

SEN Information Report for Crofton Hammond Infant School

1. The kinds of special educational needs for which provision is made at the school

Crofton Hammond Infant School is a mainstream infant school catering for children aged 4-7 years old. We have two classes in each year group and the total on role is 180 children. We recognise that all our pupils are equal individuals and we are committed to developing an inclusive and supportive learning environment that removes barriers to learning to ensure all children have access to our curriculum. We are experienced in working with children with a range of needs and it is our intention to include children within all activities through planned support, as well as support given from relevant outside agencies/services. Crofton Hammond Infant School staff value the presence, participation and achievement of all its pupils and will work with them, their parents/carers, and other professionals, to ensure they are successful and happy during their time at the school.

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.

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

Before a child starts school we liaise with parents and the child's previous Early Years setting or school to help us to build a picture of the child and to plan our provision. We closely monitor children in terms of their social and emotional development and their learning. Teachers also regularly assess children's attainment against the Early Years Foundation Stage Profile or National Curriculum expectations.

If a teacher had concerns about an area of a child's development or learning they would first approach the child's parents and the Special Educational Needs Co-ordinator (SENCO) for an initial discussion. At this stage the use of screening and assessment tools would also be considered, and together we would agree the way forward in terms of appropriate support for the child.

We recognise that not all children who need extra help have special educational needs (SEN) and we put the support in place that we believe children need. We also believe it is crucial for any child with SEN that their needs are identified as early as possible, as this will ensure the best chance for success in meeting those needs and thus promoting effective learning for that child.

If school and parents consider that a child may have SEN that require further support from outside agencies the SENCO, with parents' permission, will take the lead in making a referral to the relevant agencies for further assessment and support.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have Education, Health and Care Plans (EHCP), including—

(a) How the school evaluates the effectiveness of its provision for such pupils;
We regularly review our practice in school and from this we create action plans to further improve our SEN provision. The SENCO observes children in the classroom and reviews the Person Plan (PP) targets for children.

The SENCO prepares a report and meets with the SEN Governor termly to discuss the provision for children with SEN and review the progress and attainment of children. We also use benchmarking tools such as comparisons with other schools, progress and attainment data and other documents to measure the attainment of children with special educational needs against that of children locally and nationally.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

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

Good communication is key to supporting children's learning. We use formal meetings, such as parents meetings and PP meetings, to feedback to parents and offer suggestions for how you can support your child at home. We will also speak with parents on an informal basis if we have any concerns about their child's progress and welcome parents to do the same if they have any concerns. Children will all have the next steps or targets that they are working towards identified, and we share these with parents in children's online learning journeys in Early Years and at parents meetings. In some instances we use home school link books where more regular communication is needed. In the summer term teachers also write reports detailing children's progress and attainment in all the areas of learning.

We track the progress of all children, including our children with SEN, throughout the year at pupil progress meetings and year group meetings. The SENCO is involved in these meetings and plans for next steps as part of this process where progress is a concern.

We compare children's progress prior to starting interventions and following completion to allow us to see if these have successfully made an impact on a child's progress and help us to plan their next steps.

If we need to involve outside agencies to support a child, then parents are invited into school to meet the professionals.

(c) The school's approach to teaching pupils with special educational needs; *How will the school staff support my child?*

The SENCO oversees, plans and monitors the support of any child who requires additional support across the school. The class teacher will oversee, plan and work with each child to ensure progress is made in each area. The teacher may ask a teaching assistant to work with children individually or as part of a group. If this is the case they will inform parents as to the frequency and nature of support.

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

All class work will be pitched at an appropriate level so that all children can access the learning according to their needs. This may mean children are working on a variation of a task or that some children are given additional support to complete a task. **(d)**

How the school adapts the curriculum and learning environment for pupils with special educational needs;

How does the school adapt the curriculum and learning environment?

We use a range of strategies and access resources, equipment and adaptations to ensure that the school environment meets the needs of the children that attend our school, under the direction of specialist advisory teachers and therapists.

(e) Additional support for learning that is available to pupils with special educational needs;

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

Decisions about the type and frequency of support given to children are made by the SENCO working alongside class teachers. We have a range of intervention programmes

that can be used to help support children's learning and progress including literacy and maths based programmes. Parents are informed about these decisions.

How will my child be included in activities outside the school classroom including school trips?

At Crofton Hammond Infant School we believe in the importance of extra curricula activities and plan a range of activities. Each year children will be invited to take part in a range of school trips to support the learning that is taking place in the classroom. We work with parents to plan the trip so that we can ensure we meet children's needs. We are also proud of our opportunities for the Arts, and all children are fully included in these opportunities. We undertake an ambitious project each year alternating between a drama production, a science based week and an art gallery project. In addition to this children will take part in class assemblies, whole school assemblies and a Christmas nativity. We offer a range of after-school clubs each term. Some of our clubs are run by outside providers, such as Football, French, Drama, and Hoola-Hoop Club, and these incur a small cost. In addition to this school staff run a programme of free after-school clubs for Key Stage 1 children. These vary each term and in these staff run clubs we are able to support children with special educational needs and will adapt provision to ensure clubs are fully accessible.

(g) Support that is available for improving the emotional and social development of pupils with special educational needs. *What support will there be for my child's overall well-being?*

We are very proud of the comprehensive provision for children's social and emotional development in school. This is embedded into school life through our school values, assemblies and our curriculum. In addition to this we have a named adult in each year group responsible for emotional and social support and they work with individuals and groups as needed. We also have an Emotional Literacy Support Assistant (ELSA) who works one to one with children as well as with small groups. Children who are identified as needing support will have an individual target and program devised by the class teacher, SENCO and ELSA. Targets will always be shared and discussed with parents. Progress will be closely monitored whilst working with the ELSA and their targets will be followed through into the classroom.

First aid and medical support is provided by the school office staff in the first instance. In addition to our primary named first aider a number of staff, including teachers, support staff and lunchtime supervisors, are also trained to administer basic first aid. When children need more specialised care we work with professionals such as the school nurse or diabetic nurse or other specialist teams to ensure staff have the necessary training to meet the child's needs. If we are required to administer any prescription medicines we ask parents to fill in the necessary paperwork prior to this. All administration of medications and instances of first aid are recorded in our logs. As a local cluster of Crofton schools we employ a Family Liaison Officer to support our families in a wide range of areas including loss and grief, positive parenting, improving attendance, behaviour strategies, Dads' groups and transition projects.

Pupil Voice is very important to us at Crofton Hammond Infant School. We work with our classes to ensure that we develop our curriculum with them in mind, wherever possible, using their interests as a stimulus for learning. During their time at school children have the opportunity to stand as a Young Governor. The classes vote termly for the children that they would like to represent them and they then attend weekly meetings with the Headteacher to discuss a range of matters and put forward the views of their class.

4. The name and contact details of the SEN co-ordinator.

Julie Syms is the SENCO for Crofton Hammond Infant School. You can contact Julie via the school office on 01329 663733 if you wish to set up an appointment to discuss your child's needs.

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.

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

Crofton Hammond Infants School has a Service Level Agreement (SLA) with Hampshire SEN services and have a named Educational Psychologist who works with school to plan our SEN provision and training and advise school and carry out assessments with children.

What training have the staff supporting SEN had or what training are they having? Our programme of training is responsive to the training needs of the staff based on meeting the needs of all children who attend or are due to start attending our school. We ensure that we train staff to meet the specific areas of need of children within and joining our school. We work with pre-schools and outside agencies to identify potential training needs prior to the child starting school.

We use staff meetings, in-service training days and external providers as appropriate to meet the training needs of staff. We also run a comprehensive training programme for our support staff throughout the year led by the SENCO and again we use other external providers as required. Recent training has covered a range of topics including: working with children with cerebral palsy, working with children with physical needs, working with children with downs syndrome, working with children with Autistic Spectrum condition, supporting children with attachment and trauma needs, delivering interventions in literacy and maths, emotional and social development, and new initiatives in learning. The SENCO also regularly monitors support staff in various roles within the classroom as a further development opportunity.

We currently have staff trained and experienced in working with children with a range of needs including: Speech and Language, Down Syndrome, Cerebral Palsy, Autism, Physical and Sensory Processing needs. We have specialist staff trained in working with children with social and emotional needs in each year group and our ELSA has completed the nurture group accreditation on The Theory and Practice of Nurture Groups. The special educational needs coordinator has completed the SENCO accreditation award at Masters level.

Recent whole staff training has included: mental health and well-being including anxiety and attachment training, training regarding physiotherapy, occupational therapy and speech and language therapy, Autistic Spectrum Condition training and Lego Therapy training .

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

How accessible is the school both indoors and outdoors? ○ The school

building is wheelchair accessible via a ramp at the front entrance. ○ There is

an adult disabled toilet and adapted taps in the children's toilets. ○ We have a

changing unit in one of the children's toilets. ○ The school car park has one

disabled parking bay.

In the event of our facilities not meeting the requirements of a child we would work with the local authority to make necessary adaptations where ever possible.

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

How are parents involved in the school? How can I get involved?

We aim to develop positive and constructive relationships with parents. We value both the information that they can give us about their children and the contribution that they make to their child's education. We aim to be flexible in the way we work with parents, responding appropriately to the varying needs and wishes of different families. It is our intention to keep parents fully informed of their child's SEN and the ways in which the school is meeting those needs.

We welcome parents into school to help support by preparing resources, reading with children or sharing particular expertise following the necessary background checks.

Speak to your child's teacher if you are interested in helping in school.

We hold two formal parents meetings a year one in the Autumn term and one in the Spring term. In the summer term parents receive a written report about their child's attainment and are invited to come into school for a celebration session where children share their work.

Teachers also meet with parents of children with SEN to discuss their personal plans.

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

Children are fully involved in the target setting and review cycles in school. They know what they are working towards, whether that be a curricula or social or emotional target. Children are also given the opportunity to contribute their views about their learning and school as part of the annual review and Transition Partnership Agreement (TPA) procedure.

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

The first point of contact for a parent wishing to discuss any concerns regarding their child is the child's class teacher. We encourage an open door policy and our staff welcome and say goodbye to children at the class door each day and often parents will mention any little concerns at this time. Parents are also welcome make an appointment to speak with their child's teacher when more time is needed.

If a parent wishes to speak with someone else regarding their child the SENCO, Julie Syms, is very happy to speak with them about any concerns they may have, as is the Headteacher Jacky Halton. These appointments can be made via the school office. If parents wish to take a matter further following discussion with the school then the Chair of Governors contact details are available through the school office.

Hampshire SENDIASS also provide a service advising and supporting parents (see section 11 for further details).

Alternatively parents can contact the Hampshire SEN Department (details available on the Hampshire website).

A copy of the school's complaints policy is available from the school office.

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 pupils with special educational needs and in supporting the families of such pupils

As set out previously we access a range of professionals and organisations following consultation with and permission from parents to meet the needs of children with SEN and to support families. These include:

- Educational Psychologist
- Occupational Therapist
- Physiotherapist

- Speech and Language Therapist
- Specialist advisory teacher for physical development
- Specialist advisory teacher for the deaf
- Specialist advisory teacher for the visually Impaired,
- Specialist advisory teacher ICT
- School nurse
- Diabetic nurse
- Child and Adolescent Mental Health Service (CAMHS)
- Behaviour support team
- Footprints Outreach Service
- Heathfield Special School Outreach

11. The contact details of support services for the parents of pupils with special educational needs

Parents can receive further support from Hampshire SENDIASS. This is a free service that provides impartial advice, information and support to parents of children and young people with SEN throughout Hampshire. The service is available to all families for whom special educational needs plays a part. There is no formal referral process, and your child doesn't need to have a formal diagnosis for you to receive their support. The Hampshire SENDIASS Service aims to ensure that parents play an informed part in planning provision to meet their child's SEN. They aim to build partnerships between parents, the LEA and schools. They offer:

- a confidential helpline (01962 845870)
- general information on special educational needs
- help for parents to express their views

- support through the statutory assessment process
- help to complete forms and to understand complex documents and reports
- home visits and support at meetings
- presentations to support groups
- special needs information days.

□ Contact details found on their website.

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

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

When children join the school in Early Years there is a comprehensive programme of visits (currently 6 are offered) ensuring children and adults have the chance to become familiar with the school environment and adults. There is opportunity at this time for parents to meet the early years' teachers and the SENCO and many parents inform us of any specific needs their child may have at this time. We also work directly with all preschools and nursery settings that children are transitioning from. We visit each setting and meet the children and talk to staff in order to plan for transition. A series of visits will be planned to best meet the needs of the child. We also attend Transition Partnership Agreement (IPA) meetings and Team around the child (TAC) as required for children with particular needs as identified by the pre-school settings.

Most children transfer to Crofton Hammond Junior School at the end of year 2 and the close liaison that is maintained with the SENCO of Crofton Hammond Junior School throughout the year helps to ensure a smooth transition for all children. When appropriate, representatives from Crofton Hammond Junior School or other education settings are invited to attend the review meetings for children who have Education, Care and Health plans (ECHP) who are transferring to their school the next term. We also use TPA meetings to ensure children with SEN or for whom the transition could be difficult are discussed fully and a plan is then put into place for their transition to their new school often including extra visits and support.

13. Information on where the local authority's local offer is published.

The offer from Crofton Hammond Infant School reflects the provision offered by the local authority. This information is available for parents on the local authority website - <http://www.hampshirelocaloffer.info>