



Heatherside Infant School SEND Information Report

Type of School	Local Authority Maintained Mainstream Age 4-7
Specialist Provision on site	None
Headteacher	Mrs Leanne Bate
Whole School SENCO	Mrs Susie Williams
Early Years SENCO	Mrs Sarah Stone
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.

[Hampshire's Local Offer for Special Educational Needs and / or Disabilities | Family Information and Services Hub \(hants.gov.uk\)](https://www.hants.gov.uk/family-information-and-services-hub)



This SEND 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 SEND Code of Practice 2014. The SEND Information Report forms part of Hampshire County Council's Local Offer.

Glossary

EHCP	Education Healthcare Plan (replaces Statement)
SEND	Special Educational Needs and Disability
SENCO	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
In Class Intervention	Children requiring small group intervention within the classroom
Early Intervention	Children requiring extra support in the form of interventions held outside the classroom
SEND Support	Children who are on the SEND Register but don't meet the criteria for an EHCP or where evidence gathering for EHCP assessment process is underway
SEN Support Guidance for Schools	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
Nurture Groups	Small group 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 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. Lessons and activities are skills based with children experiencing and applying skills to a range of topics and situations. Lessons are adapted 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 SEND engage in activities within the school alongside pupils who do not have SEND as stipulated in the SEND Code of Practice 2014.</p>
<u>In Class Intervention</u>	<p>If your child is identified as requiring In Class Intervention, further differentiation of lessons and activities may take place - mainly within English (Reading, Writing, and Phonics) or Maths. The teacher and SENCO will identify children and they will receive extra support where needed 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. The progress of your child will be closely monitored with the aim of no longer requiring In Class Intervention. In Class Intervention can be used to overcome a 'sticking point' e.g. having difficulty in learning to identify early digraphs in reading/phonics. When assessing need in English, some identified children complete a Phonological awareness assessment which is a set of activities to identify areas of difficulty</p>
<u>Early Intervention</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 are run by trained staff.</p>
<u>SEN Support</u>	<p>If your child is identified as having a specific need, for example they have been assessed by the NHS and need Speech and Language support or Occupational therapy support in school, they will receive this in line with the targets set out for them. They will not automatically be placed on the SEND Register but are identified as requiring additional SEND Support on our internal records. If your child is identified as having Special Educational Needs, as outlined by the 'SEN Support Guidance for Schools', Hampshire's Criteria for SEND, your child will be included on the Special Needs Register and will have an Individual Education Plan (IEP) drawn up if required. 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. IEP's will be reviewed by the class teacher and with you termly or earlier as required. You will be invited to discuss the IEP and make contributions during the termly review of progress. The extra support provided for the</p>

	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.
<u>EHCP</u>	If your child has an 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.

Section 2: Questions raised by parents/carers 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 / In Class Intervention/ 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 is not making expected progress extra support may be put in place. • Partnerships with you are key to the identification and support for any area of need as you know your child best. Teachers and you as parents/carers should 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 wellbeing, please arrange to meet and discuss this with your class teacher, or alternatively contact us via: support@heatherside-inf.hants.sch.uk
SEND Support/ EHCP	<p>If your child requires an IEP you will be invited to discuss and review the IEP termly with the class teacher and SENCO if appropriate. If your child has not made expected progress across the term the class teacher will discuss this with you. 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 the class Learning Support Assistant (LSA) and the SENCO. Further support/ intervention may then be planned for. As a school we have access to a range of specialist services provided through Hampshire County Council, including Educational Psychologist.</p>

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

<p>Whole School / In Class Intervention/ Early Intervention</p>	<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 to discuss assessment milestones and identify any children causing concern. Parents/carers evenings are the main opportunity 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 and our school website parent pages. Parent Workshop sessions take place across the year and cover topics such as Phonics and Reading, Maths and Writing. If a teacher has any concerns they will contact you either informally after school or via telephone or email.
<p>SEND Support/ EHCP</p>	<ul style="list-style-type: none"> Speech and Language support & Occupational Therapy support - Your class teacher will liaise with you to discuss their progress and any queries. If your child requires an IEP it will detail areas of need and strategies to support progress. This will be given to you to help at home. Our school website has support documents to help at home and homework is given to support work done in class. https://www.heathersideinfantschool.co.uk/page/?title=Our+Curriculum&pid=80 IEPs will be reviewed by the class teacher and with you termly or earlier as required. The class teacher will arrange a suitable time for a meeting to discuss progress. Children with an EHCP are formally reviewed at the Annual Review but class teachers and support assistants will liaise with you regularly, as required by the needs of your child. Class teachers will provide strategies to support your child through the IEP and/or 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 / In Class Intervention/ Early Intervention</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 topics and subjects are taught and experienced through the Hook of the topic - e.g .an Alien Landing. Inclusion Policy https://www.heathersideinfantschool.co.uk/attachments/download.asp?file=5396&type=pdf 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.
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	<ul style="list-style-type: none"> If your child is identified as requiring further support but does not meet the criteria for SEND, 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="389 292 2069 632"> <tr> <td>Twinkl Codebreakers</td> <td>Phonics Intervention to embed the knowledge of phonemes (sounds) to aid reading & 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>Daily Reading support</td> <td>With an adult (parent, teacher or LSAs)</td> </tr> <tr> <td>Occupational Therapy</td> <td>Activities to support the development of fine and gross motor skills</td> </tr> <tr> <td>Sensory Intervention</td> <td>Activities to support sensory needs</td> </tr> </table> <ul style="list-style-type: none"> 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 SENCO as required. 	Twinkl Codebreakers	Phonics Intervention to embed the knowledge of phonemes (sounds) to aid reading & 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	Daily Reading support	With an adult (parent, teacher or LSAs)	Occupational Therapy	Activities to support the development of fine and gross motor skills	Sensory Intervention	Activities to support sensory needs
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SEND Support/ EHCP	<p>Children who are on the SEND Register and have an EHCP will have an 'Individual Provision map' mapping out the provision required for the children across any given week, this will inform their daily planning. Teachers will have meetings with you once a term to discuss your child's progress.</p> <p>If children are identified as SEND support they will have an IEP, teachers will discuss this with parents/carers/carers and review it termly or earlier as required.</p> <p>The amount of support provided for your child will be decided in collaboration with SENCO and class teacher if at SEND Support. If on an EHCP support is as outlined in the EHCP. Examples are :</p> <ul style="list-style-type: none"> Small group with teacher/LSA/SNA Additional homework 1:1 working 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 Targeted differentiation 														

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/carers 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 DFE, Children take part in regular Circle Time activities which support the discussion and exploration of feelings, managing emotions, empathy and social skills.

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 practise 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/attachments/download.asp?file=5393&type=pdf>

Again, if you have and worries or concerns please come and speak to a member of staff or contact us via support@heatherside-inf.hants.sch.uk

Who are the people who support children at school?

Staff	Summary of responsibility
In the first instance, this would be the class teacher.	<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 SENCO as necessary. • Creating and using Individual Education Plans (IEP) when planning your child's lessons. • Completing a provision map/planner 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. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
LSA/SNA	<ul style="list-style-type: none"> • Delivery of programs under the direction of the class teacher. • Share outcomes and progress with class teacher to inform planning and assessment
SENCO -	<ul style="list-style-type: none"> • Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children receive a consistent, high quality response to meeting their needs in school.

<p>In Early Years: Mrs Sarah Stone, Key Stage 1: Mrs Susie Williams</p>	<ul style="list-style-type: none"> • 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 SEND register (a system for ensuring all the SEND of pupils in this school are known) and making sure that there are records of your child's progress and needs. • 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
<p>Head teacher Mrs Leanne Bate</p>	<ul style="list-style-type: none"> • The day to day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the SENCO and class/subject teachers but has overall responsibility for ensuring that your child's needs are met. • Advise the governors on policies to meet the schools SEND and disability responsibilities. • Work to agree the SEND strategy and to implement the agreed vision and strategy. • She will ensure that the Governing Body is kept up to date about any issues in the school relating to SEND.
<p>SEND Governor, Mrs Crompton</p>	<ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND in accordance with Governor Services. • To have specific oversight of the school's arrangements and provision for meeting special educational needs, including monitoring it effectiveness. • Ensure the SEND Code of Practice is followed. • Report on how the school's SEND policy is being implemented and how resources are allocated.

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

<p>Senior Teachers and SENCO</p>	<ul style="list-style-type: none"> • SENCOs attend Hampshire run courses and conference to ensure up to date knowledge of SEND issues. • Through Staff training within school and e-learning Senior Teachers are supported by SENCO 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.
<p>Class teachers and Support Assistants</p>	<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 SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs to the children in their class

<ul style="list-style-type: none"> • Teachers/SNAs have received training about ASD, some have attended Speech and Language training delivered by S&L therapist. • ELKLAN trained staff to support language development. • Medical Needs Co-ordinator • Makaton training undertaken • Attention Bucket Training undertaken • LSAs have frequent meetings for training and discussion, this may include training on intervention for maths and phonics as required LSAs and regular Lunchtime Supervisors have First Aid certificates. • Early Years LSAs have paediatric first aid training.
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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/carers 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 SENCO.</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/carers of children with SEND 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>You are invited to visit the school prior to application and the Headteacher presents these visits in small groups during the Autumn Term, in addition to a presentation. 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 yourselves involving, parent information evenings, settling in sessions with yourselves and a story time without yourselves as you are invited to share coffee/tea in the hall. Children have a staggered start to school in Year R, 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 2.</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, SEND <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. 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 who we work very close with, where there are common threads across both schools. Transition information for other schools may differ.</p> <p>You 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.</p> <p>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. Other transition events include playground games/young leaders etc.</p>
<u>Early Intervention</u>	<p>In discussion with yourselves, if it is felt a child requires further settling in as a part time placement this is discussed with you. The aim is for all our children to be happy, settled and involved in school life at the pace suitable for them. New class</p>

	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.
<u>SEND 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 you.
<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 SENCO - you are invited to input into the transition process to support the child's move to a new class/ school.

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

At Heatherside Infants, we offer an open door policy and always encourage you to come and talk to us with any concerns. This should be the class teacher in the first instance or via email support@heatherside-inf.hants.sch.uk. Parent information evenings run throughout the year supporting families with transition information, curriculum support and Parents/carers 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 you and help signpost you to relevant resources and agencies. She is based at Calthorpe Park 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 newsletters and email, and all parents/carers are members of HSA upon your child starting school. Please look at our web page for further information.

<https://www.heathersideinfantschool.co.uk/>

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 SENCO (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 SEND and may be able to provide you with further support above that of the school.

[Hampshire's Local Offer for Special Educational Needs and / or Disabilities | Family Information and Services Hub \(hants.gov.uk\)](https://www.hants.gov.uk/SEND)

The most important point to note with any concern, worry or question is to 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.