



# Christchurch Infant School

## SEN & Disabilities SEND information for 2022-2023

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Christchurch Infants is required by law to produce a report explaining how we support pupils with special educational needs and disabilities. This forms part of the Local Authority local offer which can be found at <https://fid.bccouncil.gov.uk/Localoffer>

## Description

Christchurch Infant school is a large mainstream school catering for pupils from 4-7 years. Our special needs provision is led by our full time Inclusion Leader. As part of our inclusion Policy we cater for a range of learning difficulties and physical disabilities. We have an inclusive approach to individual needs and all our curriculum policies support equal access to all areas of the curriculum. All teachers have responsibility for ensuring the needs of all children are met including pupils with Special Educational Needs and Disabilities (SEND). As a school we aim to build upon what children already know, enabling them to contribute towards their learning journey. All classes have their own class teacher and these are well supported by teaching assistants.

If you have any concerns regarding support in school, your child's progress or well-being, then please speak to either your child's teacher or Mrs Darch (Inclusion Leader) to discuss your concerns.

Contact Name

Mrs D Darch

Contact Telephone

01202485851

Contact Email [office@christchurchinf.dorset.sch.uk](mailto:office@christchurchinf.dorset.sch.uk)

### 1. What types of SEND does the school provide for?

We provide for a range of additional needs within the school which come under the following categories:

- Cognition and learning
- Communication and interaction
- Social, emotional and Mental health difficulties
- Sensory and physical needs.

The pupils on our SEND register have many different needs and have included: Autism, behaviours associated with ADHD, visual impairment, hearing difficulties, dyslexic traits, moderate learning difficulties, physical difficulties, attachment, difficulties, speech production and receptive language(understanding).

### 2. How will the school know if my child has SEND?

Before your child joins the school, the Inclusion Leader and Foundation class teachers will liaise with their previous educational setting to find out if your child has any special needs and support requirements.

The class teachers are able to track the progress of children in our school and identify children who may need extra support. We look at the rate of progress and identify children who are performing below age expected levels. Teachers will also scrutinise

your child's work to check they understand what is being taught to them and that they are responding to improvement suggestions and to any changes in provision. If, despite these changes, your child does not make the expected progress it can be an indication that extra help is needed in class above universal support. If your child does need SEND support their name will be added to the school's SEND register, and the inclusion leader will work with the class teacher and parent to create a SEND support plan for them.

### **3. What should I do if I think my child may have special educational needs?**

If you or your child's teachers have a concern regarding progress a meeting can be arranged to discuss concerns. The outcome of these meetings may involve further discussions with the Inclusion leader. We would encourage you to share any reports received from outside agencies which relates to your child's learning. If it is appropriate, informal screenings can be carried out by the staff. These help us decide if your child is likely to have specific learning difficulties, difficulties associated with speech and language or co-ordination which could impact on their progress. These difficulties are often referred to as 'barriers to learning'. These screenings can help us identify strengths and weaknesses to help staff make decisions about the right teaching strategies and interventions to use in class. Occasionally the screenings can suggest that more formal assessments are needed to be completed which can identify specific difficulties. When this is the case a referral can be made to an outside professional with your consent for further assessments to be carried out. Examples of this could be the involvement of the speech and language therapy service.

### **4. How will early years school staff support my child?**

Planning for your child's education is completed by the class teacher. Work is differentiated to match with your child's needs. In order to cater for all children's learning styles, teachers include a variety of teaching styles into their planning. Examples would be activities which are active or visual. Our classrooms are designed to be supportive and to encourage independence. Children are supported through visual prompts and supportive information on displays. All classrooms have visual timetables to help children understand the routines of the day and visual prompts to show them how to be a good learner and how to behave in school. We have a school behaviour system which acknowledges good behaviour as well as reminding children when behaviour needs to improve.

As a school we encourage children to develop their learning skills by promoting our 'Signs of Success'. Children are taught how to be a good learner by understanding how to concentrate, persevere, try new things, push themselves and use their imagination. Study Buddies' and 'Chatty Partners' are used to support children who need time to process information and think through ideas first before answering questions. This also helps children who are less confident than others when contributing to class discussions.

If a child has an identified barrier to learning and has a formal diagnosis they will be placed on the school SEND register. Any advice received from outside agencies is incorporated into weekly planning by the class teacher. If your child has been given a Speech and Language programme this will be overseen by the class TA and teacher

with guidance from the Inclusion leader and Speech and Language therapist. Recommendations are then incorporated into individual support plans and provision maps to ensure that advice is being followed in class. Some programmes are run by SEN teaching assistants who help plan interventions such as Learn to Move. Writing and maths intervention groups are planned initially by the class teachers and teaching assistants working together.

If your child has behaviour needs these can be supported by the classroom teaching assistant and teacher initially and where a higher level of support is needed by additional teaching assistants. This can include support at playtimes where children can be shadowed or helped to interact safely with others. Children who have behaviour difficulties which have not been associated with a diagnosed special need such as autism or ADHD will not be placed on the SEND register but will be supported with a behaviour plan. This is in line with guidelines from the Code of Practice. If high level behaviour difficulties persist despite interventions from the school decisions are then made to refer to outside professionals such as the Specialist Outreach service.

All provisions put in place are reviewed regularly at least half termly to check that the support being provided is having an impact on their learning. Where progress is not seen, provision is changed or advice is sought from outside agencies.

The school offers the following small group interventions.

- Learn to Move, Move to Learn
- Nurture groups (Thrive)
- Intervention groups in writing and mathematics.

#### Individual

- Speech and language provision (delivery of speech and language programmes)
- See and Learn programme
- PECS
- Attention Autism

### **5. How will the school adapt its teaching for my child?**

The principle of matching the curriculum to the individual is fundamental. The class teacher will differentiate work and will ensure that all children can access all areas of the curriculum irrespective of their ability, gender and culture. Modifications are made to the curriculum when needed, making use of ICT and technology, flexible groups, additional classroom support and the use of specialist equipment. Examples of these may be pencil grips, modified scissors, seat wedges, writing slopes and independency trays. In Year 1 children are put into ability groups in phonics (RWI).

## 6. How will the school measure my child's progress?

- We monitor the progress of children through ongoing assessments. The school's tracking system also monitors progress and is scrutinised by the teacher, inclusion leader and base leaders. Children who are not making the expected progress are discussed at Base review meetings and changes in provision are made based on the needs of the pupils.
- Where poorer progress is seen the class teacher will organise a meeting with you to discuss concerns and sometimes with the inclusion leader to discuss if a different type of provision or approach is required.
- If your child is having extra support, or a type of intervention they may be placed on the SEND register and have a support plan.

When providing support, the school follows a 'graduated response' based on the bcp guidance. This follows a four-stage process.



**Assess-** Information is gathered from discussions with parents/class teachers and other professionals who are already working with pupils.

**Plan-** Following the identification of 'barriers to learning' provision is planned for your child to help address their identified needs. This is recorded on a Support plan stating targets and the strategies and programmes which will be used to help them progress.

**Do-** Support is provided based on the support plan and recommendations from outside professionals working with individual children.

**Review-** The impact of the support provided is reviewed to consider 'next steps' and used to identify where changes needed to be made for provision. This will also include reviews from outside professionals who are already working with individual pupils and whether further guidance is required from outside professionals when little or no progress has been made.

- Support plans will include details of the type and frequency of the support and will include targets for children to reach by the next review meeting. It can also include activities which can be carried out at home. This may take the form of regular reading, or games which are linked to developing your child's special educational needs. At review meetings progress relating to the achievement of targets is monitored and next steps are discussed. Provision maps and support plans are set and reviewed at least every term and sometimes more if different advice is received from outside professionals working with your child which needs to be implemented. If your child has not met their targets by the next review the reasons for this will be discussed and changes to the provision will be made. This is part of the school Graduated response.

- You will also be able to discuss your child's progress with the class teacher at Parent consultation meetings. Teachers are also available at the end of the day to speak to you if you have a concern and can arrange a mutually convenient time with you. If you wish to speak to the Inclusion leader you can telephone the school or speak to reception.

## **7. How is the effectiveness of SEND provision is evaluated?**

SEND provision is evaluated through the reviewing of support plans at least once a term. Progress meetings are held each half term by year bases to identify where interventions need to be changed. SEND learning walks also take place termly to ensure that SEND pupils are receiving the correct level of provision and discussions take place with pupils. Scrutiny of books is also part of this process to view the impact of provision and strategies on pupil's learning and how well it matches to support plans.

## **8. How will the school support my child's mental health and emotional and social development?**

All children are encouraged to take part in assemblies and social and health education. Where children find these activities, difficult alternative arrangements can be made.

- Daily pastoral support is provided by teachers and class teaching assistants. This could include staff being a point of contact for children if they need to talk about their feelings due to any events which have taken place which may affect the way they are feeling when in school.
- We also have a school pastoral worker (Mrs Gold sack) who can work individually with children and also work with staff to identify children who would benefit from attending nurture groups based on the THRIVE programme. Pupils at the school are encouraged to form good relationships with others. Feelings and emotions are explored through PSHE (Jig-Saw) activities and assembly themes.
- The school's deputy (Miss Simpson) is also the Attachment Lead for the South West and runs regular Attachment groups to support parents.
- Children are encouraged to question through careful planning. Children's targets on Support plans relate to taking turns, sharing, listening and working together collaboratively.
- There is a whole school approach to promoting responsibilities for actions in the school. Visual reminders are displayed to encourage walking in the corridor and to talk quietly in 'whisper zones.
- If your child has a high-level medical need this can be discussed with the Inclusion leader and class teacher. For long term and life-threatening medical needs, a health care plan may be required. Health care plans are only initiated by the hospital your child attends. Examples of this would-be life-threatening allergies which require an EpiPen or symptoms associated with Epilepsy. If this is the case a meeting would be arranged with yourself and relevant members

of staff to ensure that staff are fully aware of medical procedures specific to your child. A photograph of your child with key medical information can also be displayed with your consent in the first aid area and staff room to alert staff to your child's medical needs alongside their health care plan. Staff receive annual training on administering Epipens and medication relating to epilepsy. Other medical training is organised as required. We have qualified first aiders in school who are on duty at break times including lunchtime supervisors. Occasionally lower level health needs are also displayed for staff with the consent of parents. This may include mild allergies.

- Information regarding health needs would also be available for school trips and where necessary, risk assessments are also carried out to ensure that pupils are kept safe.
- The school also organises 'drop in' sessions for the school nurse which start before the beginning of the school day. The school nurse is also able to carry out hearing tests when requested which are additional to the checks carried out during their Foundation year.

### **9. What specialist services and expertise are available at or accessed by the school?**

Our school Pastoral worker can work with children to address their emotional well-being either individually or through small group work. Contact can be made through the office email or by telephoning the school

The deputy for the school is also the Attachment lead for the South West and runs an Attachment group regularly throughout the year. Contact can be made through the office email or by telephoning the school.

We have good links with other outside agencies including;

- Speech and Language Therapist
- School nurse
- Vision and Hearing Support service
- SENNS
- Educational Psychologist
- Community Paediatrician
- Occupational Therapist
- Outreach (support from specialist teachers from Linwood and Tregonwell.)
- Physiotherapist

When face to face contact has not been available virtual sessions have been held for Speech and Language using 'Attend Anywhere'.

### **10. What training has the staff supporting children with SEND had or are having?**

All staff are supported by the Inclusion leader to meet the needs of pupils who have SEND. Training attended over the last year by individual staff have included the following.

- Shape coding
- Zones of regulation
- Autism for girls
- ADHD training (whole school)
- Sensory training (whole school)
- Epipen training (whole school)
- Thrive training (whole school)
- Classroom escalation
- Developing independency
- Attachment networks

We also arrange courses for teachers and teaching assistants as training needs arise and to match with the needs of the children they are supporting through an audit of class needs. Teacher assistants attend speech and language therapy sessions with speech therapist to observe activities being modelled.

### **11. How will my child be included in activities alongside pupils who don't have SEND?**

All pupils are included in activities and trips outside the school setting. Risk assessments are completed for those children who have behaviour or health needs to ensure they are safe. You may be invited to accompany your child as part of the risk assessment if this is felt to be appropriate.

Alternative activities can be provided for pupils who find some activities difficult due to a diagnosis of special educational needs e.g. Autism. These arrangements will be discussed fully with you so you are aware of how your child is being included and how you can prepare them. Appropriate one to one support can also be provided on trips for those pupils who require a higher level of support to ensure safety.

### **12. How accessible is the school environment?**

We currently have ramps to help wheel chair users to access the school from the car park and playground. A disabled car parking space is also available in the main car park. Environmental checks are carried out when required for pupils with physical, visual and hearing needs and our school hall has been fitted with sound proofing panels to reduce background noise for children with hearing impairment. The school also has a disabled toilet and shower room. We are happy to discuss individual access requirements as needed. The school is on one level with the only stairs being to a room used for music equipment and small group work.

### **13. How will the school prepare and support my child to join the school or the next stage of education and life?**

The school runs an induction programme to help support pupils moving from one setting to the next.

In the Summer term visits to preschool settings can be arranged for children with additional needs. We are able to talk to staff about any pastoral, special needs or health requirements pupils may have to ensure that staff are aware of any support needs they require before they start school. Where it is not possible to visit a nursery the Inclusion leader will speak to key members of staff or the preschool special needs co-ordinator by telephone to find out relevant information about your child.

We offer many opportunities for children to visit the school before starting in the Autumn term to help build up their confidence and help us understand the level of support they may need. This includes informal visits in the hall with parents and class teachers as well as a visit to the classroom later in the term without parents. Additional visits to pre-schools can be arranged if one to one support is required so teaching assistants can get to know your child well and learn the right strategies to use before starting school. All children starting the school are provided with an induction booklet which gives them photographs of key parts of the school and key people including their teacher and teaching assistant and their classroom.

If your child has significant SEND needs and is known to Portage (Education Psychology service) a transition meeting can be arranged to pass on strategies and to explain the nature of your child's needs.

An induction meeting is held for parents in the Summer term to give you the opportunity to find out about school routines so you can prepare your child for transition. We also encourage you to bring your child to some of the shared events such as sports day and school fairs so they become familiar with the environment.

Class teachers also offer home visits to parents of children starting the school which is another opportunity to discuss any concerns you may have regarding your child's learning and an opportunity for children to ask questions and get to know staff in a setting which is familiar to them.

The teachers are working hard at making their classroom environment as accessible as possible to increase the children's independency levels. This includes making sure that resources are clearly labelled and visual prompts are available in the classroom to remind children of how to behave. Special equipment and support materials are also easily accessible for children to help them with their pencil grip, spelling and number work.

At the end of each year current teachers and new teachers meet to pass on important information about your child including their academic level, pastoral issues and medical needs. Your child will also have an opportunity to visit their next classes and additional times to meet their new teachers during our annual open evening. Additional visits are also arranged for children who require a higher level of support during this time and transition booklets can be put together with photographs of key people and new classrooms. Similar visits and processes occur when pupils are moving to the nearby Junior school. The inclusion leader meets with the Junior school

to keep them up to date with pupils changing support needs to ensure they are also prepared for your child to start their new school. If a child moves to an alternative school both settings will liaise together and share information.

Teaching assistants from their next school are also invited to shadow current teaching assistants working with SEND children to learn the strategies which are being used to help them and to get to know the children before they start in their new school.

#### **14. How are the school's resources allocated and matched to children's SEND?**

Each financial year the SEND budget is allocated. Money is used to provide specialist equipment and support resources for children who require it. This can also be used to pay for formal assessments carried out by specialist teachers. Some specialist equipment bought is based on the recommendations of outside professionals.

#### **15. How is the decision made about what type and how much support my child will receive?**

Decisions regarding support are made by the Inclusion Leader and Head teacher. This would also be in consultation with the class teacher. Advice is also sought from outside professionals who are already working with your child and transition meetings can be arranged with Portage (Educational Psychologist) to discuss the level of support your child may need. Planning meetings between the speech therapist and school are also regularly held to inform school of the level of involvement from their service so appropriate provision can be put in place to deliver individual speech therapy by one of the SEND teaching assistants. Sometimes support needs are not identified until your child comes to school. If this is the case, support needs are reviewed regularly and you will be kept informed of any changes which are made to the type of support your child is receiving.

#### **16. How are parents involved in decisions?**

We encourage you to become involved with your child's learning and consider school a partnership between parents and the school. Parents of pupils with additional needs are invited into school to attend additional action plan meetings with outside professionals who are working with your child such as the Educational Psychologist and outreach teachers. At these meetings targets can be agreed and reviewed to identify next steps.

Parents of children with Educational Health Care plans attend Annual reviews with the school and outside professionals to make decisions on provision for SEND children and to discuss where changes need to be made in terms of the level of support provided. A review of their child's current EHCP also takes place.

Your child will have opportunities for home learning and we ask that you support home learning regularly to help them practise the skills they are learning at school e.g. regular reading practise.

The school provides advice or links on its website to support material to help support curriculum activities.

We hold parent consultation evenings every term but also encourage parents to speak to teachers if they need guidance on how to help their child with specific aspects of learning.

You may wish to come in and help in school which is also a good way of understanding the methods for teaching subjects and how children can be supported. You also have an opportunity to attend therapy sessions if your child has been formally assessed by the speech and language service.

### **17. How will the child be involved in decisions made about their education?**

Children with Educational Health care plans are asked about their likes and dislikes using a child friendly format and 'pupil voice' techniques which contribute to their Annual reviews. Child surveys take place during the term to help make decisions about topics and learning walks including discussions with children of different abilities.

### **18. What support is in place for looked-after and previously looked-after children with SEND?**

The designated teacher for Looked- after children is Mrs D Darch (Inclusion leader). Meetings to discuss Personal Education plans take place each term with relevant professionals and carers to review additional provision for looked-after pupils and to set goals for both home and school. Both Looked-after children and previously looked-after children are tracked through school data to check on data and ensure that provision is in place to help pupils reach their potential in terms of achievement and progress.

### **19. What support is available for me and my family?**

Information regarding courses for parents in terms of understanding special needs is advertised through the school newsletters or through parent mail. We encourage parents to discuss support they may need with the School pastoral worker or inclusion leader so they can be guided to relevant options of support depending on their child's needs. Parents are also encouraged to attend Curriculum workshops, parent teacher consultations and action planning meetings with outside professionals who can advise on further support.

Further support can be found through SENDiass which provides information, advice and support to parents of SEND pupils. <https://www.sendiass4bcp.org/home.aspx>

A telephone consultation line is also available for parents to be able to speak to an Educational Psychologist about difficulties you are experiencing with your child and to talk over appropriate strategies that might be helpful. The telephone number is 01202 126100. Please be prepared to leave a message with your details for a return call as these calls are not answered directly.

### **20. What happens if I have a complaint?**

Christchurch Infant school encourage parents of SEND to voice any concerns they have regarding SEND provision with their child's class teacher and the Inclusion

leader. The complaints policy for Christchurch Infant school can also be found on the School website.

Reviewed November 2022