

Cupernham Infant School
Special Educational Needs Information Report
Next Review Date: January 2020



“Together we care, we learn and we enjoy success”

1. The Kinds of Special Educational Needs for which provision is made at the school

Cupernham Infant School is a three form entry mainstream infant school. Our core values 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 engaging curriculum and in the wider school community regardless of their needs, abilities and behaviour. We are therefore a fully inclusive school, dedicated to working within our means and together with HCC and outside agencies so as that all children, including those with additional and with special education needs, reach their potential and are fully engaged in all aspects of school life.

2. Information, in relation to mainstream schools and maintained nursery school, about the school's policies for the identification and assessment of pupils with Special Educational Needs.

<p><i>How does Cupernham Infant School know if children need extra help and what do I do if I think my child has special educational needs?</i></p>	<p>We have a range of different ways in which children are identified as having special educational needs, these include the following:</p> <ul style="list-style-type: none">• Information passed on during liaison with previous pre-schools/schools• Valuable information shared by a parent/carer
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	<ul style="list-style-type: none"> • The class teacher will recognise when a child has a learning difficulty which calls for special educational provision and will consult with the SENCo. • Observations and assessments which may indicate that a child is performing below age expected levels • Liaison with outside agencies, for example speech and language therapists <p>If you feel your child has special educational needs please talk to us. We offer an open door policy and your child's class teacher or Mrs Michelle Pattison (Special Educational Needs Co-ordinator) will happily respond to requests to discuss how your child is getting on and will always be pleased to offer support and advice about the best way to support your child. We aim to develop positive, trusting relationships with parents as this partnership is essential in providing the best possible education for your child.</p>
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3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:

<p>a) How does Cupernham Infant School evaluate the effectiveness of its provision for such pupils</p>	<p>All children receive appropriate education through reasonable adjustments being made that consider the needs of all learners. Please refer to our SEND policy which sets out how we work together to meet identified needs.</p> <ul style="list-style-type: none"> • The school has a system for observing, assessing and recording the progress of all children which will identify where progress is not in line with expectations and children who may have additional needs. • Following discussion between parents, class teacher and SENCO a programme of additional support is organised to meet the child's needs. Assessments of current levels are made prior to and immediately following the programmed support to enable the impact of the support to be measured. • Our SENCo is part of the Senior Leadership Team who work together regularly to review, evaluate and to revise provision.
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b)The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

- Our SENCO regularly reports to Governors to inform them of the progress of children with special educational needs. This information does not refer to individuals and confidentiality is maintained at all times. Two designated governors works closely with our SENCo and are responsible for special educational needs and for effective inclusion.

There are many ways in which staff within school can assess and review progress of children with special educational needs, these include:

- On-going observation and assessment by class teachers and learning support staff ensures that the progress of every child is tracked throughout the school.
- There are regular and systematic diagnostic assessments to identify need and monitor the impact of provision in supporting good progress.
- Regular pupil progress meetings provide an opportunity for teachers to discuss why children may be facing challenges in their learning and what support can be given to ensure that they progress.
- Regular review of Individual Education Plans (IEPs) with comments made against each target. Targets are challenging, yet achievable. However if a target is not met the reasons for this will be discussed and the target may be adapted to smaller steps or a different approach taken to ensure success.
- For children with more complex SEN they may be part of an IPA (Inclusion Partnership Agreement) or have an individual Education, Health and Care Plan which requires a formal meeting to discuss progress as well as next steps in learning.
- Home school books may be introduced as a useful way of ensuring regular communication with parents about events at home and at school.
- Views of the children & their parents are always part of the reviewing progress.

c) The school's approach to teaching pupils with special educational needs

We are committed to early identification; recognising that different children will require different levels and types of support within an engaging curriculum.

- We maximise the benefits of having 3 parallel classes by grouping children according to their learning needs during the teaching of key skills such as phonics and number.
- Teachers have a very flexible approach to grouping and are always striving to ensure that every child is in the group that is most appropriate for their level of skills within that particular subject area.
- Activities are differentiated at appropriate levels so that all children are able to engage fully and maximise their learning opportunities
- Where appropriate an individualised curriculum may be implemented to ensure progression in key skills
- LSAs (learning support staff) are actively involved facilitating planned differentiated provision, specific intervention programmes and careful observational analysis guided by both class teachers and the SENCO.

d) How Cupernham Infant School adapts the curriculum and learning environment for pupils with special educational needs

Our school is fully committed to making the reasonable adjustments that are needed to meet the needs of all our children with special educational needs. All teachers actively seek to adapt the curriculum to meet individual learning styles, personal strengths and needs.

- The school has undergone significant expansion, creating wider corridors and wheelchair accessibility.
- We have strong links with many external agencies including (but not exclusive to) the educational psychologist, the Speech and Language Therapist, the Behaviour Support Team and the specialist teacher advisory service who regularly visit school to offer support and advice relating to teaching strategies as well as the learning environment and resources within it. We also work with social services, including Locality Teams and social workers.
- For those children requiring additional support, adaptations are made to the curriculum so that extra individual or small group work can take place. To ensure that this is most effective any support is usually

delivered for short periods of time on a regular basis.

e) Additional support for learning that is available to pupils with special educational needs

We aim to meet the needs of every child by providing appropriate, additional support where necessary using the funds that are available.

- Our team of learning support assistants deliver a number of support programmes, under the guidance of the SENCo.
- Parents are kept fully informed of additional support their child receives and the progress they make by a number of means, these can include communication books, informal meetings and termly parental consultations.
- The governors agree priorities for spending within the SEND budget with the aim of enabling all children receiving appropriate support to ensure that they make good progress. They monitor the progress of all groups of children and consider appropriate funding for all.

f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

As part of the creative curriculum our children enjoy a wide range of stimulating school trips and we aim for every child to experience these opportunities.

- All children have access to a broad, balanced creative curriculum involving a wide range of stimulation school trips and activities. We aim for every child to experience these opportunities and will provide the necessary support to ensure that this is successful.
- Prior to any off site trip a risk assessment is carried out to ensure everyone's health and safety will not be compromised. This process may identify the need for additional support or resources to help meet the needs of all children. 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.

g) Support that is available for improving children's

We are an inclusive school with an incredibly dedicated, caring staff team who are fully committed to ensuring that every child's needs are met.

emotional and social development and their overall wellbeing

- Each teacher has overall responsibility for the pastoral, medical and social care of the children in their class.
- However if additional support is required the class teacher will liaise with the SENCO who may then involve outside agencies such as health or social services to ensure that the child is fully supported.
- Within school we have 2 trained ELSAs (Emotional Literacy Support Assistants) who receive training from an educational psychologist and work under the supervision of our SENCO. Strategic support from the SLT ensures consistent levels of care and provision throughout the school.
- A member of staff has had training in delivering Speech and Language programmes and these are reviewed half termly with the Speech and Language Therapist.

Managing medicines

- Our school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office if medication is recommended by health professionals for a specific condition or over a sustained period of time and this has to be taken during the school day.
- All staff receive regular training and updates on medical conditions and medication which affect individual children so that they are able to manage medical situation.
- Where an individual medical plan is in place relevant staff are involved in regular training and reviews led by the SENCo.

Supporting behaviour

- We operate a highly effective positive, whole school behaviour system which is understood and followed by all staff and children.
- If a child requires additional support, individual behaviour systems are introduced in consultation with the child and parents.
- Should the need arise, we work with outside agencies to ensure effective behaviour support.

Children's views

	<p>We strongly encourage children to share their views and feelings within all aspects of their school life. These ideas are valued and respected in many ways:</p> <ul style="list-style-type: none"> • The opportunity to share viewpoints during regular class and school council meetings • Involving children in setting their own IEP (Individual Education Plans) targets with their teacher • If your child has an IPA (Inclusion Partnership Agreement) or EHCP (Education Health Care Plan) then their views will be sought prior to any review meetings • We involve children actively in taking responsibility and determining important aspects of school life, such as at playtimes, lunchtime and in our library use. • All children are taught and supported in being able to discuss their own learning progress, to identify their strengths and progress and to know where, what and how they need to work hard to improve upon.
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4. The name and contact details of the SEN Co-ordinator

Mrs Michelle Pattison is responsible for SEN co-ordination and can be contacted by phoning the school office on 01794 514494 or by using the school's email link. Mrs Pattison is fully qualified and has successfully achieved The National Award for SEN Co-ordination (with distinction) via the University of Winchester.

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured

We are strongly committed to providing our staff with the knowledge and skills they require to effectively support the needs of all children. In order to achieve this we ensure:

- All LSAs have regular SEND awareness raising training and support with the SENCo and training needs are identified and prioritised within the school's annual appraisal and CPD (Continuing Professional Development) programmes.
- All LSAs have taken part in phonics, guided reading and supporting writing training, plus peer observations. Some LSAs have had additional training in supporting maths.
- One LSA has completed specialist training to run an intervention programme for children with significant delay in acquiring basic number skills and concepts.
- LSAs supporting children on an individual basis receive additional training where appropriate from outside agencies this has included outreach support from Shepherds Down Special School and training from the specialist teacher advisory team
- ELSAs attend conferences and regular training with an educational psychologist
- Regular opportunities to gain support and expertise from other professionals supporting specific children. This includes Speech and Language Therapists, physiotherapists, nurses, occupational therapists and social care services.
- One LSA works closely alongside our link speech and language therapist. This specialised knowledge ensures that those children with additional speech, language and communication needs are effectively supported.

6. Information about how equipment and facilities to support children and young people with special educational needs will be secured

- Following significant expansion of the school building we have gained a modernised, more spacious learning environment which is wheelchair accessible. There is a disabled parking bay and toilet facilities which are large enough to accommodate changing.
- We understand that some children may require additional or different equipment/facilities in order to fully access their learning opportunities.
- The close partnership we share with our parents enables us to plan together what type of equipment or adaptations are needed to ensure a positive learning experience for our children.
- Where a need arises we also work closely together with other appropriate services/agencies to receive expert advice regarding specific requirements.

7. The arrangements for consulting parents of children with special educational needs about & involving them in, the education of their child

We believe parents have a vital role to play as partners in the education of their children and consequently we offer 'open door' arrangements as described above to encourage early dialogue together. The first point of contact is your child's class teacher and you can also arrange to meet our SENCo Mrs Pattison. Also we offer:

- Home visits as part of every child's induction into Year R
- Regular parent/teacher consultations with the class teacher & SENCo
- Interactive curriculum workshops where parents have the opportunity to gain a greater understanding of how reading, writing and maths are taught
- Open events such as investigative science days where parents are encouraged to join their children and take part in shared learning activities
- An open door policy means that parents are welcome to make appointments to speak to class teachers, the SENCO or Head Teacher
- There are regular events and activities which involve parents in sharing in and celebrating their child's learning, including class assemblies, concerts, performances, exhibitions, open afternoons and lively learning sessions.
- We encourage and support parents who want to volunteer to help in school.

8. The arrangements for consulting young people with special educational needs about, and involving them in, their education

We nurture, respect and celebrate every child being able to express their views through a range of 'pupil voice' systems including Class and School Councils and also through PSE training.

- Children acquire 'language for learning' so they can be actively involved in their progress.
- Staff record in 'child friendly' ways which are accessible and so used by the children.
- Individual plans are produced collaboratively with staff and are reviewed with the children.
- ELSA support promotes sensitive ways of understanding a child's view or needs.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents or carers of pupils with special educational needs concerning the provision made at the school

The Head Teacher and SENCo, working with governors, make sure the allocated budget, additional funds and resources are used appropriately for pupils with SEND.

- Parents with a complaint are able to contact our SENCo, or the Head Teacher via the school office.
- If this fails to resolve the issues then a parent can submit a formal complaint to the Head Teacher.
- Our complaints procedure is available from the website or the school office and sets out the steps for making a formal complaint.

10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The Governing body, through delegated roles and careful monitoring, works with the Head Teacher and SENCo to ensure that effective use is made of HCC provision together with other local professional services, agencies and voluntary organisations.

- Governors therefore fully support staff in networking, questioning and seeking resources and expertise to enhance school provision.
- We are pro-active members of local partnerships, school pyramids and multi-agency services in order to boost our professional knowledge and skills in supporting the needs of all children in our school.
- The governors are informed both through Head Teacher and SENCO reports and through direct involvement and monitoring within school by delegated governors.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32

If you are considering whether your child should join our school please arrange a visit and seek a meeting with Mrs Clark (Head Teacher) or Mrs Pattison (SENCo). We willingly discuss how the school could meet your child's needs. Our admissions arrangements are determined by the local authority current admissions policy which is on our website.

12. Cupernham Infant School's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

- All children new to the school are encouraged to make an initial visit with their parent/ carer and, if joining 'within year' to then have a supported session in class after which parents meet with the class teacher and, where there is a known need, with our SENCo.
- As a school we have developed close links with our surrounding pre-schools. During the summer term our Year R teachers and where appropriate the SENCo spend time visiting children in each of these settings to begin developing relationships as well as transferring valuable information which is used to ensure every child experiences the most positive start to school life in September.
- Pre-meetings and Inclusion Partnership Agreement meetings are held as needed prior to a child joining our school in order to support successful induction and transition and to enable provision to be planned for effectively. Parents are fully involved in this process as are any outside agencies and professionals already working with the child and family.
- The successful transition of children into Year 3 is equally important and our links with Cupernham Junior School are crucial in facilitating this.
- All Year 2 children are involved in a transition programme of events which provides a fun, interactive way of becoming familiar with their new school.
- For those pupils who may require further support, additional transition opportunities are arranged so that every individual is positively prepared for the next phase in their education.
- We believe that sharing information is crucial in providing successful transition to and from our setting, particularly for those children with special educational needs. Teaching staff have the opportunity to meet staff from other settings to sensitively share relevant information on a confidential basis.

13. Information of where the Local Authority's Local Offer is published

This SEN Information Report has contributed to Hampshire County Council's Local Offer which in time will be displayed on their website. This collates information from all HCC schools to help parents in making informed decisions when deciding upon a school for their child. This document links to our policy and to the local authority offer.

Parents/carers were consulted during the production of this report, below are some of their contributions:

"Cupernham Infant School have made every effort to support my children through school. Staff have always listened to concerns and made every effort to help where necessary. My children have been well supported for learning and for their social and emotional development. Most importantly they have been safe and happy at school. Thank you."

“I am very pleased with how the school has helped my child to settle in and improve this year. He is very happy at Cupernham Infants – thanks.”

“Although my child’s needs change on a daily basis I feel that all the work over the last 3 years has helped us all have an understanding of what works to help him learn. Thank you again for your contribution and support during this time and for your super team.”

This report was written by Michelle Pattison (SENCo) and Lesley Clark (Head Teacher) in consultation with Dawn Astle-McDonald (Vice Chair of Governors). This report will be reviewed annually by school governors and staff.