

Harnham Infant School

SEND Information Report 2024/25



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).

This information report should be read in conjunction with the school's SEND policy, the Equality Information and Objectives as well as the Accessibility Plan. All of these documents demonstrate our commitment, along with the steps that are taken to ensuring that all children, regardless of disability, gender, ethnicity or religion are able to access a full education in our school. Admissions for children with SEND follow the usual admissions procedure, please see the admissions page on our school website for details, unless a child already has an EHCP in place, in which case, admissions are made through the Local Authority.

Harnham Infant School is a highly 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 in order to maximise 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 a diagnosis of Autistic Spectrum Disorder 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 dysregulated behaviour. Some children may have a diagnosis 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 teachers and teaching assistants 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 adapted or scaffolded 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, called HEEL provision (Harnham Enjoy, Explore and Learn) 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 teaching in 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, Thrive, Fiddly fingers, Relax Kids, Drawing and Talking 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 focus tools, 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 plans or flowcharts, may also be used to provide support 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 educational provision paperwork is completed and submitted to Wiltshire Council and regularly reviewed.

The Inclusion 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 Dana Hopkins for children with Speech and Language Needs.

Miss Jessica Dominy is our ELSA (Emotional Literacy Support Assistant) who supports children with any emotional needs. She can be contacted via the school office 01722327338 or by email: jdominy@harnham-inf.wilts.sch.uk
Parents are requested to not self-refer to our ELSA but to discuss concerns with either the class teacher or SENDCo in the first instance. They will be able to advise then whether ELSA support would be a suitable course of action.

Our Senior Mental Health Lead, Mrs Kate Drennan oversees the work of the ELSA and also supports the development of the culture of mental wellbeing in our school. She is also our Thrive Practitioner and Relax Kids coach and works with individuals or small groups of children.

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 with.
- **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** – three times per year (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, SEND, Pupil Premium, Service Premium, Children with a Social Worker, Children Looked After, 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. For reports that are sent directly to school, copies for parents are made and sent home.

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 groups using the school's data software 'Insight', which is then reviewed for impact at the end of each term. Parents are kept informed about which interventions children may be having by a termly meeting or letter that is sent home and through discussions at parent consultation meetings too.

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 needs 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 provision groups and/or on an individual document called a Learning Plan. All of this information is kept on our school tracking system, 'Insight'.
- **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 or an EHCP, a more formal meeting between child's class teacher, SENDCo and parents will take place. In addition, for children with an EHCP, the SENDCo will also 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 'Insight' with data submitted to the SLT.
- Specific interventions are recorded on Provision Groups on Insight, 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. These may be recorded in paper folders or through commenting on the intervention group using the Insight software.
- 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, and at Full Governing Body meetings too.
- The SENDCo and Curriculum Leaders will also monitor effectiveness of meeting the needs of children with SEND through other monitoring, such as learning walks, book looks, gathering pupil voice, maintaining pupil portfolios of work and lesson drop ins.
- More formal meetings with the School Improvement Advisor (SIA) and/or Mainstream Inclusion Support Advisor (MISA) also allow for examination and reflection on our current provision and planning for continual improvement and development.

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.

Wiltshire Council services such as SSENS (Specialist Special Educational Needs Service), Young Carers, Ethnic Minority and Traveller Advice Support Service (EMTAS) and Behaviour Support (BSS) can be reached by completing their relevant referral forms, which are available on Wiltshire Right Choice.

Through HCRG Care Group, the school can refer to a range of services including the School Nurse, Speech and Language Therapy, Learning Disability Nurse, Bladder and Bowel Clinic, Community Paediatrician and Occupational Therapy.

The Needs-Led Approach is in place, facilitated by HCRG for families who would like to pursue a Neurodevelopmental Assessment for their child. This involved regular meetings with the SENDCo and class teacher, completing profiles and carrying out action plans before a referral into the service can be made in order to seek a diagnosis of Autism or ADHD (Attention Deficit Hyperactivity Disorder).

We are also able to refer to the Wiltshire MHST (Mental Health Support Team) and CAMHS where needed. We have also made referrals to more specialist services such as Art or Play Therapy too.

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

Some services such as SSENS (Specialist SEN Service), Behaviour Support 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.

If a child with SEND is also currently being Looked After by the Local Authority, the same arrangements for SEND are in place along with additional opportunities to work closely with the child's Social Worker, the Virtual School as well as foster carers, parents and educational professionals. Personal Education Plan (PEP) meetings are also held termly to document and review the support in place. Our school designated teacher for children looked after is Mrs Laura Pike.

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 have an individual Learning Plan document which contains short term focused targets. These are also reviewed and updated at least termly, with copies being sent home and further discussed with parents at consultation evenings and SEND review meetings.

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 (if appropriate) and to notify them that the school will be requesting an Education, Health and Care Plan (EHCP) assessment.

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...' or other special events in school to carry out learning activities.
- Attending parent consultation evenings – held at regular intervals through the year.

- Telephone calls and emails with the SENDCo.
- Meetings with the SENDCo – both formally as part of My 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.
- Annual Progress Reports being sent home.
- Regular opportunities to attend Coffee and Chat sessions with the SLT or Inclusion team.
- 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, or speech therapist for example.

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, asking them to indicate responses using visuals 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 in consultation with the school nursing team or the Sensory Impairment Physical and Medical Needs team.

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, Relax Kids, Working Memory, NELI, Talk Boost, Thrive, Precision Teaching, WESForD, Team Teach, De-escalation and Restorative Practice, 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 class and 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 and families 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 Relationships and Behaviour 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 (Thrive time) and through classroom areas and activities too. Each class teacher has received training in using Relax Kids and Thrive techniques 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 school, we also have our Senior Mental Health Lead, Kate Drennan, who oversees the ELSA work, supporting classroom culture of wellbeing as well as being our Thrive Practitioner and Relax Kids Coach, working with individual or small groups of children. We are also able to refer to the Wiltshire Mental Health Support Team, who can support children and families as a whole.

In addition, referrals and advice can also be sought from Behaviour Support or the Educational Psychology Service. Referrals to these services may be made for a more bespoke support for individual children.

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. She will offer support to parents with regard to strategies to use in their home environment, be a friendly listening ear and signpost on to other agencies as needed.

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

The Wiltshire SENDIASS (Special Educational Needs and Disabilities, Information, Advice and Support Service) is a free, confidential and impartial support service to children and young people with Special Educational Needs and Disabilities (SEND), and their parents and carers. <https://www.family-action.org.uk/what-we-do/children-families/wiltshire-sendiass/>

As detailed above, there are a number of ways and avenues that parents can explore in order 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: November 2026