

Stoke Park Infant School



Special Educational Need and Disabilities (SEND) Information Report

This document has been produced under the requirement of the SEND Information Regulations, under section 69 of The Children and Families Act 2014, and the development of the Hampshire county Council Local Offer.

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Additional reviewers' details	Liz Wilson Resource Provision Manager Emma Charles Head Teacher
Setting	Mainstream Infant School with Resourced Provision for Speech, Language and Communication Needs (SLCN)
DfE number	850/2018
SENCO Name and contact details	Mrs Jane Brennan 02380 601773
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1. The kinds of Special Educational Needs and Disabilities for which provision is made at the school.	Stoke Park Infant School is a mainstream school, which strives to provide the best learning opportunities for all children. The school, including the governing body, recognise that all children are individuals who each have different learning needs. We are a nurturing school, where unconditional and positive regard is given to all members of the school community. We work hard to ensure all children are given the right balance of support and challenge. Stoke Park has a Resourced Provision for children with Speech, Language and Communication Needs (SLCN). This provision has 14 places for children aged between 4 and 11 who have Education, Health and Care Plans for SLCN with additional complex needs. For further information about this provision please contact the Liz Wilson, Resource Manager. At the time of writing this report, the school has 26 children on the SEND register which is 10% of the school population. Of these, 14 children receive support for SEND and 12 have Education, Health and Care Plans (EHCPs), including children in SLCN resource provision.
2. How does the school know if children need extra help and what do I do if I think my child has special educational needs?	We follow the SEND Code of Practice 2015 in how we assess and provide for children with SEND. Please see the school policy for the provision for children with SEND which is available on the school website https://www.stokeparkinfantschool.co.uk Safeguarding policy Behaviour policy Equalities policy Supporting children with medical conditions Admissions policy Information on screening, both universal and targeted We liaise and work closely with our pre-school colleagues to ensure that we have information regarding barriers to learning and SEND before children start school Class teachers continually monitor and assess all our children's academic attainment and progress, as well as their welfare, and will raise concerns about progress or

	learning, both with parents and other senior colleagues. Assessment of children's learning may include a range of diagnostic tools We liaise with external agencies and health professionals in order to benefit from their advice and expertise Parents are encouraged, in the first instance, to raise any concerns with their child's class teacher, who may seek advice and support from other members of staff. Parents are also welcome to contact our Inclusion Manager or our Resourced Provision Manager in the case of children with speech, language and communication needs, via the school office.
3. How will both you and I know how my child is doing and how will you support me to support my child's learning?	Through monitoring, observing and assessing a child's needs, staff work with the Inclusion Manager to put in place appropriate support and provision. The Inclusion Manager, Resourced Provision Manager, Year Group Leaders and Headteacher regularly monitor progress and review provision. Progress is shared with parents at least termly, in parent teacher meetings. At this meeting you will be given information regarding the child's targets and any interventions or support in place at school. You will also be given suggestions for helping your child at home. Parents are encouraged to discuss any concerns regarding progress or a child's wellbeing with their child's classteacher. For further information the Inclusion Manager can be contacted via the school office. At times of transition eg from one year group to the next, you may be offered a transition meeting to discuss progress so far and the strategies needed for further progress. If a child has a more complex SEND, an Education, Health Care Plan may be considered.

4. How will the school staff support my child?	All children are supported by the class teacher who has responsibility for all the children regardless of their strengths or barriers to learning. The teacher will decide on the support needed in collaboration with the Inclusion or Resource Provision Manager and a decision will be made as to who should deliver the support, how frequently and where. Learning Support Assistant deployed as appropriate to the children's needs which could include a range of approaches such as in class support, out of class interventions, small group or individual support.
5. How will the curriculum at the school be matched to my child's needs?	Teachers deliver high quality inclusive teaching which provides support and challenge in relation to the curriculum and stages of development. The school offers a broad and balanced curriculum to support the acquisition of substantive and disciplinary knowledge.
6. How is the decision made about what type of and how much support my child will receive?	Teachers will offer high quality inclusive class teaching and will make regular on-going assessments. The school follows the plan, do, review cycle in line with county guidance. In line with the underpinning principles of Ordinarily Available Provision (OAP), all lessons are delivered with High Quality Inclusive Teaching (HQIT) Appropriate access arrangements will be put into place, according to guidance, for school's informal and statutory formal examinations and testing. Advice from external agencies will be utilised in planning support and identifying outcomes.
7. What activities are available for children with SEND in addition to those available as part of the school's curriculum?	We greatly value opportunities for learning outside of the classroom, and believe <u>all</u> children should be able to participate in these experiences. Prior to trips and visits staff complete risk assessments, which consider the needs of children with SEND, making changes and modifications, where necessary. This may include providing the child with individual adult support throughout the visit when appropriate. If additional support or arrangements are required, we will meet with parents to discuss further. We aim to ensure that all children, including those with SEND, have the chance to participate in school clubs.

8. What support will there be for my child's overall wellbeing?	The social and emotional wellbeing of our pupils is of high priority and the school values a team approach around individual children. Personal, social, health and emotional education (PSHE) provides the opportunity for children to be aware and able to discuss self-esteem, relationships, friendships, team work and issues, such as bullying. A trained Emotional Literacy Support Assistant (ELSA) offers individualised or group support for pupils. Where necessary, a plan will be put in place, in discussion with parents, to support a pupil's wellbeing. Our Home School Link Worker (HSLW) is available to support the child and family beyond the school environment. We liaise with outside agencies, health and social care professionals to ensure that the provision on offer matches children's needs.
9. The name and contact details of the Inclusion Manager.	The Inclusion Manager for Stoke Park Infant School is Jane Brennan. The Resource Provision Manager for Stoke Park is Liz Wilson. Both managers can be contacted via the school office on 02380 601773 or via email: admin@stokepark-inf.hants.sch.uk
10. What training is provided for staff supporting children and young people?	We have links with a range of outside agencies who may offer advice and specific guidance to our school and to families. Referrals may be made to these services where children meet the criteria. Agencies include ○ Therapists for speech and language, physiotherapy and occupational therapy ○ Specialist advisors for hearing impairment, visual impairments and physical difficulties ○ Health services including school nurse and CAMHS ○ Educational psychologists ○ Medical advice such as paediatricians or clinical psychologists ○ Social care ○ Outreach services from Shepherds Down School ○ Primary Behaviour Support Our qualified Inclusion Manager oversees provision within the school and provides support and regular training for teachers and learning support assistants. Our Resource Provision Manager is a qualified teacher, is currently undertaking the SENCO accreditation and provides regular support and advice. The training provided, reflects the needs of the staff and the children we work with.

11. How accessible is the school (indoors and outside)?	Stoke Park Infant school is a circular building built on three levels. These levels are all accessed internally via staircases. Reasonable adjustments have been made to improve accessibility. It is possible to access all levels of the school via a wheelchair. We have a disabled toilet and changing table which are regularly maintained. Additional resources and physical supports are available and may be used to support individual children.
12. How are parents and carers involved in the school? How can I get involved and who can I contact for further information?	It is always our aim to work as closely as possible with parents / carers and to involve them in making decisions about the best ways to meet the needs of their child. Progress is shared with parents termly through termly parent/teacher meetings and written, end of year reports in the summer term. We offer an open door policy and an appointment can be made at any time if parents have concerns with their child's well-being or learning. Formal planning around Individual Outcome Plans, Person Centred Plans and EHCPs will incorporate formal recording of children's views. These may be recorded directly by the child or appropriate support will be put in place in order for their views to be shared and recorded.
13. What steps should I take if I have a concern about the school's SEND provision?	If parent carers are unsure or concerned about any aspect of support or provision for their child they should contact the school office to make an appointment to see their child's class teacher, the Inclusion Manager or the Headteacher.

	If you feel your concern is not resolved, please refer to our complaints procedure which can be found on our website. Support for parents is provided by SENDIASS who can be contacted at https://www.hampshiresendiass.co.uk or on 0808 1645504.
14. How will the school prepare and support my child to join the school, or to transfer to the next stage?	• The Inclusion Manager/Resource Provision Manager and class teachers, will exchange information with staff from other settings to enable the child to transfer smoothly. Where necessary, transition meetings will be held with parents and a written report provided. • There will be individual plans for children according to their needs, such as extra visits, risk assessments, social stories and photographs.

15. Where can I get further information about services for my child?	The SEND information included in this document is provided as part of the Local Authority's Local Offer. The website for Hampshire's Local Offer can be found at: https://fish.hants.gov.uk/kb5/hampshire/directory/service.page?id=BgyVVO7_s4c&familychannel=6-1-3
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Consultation with parents and governors has taken place at a county and school level. It has been approved by the governing body of our school. The SEND Governor is responsible for ensuring it is updated when required.