

## Lymington CE (Aided) Infant School



### The School's SEN Information Report Based upon Clause 65 of the SEN Regulations

Lymington CE (Aided) Infant School is an inclusive mainstream school setting which has no additional special needs resource. The school building is a single storey building and is open-plan, where all six classes, library and IT suite open onto a shared central area. The school is generally oversubscribed with the maximum 30 pupils per class, capacity for 180 pupils in all. The school has a policy for special educational needs and disabilities (SEND), detailing how we identify and provide for children requiring additional support. The school caters for children with a wide range of additional needs, categorised under the four areas of SEND Communication and Interaction (CI), including speech and language difficulties, and children with Autistic Spectrum Disorder, Cognition and Learning (CL), Social, Emotional and Mental Health difficulties (SEMH) and Sensory and/or Physical (SP), including visual, hearing or multi-sensory impairment.

#### **How does the school know if children need extra help?**

We aim to identify children who may need extra help at the earliest possible instance so that we can support their needs before they escalate or cause distress. We assess and record each child's progress and skills in key curriculum areas on an on-going basis throughout the school; this is done by class teachers who make observations, record and review the progress of all pupils.

We know pupils need additional help when:

- concerns are raised by parents/carers, teachers or the child
- liaison with a previous pre-school/school raises a concern
- limited progress is made
- there is a change in the pupil's behaviour or progress

#### **How does the school identify if a child has a special educational need?**

We also use other information to identify if a child needs extra help. This includes using information from teachers' records, talking to the child, talking to parents/carers, as well as discussion with the Inclusion Manager. Information from other professionals involved (e.g. speech therapists) and information about other areas of development, e.g. behaviour, dexterity, social skills, also helps us to identify children who may need extra help in these areas. We also use a range of diagnostic and standardised tests to identify areas of need or indicate a child is performing significantly below age related expectations.

These include:

- Particularly low scores using Dyslexia Early Screening Test (DEST) at the end of the Reception Year
- Language Link assessment used with concerns over comprehension of language as a precursor to making referrals to the Speech and Language Therapy Service
- Word Recognition and Phonics Test (WRAPs) test to assess a child's reading age against their actual age

- Spelling test (Vernon) to assess a child's spelling age against actual age
- Reading diagnostic assessment (Alpha Assess) and Salford Sentence Reading Test
- Maths Screening Program (Sandwell test)
- Completion of a Boxall Profile for children with behavioural or emotional difficulties
- Health diagnosis through a paediatrician
- Liaison with external agencies e.g. speech and language therapists and health care professionals
- Review: Pupil progress is regularly reviewed through assessment and discussion with the class teacher, Inclusion Manager and parents.

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

We aim to work closely with parents/carers to support all children. We encourage parents to share any concerns that they may have about their child's learning with the class teacher as soon as possible. The Inclusion Manager and Headteacher are also available to discuss concerns as appropriate. Class teachers will inform parents/carers of any concerns that they may have so that the school and parents can work together effectively.

The class teacher is the initial point of contact for responding to parental concerns. If you have further concerns then contact The Headteacher (Miss Morris) or Inclusion Manager (Miss Bull) or Parent Family Link (Mrs Bateman). The SEND Governor, James Beer may also be contacted via the school e-mail address.

### **How will I know how Lymington Infant School supports my child and how will I be helped to support my child's learning?**

- The class teacher will plan each pupil's education programme. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- Should a child be identified as needing additional support in a specific area such as numeracy or literacy (including phonics and reading), they may be placed in a small focus group to target their need. SMART targets are set and reviewed at least half termly for children on the SEN Register. Their rate of progress is tracked to ensure that interventions and support are effective. Small focus groups will be run by the class teacher and teaching assistant. The length of time for this intervention will vary according to the need but will generally run from six weeks to a term. The interventions will be monitored throughout, and regularly reviewed by all involved, to ensure the effectiveness of the provision and to inform future planning. Each class will have a provision map outlining the range of additional provision planned for each term and timings of the intervention.
- Pupil progress meetings are held each term. This is a meeting between the Senior Leadership Team, Inclusion Manager and the class teacher to discuss progress. Such shared discussions may highlight any potential problems in order for further support to be planned.
- Occasionally, a pupil may need more expert support from an outside agency such as the Paediatrician, Educational Psychologist Team or the Solent NHS Trust children's Therapy Team. In such instances, a referral will be made with your consent and forwarded to the appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

Once a decision has been made in consultation with the child's parents/carers that a child requires additional support, the teacher and the Inclusion Manager will collect all the available information about the child's learning and needs. This helps us to make the best decision about what support will be most suitable and effective. Class teachers work with the Inclusion Manager in drawing up, monitoring and assessing an appropriately adapted teaching and/or learning approach. With

permission from the parents/carers, advice may be sought from outside agencies including Health Services if appropriate. An Individual Education Plan (IEP) will be drawn up where the provision will be different from, or additional to, the normal class differentiation. It may be that this additional support is best delivered by the teacher or teaching assistant in class. Where possible, pupils are included through differentiation in class based activities.

Extra support might also be in a small group or individual teaching sessions with the Inclusion Manager or support staff. Specialised programmes of work or access to personalised or special learning programmes or materials may be implemented to support pupils. The details of the support that the child will receive, and by whom, is included in the IEP. The class teacher and Inclusion Manager will carefully monitor the child's progress. Copies of teachers' weekly plans, assessments in class and monitoring information are made available to the Inclusion Manager for this purpose. A review of this progress, involving parents/carers, will take place each term. Pupils are encouraged to be involved in this review through pupil voice, taking ownership of their targets, motivation and success.

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

When matching the curriculum to the child's needs the class teacher will consider the following:

- the strengths, experiences and language which the pupil brings to the learning situation and how these can be developed
- the particular skill or subject-matter which has to be learned
- the pace of learning
- the curriculum material being used
- any special equipment which may be needed, including IT
- the positioning of the pupil in the classroom
- the composition of teaching groups
- access to adult or peer support
- the structure and organisation of the learning task (e.g. breaking down instructions and learning tasks into manageable steps)
- how the requirements of the task are communicated to the pupil
- how the pupil is expected to respond, i.e. the way in which learning is demonstrated
- any special arrangements which may be necessary for motivating the pupil
- any special care or consideration which may be necessary in the approach to behaviour management or pastoral response.

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum alongside their peers. Teachers may work with the pupil in a small focus group or 1:1 to target needs that are more specific.

If a child has been identified as having a special need, they will be given an Individual Educational Plan (IEP). Targets will be set according to an individual's area of need. These will be monitored by the class teacher throughout the half term and by the Inclusion Manager three times per year. A copy of the IEP will be given to the parents/carers when provision and targets are discussed, and reviewed at Parent Consultation evenings held termly. If appropriate, specialist equipment may be given to the pupil, e.g. pencil grips, writing slopes, easy-use scissors or individual workstations.

### **How will I know how my child is doing?**

All class teachers keep comprehensive records of learning for each child in their class. This information is used to monitor progress and to plan the next steps in learning. Each child's progress is tracked carefully and measured against nationally defined age related learning outcomes for each

year group (Early Years, Year 1, and Year2). The Inclusion Manager and the Assessment Co-ordinator also carefully monitor each child's progress.

Teachers are happy to talk informally with parents at the end of the school day. Mornings tend to be busy times when children are coming into classes so this is not a preferred time for parents/carers to speak with teachers, unless it is to pass on important information which will impact on the school day. Parents/carers are kept informed about how well their child is progressing at Parents' Consultation Meetings held throughout the year. Teachers will discuss how well children are progressing and any concerns with parents/carers at these meetings.

Parents/carers may also arrange to meet with their child's teacher at other times that are mutually convenient. A written report of the child's progress in all areas of the curriculum is given to parents/carers in the summer term. Parents/carers of children who have special educational needs/disabilities will be able to discuss IEP targets and provision during a review with the class teacher (and/or Inclusion Manager) at least termly.

If parents/carers would like to discuss progress with the Inclusion Manager, they may make an appointment. Concerns are usually discussed with the class teacher in the first instance and the Inclusion Manager is kept informed.

Both class teachers and the Inclusion Manager will always make themselves available to meet with parents/carers at a mutually convenient time.

We have an open door policy and welcome discussions with you about your child and their progress. The class teacher will be available at the end of the day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or Inclusion Manager by visiting the school office.

If your child's class teacher has any concerns about your child, they will invite you to meet with them in school to discuss this in order to plan for their provision.

### **How will you help me to support my child's learning?**

- Your child's class teacher may suggest ways in which you can support your child with their learning at home.
- Miss Morris (Headteacher), Miss Bull (Inclusion Manager) or Mrs Bateman (Parent Liaison) may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs.
- If outside agencies or the Educational Psychologist have been involved, suggestions are often provided to support your child at home.

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

#### **Safeguarding:**

All staff have responsibility for the children's overall well-being. The Headteacher and Deputy Headteacher, who have responsibility for Child Protection, work together with all staff to ensure that any concerns about well-being are quickly addressed. All staff are trained in Child Protection procedures and are aware of their responsibilities. The school's Values and Golden Rules focus on the well-being of the pupils in school. All pupils learn about personal, social and health education.

#### **Pastoral Support:**

Further support regarding well-being, such as nurture and social skills groups may also be useful, depending on the needs of the child.

The school offers a variety of pastoral support for pupils who are encountering emotional difficulties. These include:

- Members of staff such as the class teacher, Parent Liaison worker and Inclusion Manager who are readily available for pupils who wish to discuss issues and concerns.
- 1:1 emotional support through Emotional Literacy Support Assistant (ELSA) sessions to provide children with time to talk and address worries.

### **Pupils with medical needs:**

- All staff have attended basic first aid training.
- Staff receive Epipen training, which is delivered by the school nurse.
- Where necessary and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.
- Where a child follows a Physiotherapy or Occupational Therapy programme, outside agencies will support and guide staff as appropriate in order to deliver part of their programme in school.

The Governors of Lymington Infant School are responsible for entrusting a named person, Veronica Crowley to monitor Safeguarding and Child Protection procedures. She is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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

The Inclusion Manager attends training and update meetings in order to ensure that staff within the school are able to provide for all pupils with additional needs. Support staff attend specific training in order to deliver SEN programmes such as ELSA, Precision Teaching and Speech and Language support. At times, it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Educational Psychology Team
- Children's Therapy Services – including Speech and Language Therapy (SALT), Occupational Therapy (OT) and Physiotherapy (PT)
- Paediatrician
- Child and Adolescent Mental Health Support Team (CAMHS)
- Outreach Support
- Inclusion Team
- Social Services
- Child Protection
- School Nurse
- Education Welfare Officer

Within our school we also use our ELSA (emotional literacy support assistant) and our Parent Support Advisor.

## **How will you prepare and support my child with transitions (to join the school or transfer to a new school).**

The school holds open meetings for prospective parents annually in October. The school ethos and environment are clarified and parents are welcome to discuss their children initially at this stage.

Once a child's place is allocated to the school parents are invited to a 'new parents' meeting where there is further opportunity to discuss a child's needs and the school also request parents highlight in writing any area of special need their child may have.

Visits to pre-school settings are undertaken by the Reception Teaching team to ascertain a child's particular need/requirement. This is also followed up by three visits to the school of the children with their parents/carers.

Additional aids to transition may also be provided where it is deemed necessary e.g. additional visits, a special welcome book with photographs and /or social story. Further meetings may be planned where other specialist agencies may attend to identify particular needs for the transition to school.

Pupils transferring into the school at other times of the year may also require specialist meetings and/or resources to support them in the transition.

Additional provision may also be required when moving to a new class within the school or when transferring to the Junior School and their next phase of education.

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

We believe that the complaints procedure enables concerns to be dealt with an open professional manner, ultimately benefiting the child's education. Concerns or complaints should be brought to the attention of the school as soon as possible. Please see our complaints procedures for further information in the Complaints Policy.

The Governing body has a strategic role in ensuring the appropriate provision of SEN within the school. Regular liaison meetings and Headteacher update meetings keep governors informed of provision and progress.

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

All staff can be contacted via the school office on 01590 673355  
or by email: [admin@lymington-inf.hants.sch.uk](mailto:admin@lymington-inf.hants.sch.uk).

[Headteacher: Ms Julia Morris](#)

[Inclusion Manager: Miss Olivia Bull](#)

[SEND Governor: Mr James Beer](#)

Further information concerning Hampshire County Council's Local Offer is available on their website: [www.hants.gov.uk](http://www.hants.gov.uk).

There is also a link on our school website: [www.lymington-inf.hants.sch.uk](http://www.lymington-inf.hants.sch.uk)