children complete a few taster days with their new class teacher so that they can begin to get to know them, where possible, additional transition opportunities may be needed, such as new teacher reading a story, visiting the child in their current class, working with a TA or the ELSA to create photo booklets or receiving a social story as a discussion point about moving to the next year group.

There is a very thorough and comprehensive handover of information to Harnham Junior School (or any other Junior setting). The infant and junior school SENDCOs meet towards the end of the Spring term to begin discussing individual children and their needs and to plan some individualised transition opportunities where they are needed. The junior school SENDCo and Year 3 teacher (if known) are invited to Annual Reviews of EHCP children and final My Support Plan reviews of the academic year. This helps parents to have an opportunity to ask any initial questions regarding junior school transition. As well as the Year 2 and Year 3 teachers having a handover meeting, the infant and junior school ELSAs also meet regarding children who may need additional support. Our school ELSA will also plan any individual transition needs with the junior school such as making photo books, having extra tours or arranging 'Q&A' sessions with members of junior school staff. All of the children's individual records and files are also passed on to the Junior school.

What specific arrangements are in place to ensure children's social and emotional well-being and development?

At Harnham Infant School, our school values and positive culture permeate throughout the whole school. We have a positive behaviour management policy and encourage all children to try their best at all times. The use of praise and positive reinforcement is a key strategy used by all members of staff, who also award points to children and encourage them to use a growth mindset in order to fulfil their potential.

Children are given regular opportunities to reflect on and express their emotions within lesson times and through classroom areas and activities too. Each class teacher has received training in using Calm Kids techniques and to support children to regulate their emotions.

In some instances, children may need more targeted support from the school ELSA with aspects such as behaviour, play skills, self-esteem, social skills or bereavement, amongst other things. Our school ELSA is highly trained and

sessions can take place individually or in small groups, daily or weekly, depending on the children's needs and always in communication with the class teacher, SENDCo and parents.

In addition, referrals and advice can also be sought from Behaviour Support or the Educational Psychology Service.

What support is there available for parents and carers?

The SENDCo, Mrs Pike, is available daily to speak to parents on the playground, on the telephone or over email and warmly encourages parents to make contact if they have any concerns or questions regarding the provision in place for their child.

In addition, the Parent Support Advisor, Chris Lister is available to offer support to parents with regard to strategies to use in their home environment and to be a friendly listening ear too. She can support parents at meetings too if this is appropriate. Chris Lister also arranges a friendly parent group for parents whose children may have particular SEN needs to encourage friendship, communication, sharing of ideas and strategies and encouragement for each other. These are held monthly and may involve going for a walk or having a coffee together.

Wiltshire Parent and Carer Council have various avenues of support open to parents. Further information can be found on this link: https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

As detailed above, there are a number of ways and avenues that parents can explore to get involved in their child's education.

What are the arrangements for handling complaints from parents regarding provision at Harnham Infant School?

We are committed to working with parents to provide pupils with a happy and positive start to their educational journey. We warmly and actively encourage open and honest communication between home and school. Parents are invited to discuss any concerns with their child's class teacher in the first instance. The SENDCo is also available and contactable via the school office or through email. We will do our very best to resolve any problems quickly and sensitively. However, a copy of the complaints policy is available on request from the school office if it is needed.

Next review due: October 2022