



Heatherside Infant School SEN Information Report

Type of School	Local Authority Maintained Mainstream Age 4-7
Specialist Provision on site	None
Headteacher	Mrs Christine Lynch
Early Years SENDCo	Mrs Sarah Stone
Key Stage 1 SENDCo	Mrs Susie Williams
Website	http://www.heathersideinfantschool.co.uk/
Email	adminoffice@heatherside-inf.hants.sch.uk

All Hampshire County Council maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

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This SEN information report is produced as a duty on schools under Section 69 of the Children and Families Act 2014. The information required is set out in the Special Educational Needs Regulations (Clause 65) of the SEN Code of Practice 2014. It has been compiled from consultation with Hampshire County Council, parents, staff and children of our school and in joint consultation with the SENDCo and parents of Heatherside Junior School. The questions were posed by our parents and with advice from Hampshire Special Needs Service. The SEN Information Report forms part of Hampshire County Council's Local Offer.

Glossary

EHCP	Education Healthcare Plan (replaces Statement)
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs Coordinator (teacher with designated responsibility)
IEP	Individual Education Plan - document detailing areas of need, support, strategies undertaken to support progress of a child to achieve desired outcomes.
Early Intervention	Children requiring extra support who do not meet criteria for SEN as detailed in the Grey Book
Grey Book	Hampshire Criteria for Special Educational Needs
SNA/LSA	Special Needs Assistant/Learning Support Assistant
ELSA	Emotional Literacy Support Assistant (helps children with emotional, social and behaviour well-being)
ELKLAN	Materials produced to support Speech and Language development
DEST/SIDNEY	Dyslexia Screening and support materials
Nurture Groups	Small group to led by SNA/LSA to support children with emotional, social and behaviour well being

Section 1: Outline provision at Heatherside Infant School

What do we at Heatherside Infant School Provide for all our children?

<u>Whole School</u>	<p>Heatherside Infant School provides a broad and varied curriculum for all of our children driven by our Aims and Vision. Lessons and activities are planned within year group teams in accordance with the National Curriculum Programmes of Study and progress and attainment is monitored and tracked formally during the term and on an ongoing daily basis.</p> <p>Lessons and activities are skills based with children experiencing and applying skills to a range of topics and situations. Lessons are differentiated to meet the needs of ALL of the children to ensure access and progression of skills. Children may be taught in whole class groups, small groups with a teacher or Learning Support Assistant (LSA) or 1:1 to develop application of skills. Children with SEN engage in activities within the school alongside pupils who do not have SEN as stipulated in the SEN Code of Practice 2014.</p>
<u>Early Intervention</u>	<p>If your child is identified as requiring Early Intervention further differentiation of lessons and activities will take place - mainly within English (Reading, Writing, Phonics) or Maths. The teacher and SENDCo will identify children and they will receive extra support within the class e.g. with the teacher or LSA, small group work with Special Needs Assistant (SNA), extra reading with a parent helper or extra/differentiated homework.</p> <p>The progress of your child will be closely monitored with the aim of no longer requiring Early Intervention. Early Intervention can be used to overcome a 'sticking point' eg having difficulty in learning to identify early digraphs in reading.</p> <p>When assessing need in English, some identified children complete a DEST (Dyslexia Early Screening Test) which is a set of activities to identify if a child may have indicators of dyslexia.</p>
<u>Early Intervention Plus</u>	<p>If your child is identified as requiring a targeted intervention programme, they will be included in small group or 1-1 sessions outside of the classroom which is run by trained staff.</p>
<u>School Support</u>	<p>If your child is identified as having Special Educational Needs, as outlined by the 'Grey Book' Hampshire's Criteria for SEN, your child will be included on the Special Needs Register and will have an Individual Education Plan drawn up.(IEP)</p> <p>The IEP is written by the class teacher and outlines areas of need, strategies to use, timescale of review, and overall aim/outcome of the IEP. These are written half termly and reviewed by the class teacher at the end of each half term. You will be invited to discuss the IEP and make contributions during the termly review of progress. The IEP is signed by the class teacher, SENDCo and Parents.</p> <p>The extra support provided for the child is dependent on the area of need. This may involve outside agencies - such as Behaviour Support, Occupational Therapy, Speech and Language and Educational Psychology .</p>

<u>EHCP</u>	<p>If your child has a Education Healthcare Plan EHCP they will have been assessed and supported by multi agencies and will have additional support to ensure progress and meet the needs of your child. The progress and needs of your child will be reviewed at the Annual Review.</p> <p>The amount of extra support provided is decided by the Hampshire Special Needs Panel and the school funds the first 12.5 hours of support.</p>
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Section 2: Questions raised by parents and answers

How does the school know if my child needs extra help? What do I do if think my child has Special Educational Needs?

Whole School / Early Intervention	<ul style="list-style-type: none"> • All children receive a differentiated curriculum to meet their learning needs to ensure progress. This is called 'Quality First Teaching'. If your child does not make expected progress extra support may be put in place. • Partnership with parents is key to the identification and support for any area of need. As a parent you know your child best. Teachers and parents share information as it arises (changes in family circumstances, recurring health issues etc) as changes may affect the health, wellbeing and academic progress of your child. In partnership we can support to help your child succeed. • If at any point during the year you are concerned or worried about your child's academic progress or their health or well-being, please arrange to meet and discuss this with your class teacher.
School Support (SEN)	<p>As a parent of a child with an IEP you will be invited to discuss and review the IEP termly with the class teacher and/or SENDCo. If your child has not made expected progress across the term the class teacher will discuss this with you during Parent Meetings. This is to:</p> <ul style="list-style-type: none"> • ensure you are clear about areas of need to support your child's learning at home. • share any concerns • plan any additional support • discuss any referrals to outside professionals to support your child's learning <p>Class teachers will discuss concerns with Learning Support Assistant (LSA) within the class and the SENDCo. Further support/ intervention may then be planned for. This may include Screening for Dyslexia (DEST), Boxall Profile of development needs. As a school we have access to a range of specialist services provided through Hampshire County Council, including Educational Psychologist.</p> <p>SENDCo will refer to the Code Of Practice and Hampshire Criteria For SEN School Support (The Grey Book) to help assess the category of need of a child. This will determine the level of support provided.</p>

	If further support is required this may involve intensive intervention in small group or individual with a LSA or Special Needs Assistant for a set time scale and recorded in the IEP
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How will the school and I know how my child is doing and how will you help me support my child's learning?

Whole School / Early Intervention/ Early Intervention Plus	<ul style="list-style-type: none"> • All children's academic progress is assessed continually and formal assessments are recorded termly and discussed across the year groups and progress is recorded and tracked. • Teachers meet with the Head teacher/Assessment leader to discuss assessment judgements and identify any children causing concern. • Parents evenings are the main vehicle to discuss your child's social, emotional and academic progress. These take place in the Autumn and Spring Term with a written report provided in the Summer term. • General information about how to support your child is shared through weekly homework, our school website parent pages. Parent Workshop evenings take place across the year and cover topics such as Phonics and Reading, Maths and Writing. • All our children have Targets for Maths and Writing and the children are aware of what they are working on. These targets and progress are discussed during Parents Evening and are on our website for you to view and work on at home. • If a teacher has any concerns they will contact you either informally after school or via telephone or letter.
School Support	<ul style="list-style-type: none"> • Your child will have an IEP which will detail areas of need and strategies to support progress. This will be given to parents to help at home. Our school website has support documents to help at home and homework is given to support work done in class. • IEP's will be reviewed every half term by the class teacher. The IEP will be reviewed and updated half termly. The class teacher will arrange a suitable time for a meeting to discuss progress. • Children with a EHCP are formally reviewed at the Annual Review but class teachers and Support Assistants will liaise with parents regularly, as required by the needs of the child. • Class teachers will provide strategies to support your child through the IEP and homework

How will the school support my child? And how will the curriculum be matched to my child's need? How is the decision made about the type of and how much support my child will receive?

<p>Whole School / Early Intervention/ Early Intervention Plus</p>	<ul style="list-style-type: none"> At Heatherside Infant School we provide a broad curriculum which is differentiated to meet the needs of all our pupils, we aim to provide Quality First Teaching in an inclusive environment. We teach through whole school topics and subjects are taught and experienced through the Hook of the topic - e.g .an Alien Landing. <ul style="list-style-type: none"> (Inclusion Policy https://www.heathersideinfantschool.co.uk/page/?title=Inclusion+Policy&pid=103) The wellbeing and progress of your child is of paramount importance to us and the excellent relationships staff form with children helps us deliver support when it is needed, whether it be a chat or more formal intervention. If your child is identified as requiring further support but does not meet the criteria for SEN, we will assess the child's need and implement support on an individual basis. Currently the following are used to support children who require further consolidation of skills: <table border="1" data-bbox="387 587 2072 1010"> <tr> <td>SNIP/SNAP</td> <td>Maths intervention to develop confidence with numbers to 10 and then 20</td> </tr> <tr> <td>Numicon</td> <td>Multi sensory approach to Maths number concepts using Numicon resources</td> </tr> <tr> <td>SIDNEY</td> <td>Intervention for those children identified through Dyslexia Screening as requiring support with basic phonics and simple spelling</td> </tr> <tr> <td>ELKLAN</td> <td>Activities to improve expressive language and understanding sentence structure</td> </tr> <tr> <td>SaLT</td> <td>SNA/LSA support work on targets provided by Speech and Language therapist</td> </tr> <tr> <td>ELSA/Nurture Groups</td> <td>SNA/LSA support work in developing Social, Emotional and Behaviour skills</td> </tr> <tr> <td>Read Write Inc</td> <td>Small group with SNA to develop phonics, reading and writing skills.</td> </tr> <tr> <td>Daily Reading support</td> <td>With an adult (parent, teacher or LSA's)</td> </tr> <tr> <td>Occupational Therapy</td> <td>Activities to support the development of fine and gross motor skills.</td> </tr> </table> This information will be shared with you during formal Parent Meetings in the Autumn and Spring Term and through informal meetings with class teacher and/or SENDCo as required. 	SNIP/SNAP	Maths intervention to develop confidence with numbers to 10 and then 20	Numicon	Multi sensory approach to Maths number concepts using Numicon resources	SIDNEY	Intervention for those children identified through Dyslexia Screening as requiring support with basic phonics and simple spelling	ELKLAN	Activities to improve expressive language and understanding sentence structure	SaLT	SNA/LSA support work on targets provided by Speech and Language therapist	ELSA/Nurture Groups	SNA/LSA support work in developing Social, Emotional and Behaviour skills	Read Write Inc	Small group with SNA to develop phonics, reading and writing skills.	Daily Reading support	With an adult (parent, teacher or LSA's)	Occupational Therapy	Activities to support the development of fine and gross motor skills.
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<p>School Support Statement/ EHCP</p>	<p>If your child is identified as having a specific need a 'Pupil Journey' setting out the background information of the child and their areas of need will be completed with input from parents, in addition to an IEP (Individual Education Plan) which will set out targets and strategies to be used. Teachers will discuss the IEP with parents. It is then reviewed by the class teacher every half term and with parents termly or earlier as required. This is in line with the SEND CODE OF PRACTICE. The amount of support provided for your child will be decided in collaboration with SENDCo and class teacher if at School Support. If on an EHCP support time is as outlined in the EHCP. Examples are :</p> <table border="1" data-bbox="387 1380 2072 1422"> <tr> <td>IEP</td> <td>Additional homework</td> </tr> </table>	IEP	Additional homework																
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Small group with teacher/LSA/SNA	1:1 working
Withdrawal groups	Targeted Differentiation
Intervention programs (See above)	Referral to outside agencies: Behaviour Support, Speech and Language, Occupational Therapy, CAMHS, Educational Psychologist, Physiotherapy, School Nurse, Hearing/Visual Advice, Paediatrician/Health professionals
We have developed links with an Autism Charity - Mustard Seed who have supported staff and children at school with strategies and actions to support children with ASD.	

What support will there be for my child's overall well-being?

The health and wellbeing of your child is of paramount importance and a child needs to feel happy and safe in order to fully engage in the curriculum and make academic progress. At Heatherside we foster an open and honest family ethos and all children, staff and parents are welcome to discuss concerns or worries that may affect the progress and happiness of your child.

We follow units of work to support the development of PSHE (personal, social, health and emotional education) produced by the DFES, Children take part in weekly Circle Time activities which support the discussion and exploration of feelings, managing emotions, empathy and social skills.

As a school our ethos is underpinned by our Golden Rules <http://4.bp.blogspot.com/-xVQHOZYyXcU/UffiunIjuaI/AAAAAAAAAV2k/2qIzo511Epk/s320/golden+rules.jpg>

As a class, issues, concerns and worries are discussed as they arise and key subjects are planned for -Esafety, transition to new classes/school. If a child has a worry or concern the teacher will deal sensitively with this and decide if it is a matter to be dealt with on a 1:1 basis and/or for whole class discussion and reflection. Time maybe spent with the teacher or LSA to talk through problems or worries. Social Stories are used to help children practice situations and how to behave when faced with them (playground behaviour or lunchtimes) ELSA (emotional literacy support assistant) may be used 1:1 or in a small nurture group to support and guide children through concerns or difficulties. If your child is involved in ELSA or Nurture groups parental permission will be sought and matters discussed are confidential in line with our Safeguarding policy <https://www.heathersideinfantschool.co.uk/page/?title=Safeguarding+Policy&pid=123>

Again, if you have and worries or concerns please come and speak to a member of staff.

Who are the people who support children at school?

Staff	Summary of responsibility
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<p>In the first instance, this would be the class teacher.</p>	<ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, pre teaching, additional support) and informing the SENDCo as necessary. • Creating and using Individual Education Plans (IEP) when planning your child's lessons. • Completing a pupil journey setting out background information, areas of need and external agency support. • Ensuring that all staff working with your child in school are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
<p>LSA/SNA</p>	<ul style="list-style-type: none"> • Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN. • Delivery of programs under the direction of the class teacher.
<p>SENDCO - In Early Years: Mrs Sarah Stone, Key Stage 1: Mrs Susie Williams</p>	<ul style="list-style-type: none"> • Share outcomes and progress with class teacher to inform planning and assessment. • Coordinating all the support for children with special educational needs (SEN) and developing the school's SEN Policy to make sure all children receive a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • involved in planning ahead for them. • liaising with all the other people who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology • Updating the school's SEN register (a system for ensuring all the SEN of pupils in this school are known) and making sure that there are records of your child's progress and needs.
<p>Head teacher Mrs Christine Lynch SEN Governor, Mrs H Wakeham</p>	<ul style="list-style-type: none"> • To provide specialist support for teachers and support staff in the school so they can help your child achieve the best possible progress in school. • The day to day management of all aspects of the school, this includes the support for children with SEN. • She will give responsibility to the SENDCO and class/subject teachers but has overall responsibility for ensuring that your child's needs are met. • She will ensure that the Governing Body is kept up to date about any issues in the school relating to SEN. • Making sure that the necessary support is made for any child who attends the school who has SEN in accordance with Governor Services.

How are staff in school supported to work with children with SEN?

Senior Teachers and SENDCO	<ul style="list-style-type: none"> • SENDCos attend Hampshire run courses and conference to ensure up to date knowledge of SEN issues. • Through Staff training within school and e-learning Senior Teachers are supported by SENDCo to plan and asses the needs of the children in their year group. • Resources/training and support are reviewed regularly and changes made as necessary in line with the school budget and School Development Plan.
Class teachers and Support Assistants	<ul style="list-style-type: none"> • The school has a CPD (continuing professional development) plan for all staff to improve the teaching and learning of all children including those with SEN. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs to the children in their class; e.g. Mustard Seed (ASD) • Teachers have received training about ASD, some have attended Speech and Language training delivered by S&L therapist. • 1 SNA's are qualified to deliver ELKLAN support - language development. • 1 SNA is trained to deliver SIDNEY phonics program • 2 Medical Needs Co-ordinator ????? • 3 members of staff have attended Makaton training ???. • LSA's have frequent meetings for training and discussion, this may include training on intervention for maths and phonics as required • All LSA's and regular Lunchtime Supervisors have First Aid certificates. • Early Years LSA's have paediatric first aid training.

How accessible is the school?

Building and environment	Activities
<p>We ensure equipment used is accessible to all children regardless of need. However, should a child have a specific need we discuss this with the family to make feasible adjustments as required. The school has dedicated disabled parking spaces and parents requiring use are given access to them as required. Although our school is on 1 level, access to classrooms within the school building do include steps but there is equipment to help with this. We have a dedicated Medical Room where children go for basic First Aid. We are a very open school and any issues of concerns will be discussed and addressed through a meeting with the Headteacher and/or SENDCo.</p>	<p>As part of our Inclusion Policy, all children are given the opportunity to take part in after school clubs, breakfast club and school trips. Parents of children with SEN may be asked to accompany their child on a school trip to support their child and share the experience in an environment different to school. All children are able to access the curriculum at an appropriate level and we support children with specific needs, through Makaton, adult support, enlarged texts etc. We currently provide support for children with Hearing Impairments. Where a child has a specific need that we had not previously supported we, as a school, would use our best endeavours to secure appropriate training and resources for our staff.</p>

How will the school support the transition between classes and schools?

	<p><u>Whole School</u> Each of these categories builds upon the one before.</p>
<u>Entry to Year R</u>	<p>Parents are invited to visit the school prior to application and the Headteacher/Deputy Headteacher present these visits in small groups during the Autumn Term. Once a place has been accepted, in the summer term, class teachers visit the main feeder pre-schools to observe children and share information about children with key workers. For those children attending other pre schools, teachers have telephone conversations with key workers.</p> <p>We have an excellent transition programme for our Yr R children and parents involving, parent information evenings, 3 settling in sessions with parents and 1 story time without parents (parents share coffee in the hall)</p> <p>Children begin school part-time for the first 2 weeks, giving them time to settle in their new class in smaller groups and experience the various lunch time routines. The aim is for all children to be in school full time from week 3.</p>
<u>Entry to Year 1 and 2</u>	<p>All classes are remixed every year. Class teachers decide on new classes with attention to:</p> <ul style="list-style-type: none"> • Boy/girl ratio • Term of birth • Levels of ability of pupils • Good learning friendships/ relationships • Numbers of pupils identified at Early Intervention, SEN <p>All children have transition visits to their new class with their new teacher/s. These take place during the second half of the summer term.</p> <p>Circle time discussion and PSHE curriculum is based around the theme of relationships and change. Class teachers meet and discuss all children prior to Transition.</p>
<u>Transition to Junior School</u>	<p>Our main feeder school is Heatherside Juniors, transition information for other schools may differ. Parents are invited to attend information evenings. Children attend a 'Buddy' visit where the current Yr 2 children spend part of an afternoon with their Buddy, exploring the school building and routines. Children attend a visit morning where they meet their teacher and begin induction work in preparation for September start. Year 2 and 3 teachers meet to share information.</p>
<u>Early Intervention</u>	<p>In discussion with parents, if it is felt a child requires further settling in as a part time placement this is discussed with parents. The aim is for all our children to be happy, settled and involved in school life at the pace suitable for them. New class teachers/LSA may visit or work with these children to further develop knowledge of the children and develop working relationships as early as possible; this is dependent on the specific need of the child.</p>

<u>School Support</u>	Identified children become 'Class Detectives' and make extra visits to the new class and teacher to gather information to share with the class. They will take photographs and share findings with the classes. This work, where possible, is done with the new class LSA. The booklet they create is taken home to be shared and discussed with parents.
<u>EHCP</u>	Work with the adult 1:1 to photograph and visit new teachers/class creating a visual story to use during the holidays. Small group work with other children to foster friendship group as agreed by class teacher and SENDCo - parents are invited to input into the transition process to support the child's move to a new class/ school.

How are parents supported by the school? And How can I get involved?

At Heatherside Infants, we offer an open door policy and always encourage parents to come and talk to us with any concerns. This would be the class teacher in the first instance. Parent information evenings run throughout the year supporting families with transition information, curriculum support and Parents Evenings in the Autumn and Spring terms. Teachers and Senior staff are always happy to discuss concerns or ways of supporting children/families through arranged appointments which can be made via the school office. We share a Parent Support Worker with local schools in Fleet who can support parents and help signpost you to relevant resources and agencies. She is based at Court Moor School and can be contacted directly there or through the class teacher/school office.

We have an excellent Governing Body and Parent School Association (HSA). These support the running of the school and raise much needed funds to provide equipment and experiences for our children. Governor vacancies are shared via Parentmail and newsletters and all parents are members of HSA upon your child starting school. Please look at our web page for further information.

What steps should I take if I have a concern about the school's SEND provision?

The first point of contact is always the class teacher. Should you require further support please make an appointment via the school office with the relevant SENDCo (Early Years - Sarah Stone, KS1- Susie Williams) for further support an appointment can be made with the Headteacher.

We are always happy to hear your views and opinions and if you have strategies to further enhance our provision please contact us as we are always seeking ways to improve the outcomes for all our children. The school also has a formal complaints procedure available on our website.

Where can I get further information about services for my child?

As a school we are able to signpost families to outside agencies and organisations to support you as best as we are able. Hampshire details information relating to many aspects of SEN and may be able to provide you with further support above that of the school.

http://www.hantslocaloffer.info/en/Main_Page

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The most important point to note with any concern, worry or question is please come in and talk to us. We are always happy to help and support you, your child and your family and will use our best endeavours to ensure your child makes progress in a happy safe environment.