

Cupernham Infant School

SEND Information Report



Status:	Current	Approval Level:	GB
Review Frequency:	Annual	Author/Role:	Deputy Headteacher
Date First Written:	January 2024	Date Last Approved:	January 2026
Date of Next Review:	January 2027	Statutory:	YES
Source:	School/HCC	Any Changes:	No

“Together We Care, We Learn and We Achieve”

“Ready, Respectful and Safe”

At Cupernham Infant School our aim is to ensure all children are inspired to become lifelong learners, regardless of their individual barriers and different starting points. Our core values above clearly state the importance we attach to every child enjoying personal success in their learning, and to working together within a caring community. All children have the right to learn, achieve and participate fully in our lively, engaging curriculum and in the wider school community regardless of their needs, abilities and behaviour.

We work in partnership with families to promote strong attendance for pupils with SEND, providing tailored support where needed to help each child attend school regularly and thrive.

Our school's core approach to inclusion is through our Ordinarily Available Provision (OAP) which refers to the support, strategies, and resources within our school. Our OAP is rooted in inclusive, high-quality teaching which is needs-led not label-led. OAP is the first response to meeting children's needs and is designed to remove barriers to learning without the need for a diagnosis, SEND register placement or an Education, Health and Care Plan. It is the culture of the ordinary in every classroom, every day.

What does Ordinarily Available Provision look like in our school?

Our Ordinarily Available Provision includes, but is not limited to:

- High-quality, inclusive teaching where lessons are adapted to meet a range of learning needs through effective scaffolding, modelling, questioning and feedback
- Reasonable adjustments to teaching, learning and the environment to ensure all children can access learning, in line with the Equality Act 2010

- Flexible classroom practices, such as visual supports, clear routines, chunked instructions, adapted resources and opportunities for movement or sensory regulation
- Language-rich environments and strategies to support communication, understanding and vocabulary development
- Targeted short-term support such as pre-teaching, catch-up sessions or small group work where appropriate
- Support for social, emotional and mental wellbeing, embedded through relationships, routines and consistent approaches across the school

These approaches are funded through the school's core and notional SEND budget and are expected to meet the needs of most children, including those with emerging or mild additional needs. Ordinarily Available Provision is used to support children at the earliest opportunity and forms the foundation of the school's graduated approach to SEND (Assess, Plan, Do, Review).

When additional support is needed beyond OAP, this is carefully considered through the graduated approach and implemented in partnership with families.

If a child does not make expected progress despite well-implemented Ordinarily Available Provision, the school may consider whether additional and different support is required. At this point, and following discussion with parents/carers, a child may be identified as requiring SEND Support and placed on the school's SEND register.

We use a Person-Centred Planning (PCP) approach to offer a way to genuinely involve our children and their parents in decision making and planning and we work closely in partnership with all our families. We strive for all our children to grow in independence, be resilient and participate fully in school life and the wider community. We endeavour to provide a nurturing learning environment which recognises every child's strengths and needs but also challenges every child to be the best they can be.

What are Special Educational Needs or disabilities?

Definition of Special Educational Needs:

A child has SEN if they have a learning difficulty that calls for special educational provision to be made for them. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age (DfE/DoH, 2014).

Definition of disability:

A child has a disability if they have a physical or mental impairment that prevents or hinders the child or young person from making use of educational facilities of a kind generally provided for others of the same age (DfE/DoH, 2014).

Does my child have SEND?

'A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided to others of the same age in mainstream schools or mainstream post-16 institutions.' (DfE/DoH, 2014)

What does Cupernham Infant School offer pupils with Special Education Needs and Disabilities (SEND)?

We are an inclusive mainstream infant school, catering for children from 4 to 7 years old. We listen carefully to our children and his or her parents/carers and work hard to make sure everyone's needs can be met. We believe that every child is an individual and we are fully committed to providing a learning environment to meet the needs of each child.

At Cupernham Infant School we make provision for children with a wide range of needs, including those who require additional support with communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical difficulties.

How does the school know if a child needs extra support and what should I do if I think my child may have special educational needs (SEND)?

At Cupernham Infant School understanding our children enables us to spark their interest and ensure they make good progress in their learning. It also helps us to understand if a child needs different or extra help to be successful. We have pupil progress meetings every 10 weeks to make sure all the children are learning and achieving. In these meetings we identify any children who have not made the progress we expect and plan how we can help.

We work closely with our preschools, nurseries or previous schools to identify any special educational needs children may have prior to them joining us. Once children are in school, we continually monitor and assess the progress of each child. The class teacher will recognise if any child has special educational needs or if they have a learning difficulty which calls for special educational provision to be made for them. This will be identified in consultation with Mrs Jen Turski, the Special Educational Needs and Disabilities Co-ordinator (SENDCo), who manages the Special Educational Needs and Disabilities (SEND) provision within the school, and in partnership with parents/carers. SEND identification and provision follows the Government SEND Code of Practice 2015, which gives schools very clear and specific guidelines.

What should I do if I think my child may have special educational needs (SEND)?

Cupernham Infant School offers an open-door policy, and teachers are always happy to meet parents to discuss their child's needs and progress.

We would urge parents/carers with any questions and concerns regarding their child's progress, or those who believe their child may have an area of need, to talk to the class teacher or our SENDCo. We believe working in partnership with parents/carers is extremely important and we value their extensive knowledge of their child. Sharing information and observations from home and school helps us to understand the child's needs and provide them with appropriate provision to enable them to be successful.

If it is deemed appropriate, following a discussion between the parents/carers, class teacher and the SENDCo, a child will be placed on the SEND register. This child will be given a Personal Plan including SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets set to help them to bridge the gap in their development or learning. They will remain on the register until they no longer require additional support.

How can I contact the SEND Coordinator?

Our SENDCo at Cupernham Infant School is Mrs Jen Turski and she can be contacted by email at: adminoffice@cupernham-inf.hants.sch.uk or phone: 01794 514494.

How will the school support my child? Who will plan and oversee the work with my child and how often?

The class teacher is responsible and accountable for planning work for each child with identified SEND in their class and will use their best endeavours to ensure that progress is made in every area of the curriculum. Class teachers work through an 'assess, plan, do, review' process when identifying potential barriers for children, and will use high quality teaching as well as their thorough understanding of how pupils learn best in order to help them make progress. If, despite teachers adapting and reviewing their provision, a pupil does not make adequate progress, then further assessment/investigation, support and monitoring will be done.

If, after liaising with the SENDCo, it is decided that a child requires additional provision/intervention, the child will be placed on the SEND register. This is a list of all the pupils requiring provision that is 'additional to or different from' the majority of other pupils of the same age.

The register is held by Cupernham Infant School/Hampshire County Council and if a child is to be put onto the SEND register, a discussion will take place between the SENDCo/class teacher and parents to ensure a clear understanding of this process. The class teacher will complete a 'Pupil Profile' for these pupils, set personalised targets and record all of the SEND support a child receives. This Intervention Record is shared with parents. The child's

progress will continue to be monitored closely by the class teacher and SENDCo and communicated with parents regularly.

There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group if this is seen as necessary by the class teacher. The intervention and regularity of these sessions will be explained to parents when the support starts and will be reviewed regularly.

The SENDCo works in partnership with the class teacher and pastoral team and if agreed appropriate, will set extra provision for our children who require additional support. Each child's progress is closely monitored using a combination of teacher's assessment data, intervention records and observations at school and at home. The class teacher is responsible for ensuring class work is adapted to meet the child's needs and that the learning from their interventions is reinforced in their class work.

The class teacher together with the Senior Leadership Team (SLT), will evaluate the impact of interventions delivered on a half-termly or termly basis during pupil progress meetings.

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

We are committed to early identification of special educational needs and adopt a graduated response to needs (i.e. assess, plan, do and review). The child's needs will be met within a range of flexible, responsive provision. We believe partnership with parents/carers is vital and class teachers will discuss with them their observations and assessments regularly. The class teacher, together with the SENDCo, will discuss the child's needs and decide what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve expected levels appropriate to their age and stage of development.

How does the school know how well my child is doing?

We assess and review the progress of our children with special educational needs in many ways. These include regular ongoing observations and assessments made by the class teacher and LSA during lessons and;

- the use of diagnostic assessments to identify needs, when appropriate, and regular reassessment to monitor the impact of provision in supporting progress.
- pupil progress meetings with the Headteacher, Pupil Premium lead and SENDCo, where teachers have the opportunity to discuss the child's barriers to learning and the support we can provide to ensure progress.
- regular reviews of the child's individual targets on their Personal Plan. The targets set are challenging to support the child to bridge the gap. If the targets are not met, the reasons will be discussed and targets could be adapted with smaller steps or a different approach to ensure success.

- the development of an Education, Health Care Plan (EHCP) for a child with more complex educational needs. This requires further formal meetings to discuss progress as well as next steps in learning.

How will the curriculum be matched to my child's needs and how will my child be included in activities outside the school classroom?

At Cupernham Infant School, all children have access to a broad, balanced, creative and relevant curriculum that is adapted to meet individual learning styles and recognises personal strengths and needs. All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

All work within class is pitched at an appropriate level with an element of challenge, so that all children are able to access the curriculum. However, this can be individually adapted or scaffolded where temporary supports to help complete a task or acquire a skill further are provided and a personalised plan is written to ensure progress is made. Careful scaffolding enables all children to access a lesson and be independent in their learning, at their level.

Adaptation may be through the type of resources provided, the expectations set, or through the amount or type of adult support required.

The teacher plans for all learners in their class. When a child requires a specific group or individual intervention, this might be led by a Learning Support Assistant but will be overseen by the teacher.

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

The class teacher, together with members of the Senior Leadership Team, will meet to discuss a child's needs; deciding what support would be appropriate.

Individuals will require varying levels of support in order to narrow the gap to achieve age-expected levels and master the key objectives.

On-going discussions with parents will continue throughout a child's journey at Cupernham Infant School to explain the support and progress of their child.

What strategies, equipment and resources does Cupernham Infant School use to engage all children including children with SEND in all activities?

A wide range of strategies, equipment and resources are used to enable children with SEND to access and engage in all learning. Some examples of these include:

- Adaptive teaching approaches
- Clear modelling and scaffolding
- Adjusted pace and chunked instructions
- Opportunities for movement or sensory regulation
- Flexible small group support enabling your child to have more time with the teacher.
- Adapted equipment and resources, enabling learning objectives to be met by all; for example, with the use of technology such as iPads and talk tins.
- Adapted questioning, in order to make activities accessible with vocabulary simplified where necessary.
- Resources and displays which support independence, such as a visual timetable, now and next boards, reminders and prompts.
- Language-rich environments and strategies to support communication, understanding and vocabulary development
- Targeted short-term support such as pre-teaching, catch-up sessions or small group work where appropriate
- Support for social, emotional and mental wellbeing, embedded through relationships, routines and consistent approaches across the school including Thrive approach and ELSA
- Routine feedback to children so they know what aspects of their work they are doing right and which they need to improve on.
- Individual support – on a one-to-one basis for high support levels.

How are the school's resources allocated and matched to children's SEND needs?

We ensure that all children who have special educational needs have the appropriate resources to meet their needs.

We have a team of LSAs who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs or those of individuals including ELSA (Emotional Literacy Support Assistant) and SALT (Speech and Language Therapy).

The resources are allocated on a needs basis. The teacher will plan support for the children who have the most complex needs, with guidance from the Senior Leadership Team. Special educational provision may involve the child working with an LSA or class teacher through group work or a 1:1 session.

What support will there be for my child's overall wellbeing?

We are an inclusive school and celebrate diversity. Children need to be emotionally and socially secure in order to learn and all staff believe a child's well-being is crucial to their success. We have a very caring and nurturing team who work together to look after all our children's needs.

The class teacher is primarily responsible for the pastoral, social and medical needs of every child in their class. If additional support is required, the class teacher liaises with the SENDCo for further advice. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Support team.

The school has ELSAs (Emotional Literacy Support Assistants) and a Child and Family Support Worker (CFSW), who work under the direction of the SENDCo, with children requiring additional social or emotional support.

Our ELSAs also run nurture and social skills groups which support children to recognise and manage possible barriers to their learning. In addition, our family support worker provides a listening ear and offers support, advice and guidance to our children and their families.

As a school, we are informed by the Trauma Informed Schools UK to address the children's mental health in schools and communities.

How does the school manage the administration of medicines?

Parents/carers need to contact the school office and class teacher if medication to be taken during the school day has been prescribed by health professionals. All staff have regular training and updates of conditions and medication affecting individual children so that we are able to manage medical situations.

The school has a policy for Supporting Pupils with a Medical Condition Policy, which can be found on the school website at: <https://www.cupernhaminfant.com/policies>

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

Our SENDCo has passed the National Award for Special Educational Needs Co-ordination from Winchester University and regularly attends local SENDCo Network meetings working closely with colleagues in the area.

As a school we work closely with any external agencies we feel are relevant to an individual child's needs within our school, such as Outreach supports, Primary Behaviour Support, health professionals, including GPs, school nurses, clinical psychologists, paediatricians, speech & language therapists or occupational therapists, social services and educational psychologists.

Every local authority is required to publish information about services that are available in their area for children and young people with SEND and services outside of the area that children and young people from their area can also access. This is known as the 'Local Offer'; the Hampshire Local Authority 'Local Offer' can be found at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

What training have the staff supporting children with SEND had or are currently having?

The SENDCo attend conferences and regular meetings with Hampshire Inspectors and SEND Officers to keep up to date with current initiatives and resources.

We have two members of staff trained as an ELSA who receives regular support from the Educational Psychologist team.

All of our LSAs receive training in delivering interventions and supporting high quality teaching. This can take the form of external courses, internal INSET days and the weekly LSA meetings where good practice is shared.

LSAs who work with specific children who have health care needs, have received specific training where appropriate.

How are the school governors involved, and what are their responsibilities?

A member of our Governing Body is responsible for SEND monitoring and meets regularly with the SENDCo. They undertake regular training and also report to the full governing body to keep everyone informed. The governors agree priorities for spending within the SEND budget, with the overall aim that all children receive the support they need in order to make progress.

Our SENDCo reports to the governors termly to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. Governors monitor the progress of all groups of children and consider appropriate funding for everyone.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life through our pupil voice system. This is usually communicated through the School Council which has an open forum for any issues or viewpoints to be raised.

All children review their progress on a regular basis as part of their learning. Children on the SEND register will review their progress and set new targets on a termly basis with their class teacher or LSA. If your child has an EHCP their views will be sought before any review meetings.

Our SENDCo has undertaken Personal Centre Planning (PCP) training and we use the PCP approach to allow children to contribute their views in an age appropriate and safe environment.

How does Cupernham Infant School evaluate the effective provision for children with SEND?

At Cupernham Infant School, the provision for our children with SEND is closely monitored and evaluated. Termly meetings between teaching staff, parents/carers and the SENDCo ensure SEND Support plans are reviewed and the progress made by children is evaluated. Where interventions have not been successful, further support or alternative approaches are put in place. This may also include seeking further advice and recommendations from professionals for staff to build into future support plans.

Teaching and Learning is monitored through lesson observations, learning walks and book scrutinies. In addition to this, our SENDCo monitors the effectiveness of interventions through collecting evaluations and assessments completed by staff working directly with the child. The deployment of staff is monitored and reviewed on a regular basis, this is to ensure the skills and areas of expertise are matched to areas of need.

The Senior Leadership Team with termly Pupil Progress Review Meetings monitors ongoing assessment of pupils with SEND. The progress of children with SEND is considered within the context of the whole school, and then assessed against national averages. Where necessary, further interventions will be put into place for children who are not deemed to be making adequate progress.

Our SEND Governor meets regularly with the SENDCo to monitor the effectiveness of the SEND provision in school and reports to the full Governing Body.

How will the school prepare and support my child when joining the school and transferring to a new school?

We encourage all new children to visit the school prior to starting to be shown around the school. For children with SEND, we would encourage further visits to assist with familiarisation with the new surroundings.

We liaise closely with our preschools, nurseries or previous schools prior to children starting and where possible visit children in their preschool settings. We also liaise with SENDCo from the junior school during transition to this school. All schools ensure all relevant paperwork is passed on and all needs are discussed and understood before they begin. We write transition booklets and social stories for children if transition is potentially going to be difficult.

We hold Transition Partnership Agreement (TPA) meetings with parents, pre-schools and junior schools, as appropriate, to ensure all stakeholders can support the smooth transition to and from different settings. We liaise closely with staff at other settings when receiving and transferring children to ensure all relevant paperwork is passed on and all needs are discussed and understood. We also write social stories with children if transition is potentially going to be difficult. When our more vulnerable children are preparing to leave us for a new school, typically to go to junior school, we arrange additional visits with a

programme specifically tailored to support their transition which includes target setting to help ensure that the child is happy and secure before the beginning of the new school term.

Who should I contact if I am considering whether my child should join the school?

Please contact the school office to arrange to meet the Headteacher, Mr Wells or our SENDCo, Mrs Jen Turski who would be available to discuss how the school could meet your child's needs. Mrs Turski can be contacted by email at: adminoffice@cupernham-inf.hants.sch.uk or phone: 01794 514494.

Please also refer to our SEND policy on our website at: <https://www.cupernhaminfant.com/sen-disability-report>

Who do I contact for further information?

The first point of contact would be your child's class teacher or Mrs Jen Turski, our SENDCo. Mrs Turski can be contacted by email at: adminoffice@cupernham-inf.hants.sch.uk or phone: 01794 514494.

If you require further information you can also contact:

- Local Authority SEND Department on 01329 316165.
- [Hampshire County Council's Local Offer](#)

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

We are always keen to work in partnership with parents/carers and always encourage them to talk to the class teacher initially about any concerns. We are open and honest with parents/carers and hope that they are able to do the same with us.

- If this does not resolve the concern, then parents/carers are able to contact the SENDCo, Mrs Turski by email at: adminoffice@cupernham-inf.hants.sch.uk or phone: 01794 514494.
- If this does not resolve the issue, please contact our Headteacher, Mr Wells on 01794 514494.

Our complaints procedure is also available from the school office and on the school website at: <https://www.cupernhaminfant.com/policies/>. This sets out the steps for making a complaint.

This SEND Information Report has been written as required by Section 65 (3)(a) of the SEND (info) Regulations and links to the previously noted Local Authority Local Offer.

It was written in consultation with staff, parents/carers and the Governing Body and will be reviewed annually.