



Old Basing Infant School

Special Educational Needs and Disability (SEND)

Information Report

At Old Basing Infants we uphold the United Nations Convention on the Rights of the Child.

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

Article 28

Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Introduction

Old Basing Infant School is a 3 form entry mainstream infant school that aims to provide a stimulating, nurturing, inspiring and inclusive learning environment for all its pupils. At Old Basing Infants, all teachers are teachers of all children, including those with SEND (Special Educational Needs and Disabilities). As such, all teachers deliver quality first teaching which takes account of the specific, individual needs of pupils with SEND within the classroom.

Special educational provision is provision that is 'additional to or different from' that made generally available within the classroom (SEND Code of Practice, 2015). This means provision that goes beyond the adapted approaches and learning arrangements normally provided as part of our ordinarily available provision for all children.

At Old Basing Infant School, SEND provision is recorded in the form of an individual education plan (IEP) with targets that are regularly reviewed and monitored. SEND support may also include the involvement of external agencies. Some children may require a higher level of support and will have an education, health and care plan (EHCP).

According to the SEND Code of Practice (2015) SEND can be categorised in to 4 main areas of need:

1. Speech, Language and Communication needs (this includes social communication differences such as autism)
2. Cognition and Learning needs (this includes specific learning difficulties such as dyslexia)

3. Social Emotional and Mental Health (this includes ADHD)

4. Physical and Sensory needs (this includes sensory processing differences and physical disabilities)

Some children may have needs in just one area while others may have multiple needs across more than one area. At Old Basing Infant School, we have a dedicated Special Educational Needs Co-ordinator (SENDCo), our Inclusion Manager, Kate Thompson, who is responsible for the management of SEND provision and support within the school. The SENDCo will also support staff to enable them to provide appropriate assessment and provision for their pupils with SEND.

<p>How does the school know if children need extra help and what should I do if I think my child has special educational needs?</p>	<p>At Old Basing Infant School children are identified as having SEND through a variety of ways including the following:</p> <ul style="list-style-type: none"> • Liaison with preschool/previous school • Information provided by Paediatrician outside of/prior to starting school • Child performing below age related expectations discussed during pupil progress meetings. • Concerns raised by Parent • Concerns raised by teacher for example behaviour or self-esteem is affecting performance in class or wellbeing. • Liaison with external agencies i.e. physical development, Speech and language development • Specific school assessments e.g Speech and Language screening and dyslexia screening.
<p>How will I raise concerns if I need to?</p>	<ul style="list-style-type: none"> • Talk to us. We are open and honest with parents and aim to build positive relationships between school and home. Firstly, contact your child's class teacher about any concerns. • Make an appointment to meet with our Inclusion Manager, Mrs Thompson or attend one of our SENDCo drop – in sessions which are available for parents twice a term and dates for these are published in the school newsletter. Appointments can be made via the school office.
<p>Who will oversee, plan, and work with my child and how often?</p>	<ul style="list-style-type: none"> • The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made in every area. • Our Inclusion Manager oversees all support and progress of any child requiring additional support across the school. • The class Learning Support Assistant (LSA) may work with your child individually or as part of a group to deliver specific interventions; if this is seen as necessary by the class teacher. • A Special Needs Assistant (SNA) may support your child with other interventions during the week. This may be for reading and writing, maths, speech and language, fine and gross motor skills or social and emotional needs. • The Emotional Literacy Support Assistant (ELSA) may work with your child if need is related to social, emotional or mental health.
<p>How will staff support my child and how will the curriculum at Old Basing be matched to my child?</p>	<ul style="list-style-type: none"> • All class teachers are trained to support SEND children in their class and provide them with the relevant support needed to progress as expected. • All teachers will adapt their teaching and tasks within the class to ensure that all children can access the learning. These adaptations will allow SEND children to work independently as well as in group situations and with adult support in order to ensure that they are not

	<p>dependent on support and understand the importance of working independently as well.</p> <ul style="list-style-type: none"> • If a child has particularly severe cognitive development then adaptations will be made to the child's learning to ensure that they are working at an appropriate level for them whilst being challenged and have the necessary skills developed. Every child will still access all areas of the curriculum and be involved in all lessons and trips. • Depending on a child's need they may also be taken out of class on a regular basis, in small groups or individually for specific interventions to develop particular skills that they may have difficulties with.
<p>Who will explain the support to me?</p>	<ul style="list-style-type: none"> • The class teacher will meet with parents on at least a termly basis to discuss your child's needs, support and progress. • For further information Mrs Thompson (Inclusion Manager) is available to discuss support in more detail. You can phone the school office and make an appointment to see her at any time during the school year.
<p>How are the governors involved and what are their responsibilities?</p>	<ul style="list-style-type: none"> • The Inclusion Manager reports to the Governors every term 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. • 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
<p>How does the school evaluate the effectiveness of its provision for SEND pupils?</p>	<ul style="list-style-type: none"> • The class teacher, Inclusion Manager, Head Teacher and Assessment Manager (Deputy Head Teacher) all track the progress of children with SEND using termly assessment data. • Children on the SEND register for reading and writing difficulties are also assessed using the WRaPS (Word Recognition and Phonic Skills) assessment tool to measure their reading age and track how many months progress they make. • We also calculate the ratio gain of progress made by these children as the aim is for children to be making at least double the expected rate of progress while receiving specific interventions. • Children on the register will also have an IEP (Individual Education Plan) which will consist of specific targets that will be updated as the children achieve them.
<p>What opportunities will there be for me to discuss my child's progress?</p>	<ul style="list-style-type: none"> • We offer an open-door policy where you are welcome at any time to make an appointment to meet with either the class teacher or Inclusion Manager and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. • We believe that your child's education should be a partnership between parents and teachers; therefore, we aim to keep communication channels open and liaise regularly with parents, especially if your child has complex needs. • If your child is on the SEND register they will have an Individual Education Plan (IEP) which will have individual targets on it that will be reviewed every few weeks and new targets will be set. The IEPs will be shared with parents and a meeting will be held every term to discuss progress.

	<ul style="list-style-type: none"> • If your child has complex SEND they may have an EHCP (Education, Health and Care Plan), which means that a formal meeting will take place to discuss your child's progress and a report will be written. • Parents' evenings are also held twice a year and we hold 'Open Afternoons' where parents can come into school to look at their child's work with them to see what they have been producing and the progress they are making. • If your child has complex/severe needs and has a specific Special Needs Assistant who works with them daily on a 1:1 basis a communication book will be used between parents and the SNA to record daily events/issues.
<p>How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> • As a school we measure children's progress in learning against National expectations and age related expectations. • The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 2, using a variety of different methods. • Children who are not making expected progress are picked up through Pupil Progress meetings with the Class teacher and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulties and what further support can be given to aid their progression. • A child's IEP will be reviewed as a continual process and class teachers and LSAs can then see immediately if a child is not making the expected steps towards achieving their target and will either introduce new support programs or adapt the target into a more achievable goal.
<p>What support will there be for my child's overall well being?</p>	<ul style="list-style-type: none"> • Old Basing Infant School is an inclusive school; we welcome and celebrate diversity. We aim to create a safe and supportive environment where children feel valued and respected resulting in high self-esteem which we feel is crucial to a child's well-being. We have a caring, understanding and compassionate team looking after our children. • We have weekly 'Celebration Assemblies' where staff can highlight children's particularly impressive achievements in their learning. The emphasis is demonstrating the school values. • The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore, this would be the parents' first point of contact. If further support is required the class teacher liaises with the Inclusion Manager/Head Teacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Support Service. • The school also has Mrs Ball who is an ELSA (Emotional Literacy Support Assistant). She works under the direction of the Inclusion Manager, with vulnerable children and parents during the school day. Her work is invaluable in supporting the most emotionally vulnerable children and their families and she deals with a wide range of emotional needs.

<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • Parents must bring medication into school and administer the medicine to their child when required. •The school have an Administration of Medicines and Treatment Consent Form which can be used in necessary cases and will be used if a child has an inhaler. •Any children with severe allergies (such as nuts, gluten and plasters) have their photographs and medical information distributed in key areas around the school so that all staff are aware of their needs. • As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations. E.g. Epi pen emergency medication.
<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<ul style="list-style-type: none"> • As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils • After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour. Parents will always be informed if it is a particularly concerning incident. • If a child has significant social, emotional or mental health needs, an Individual Education Plan (IEP) is written to identify the specific issues, put relevant support in place and keep everyone safe. These are often written with guidance from external agencies such as Primary Behaviour Support or Educational Psychology. • Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Head teacher. Good attendance is actively encouraged throughout the school and children are rewarded with certificates termly for 'good' and 'excellent' attendance. We have had many successes where families were struggling with lateness but are now able to get their children into school on time.
<p>How will my child be able to contribute their views?</p>	<ul style="list-style-type: none"> • We are a Rights Respecting school where we value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the Pupil Council which has an open forum for any issues or viewpoints to be raised. • Where appropriate, children who have IEPs (Individual Education Plans) discuss and agree their targets with their class teacher. • If your child has a TPA (Transition Partnership Agreement) or EHCP their views will be sought before any review meetings. • Children's views may be sought using signs, pictures or Augmented Alternative Communication (AAC) if they do not communicate using mouth words.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • Our Inclusion Manager is a qualified teacher with over 10 years experience of supporting children with SEND within a mainstream setting. • Four members of the Senior Leadership Team are trained as Designated Safeguard Leads (DSL) in school: Mrs Denning, Mrs Willis, Mrs Sciberras and Mrs Thompson. • One member of staff is a Designated Teacher (for Looked After Children): Mrs Willis

	<ul style="list-style-type: none"> • As a school we work closely with any external agencies that we feel are relevant to individual children’s needs within our school. These include: Primary Support Services GPs School nurse Clinical psychologist Paediatricians Speech & language therapists Physiotherapists Occupational therapists Social services Social workers Educational Psychologists.
<p>What training have the staff supporting children with SEND had or are currently having?</p>	<ul style="list-style-type: none"> • Our new ELSA is in the process of becoming qualified this year and this training is delivered by Hampshire Educational Psychology Team. She receives regular support from this service as needed. • Every year Mrs Thompson attends meetings run by the Hampshire SEN Team to update the school on any new training or support available as well as to share expertise with other schools. • All of our LSAs have had training in delivering reading, spelling and phonics interventions. • We have SNAs who specialise in supporting neurodivergent children. • We have an SNA who is trained to deliver 1:1 literacy interventions to support children with specific cognitive difficulties. • We have an SNA who is specifically trained to deliver interventions and programmes provided by the Speech and Language Therapy service. • One of our LSAs is also trained to deliver a small group maths program for those children who need extra support across Key Stage 1.
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All children are included in all parts of the school curriculum and school trips. We will provide the necessary support to ensure that this is successful. • A risk assessment is carried out prior to any off site activity to ensure everyone’s health & safety will not be compromised. Any children with their own individual risk assessments will be specifically named in any risk assessments for school trips. 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.
<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The school site is wheelchair accessible and is all on one level with ramps at specified fire exits. There is 1 disabled parking space on site. • We liaise with EMTAS (Ethnic Minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language.
<p>How will the school prepare and support my child when joining the school and</p>	<ul style="list-style-type: none"> • We encourage all children new to the school part way through their infant schooling to visit the school prior to starting, when they will meet their buddy and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. All children new to the school

<p>transferring to a new school?</p>	<p>in Year R are given a number of transition visits to the school prior to joining the school in September, to help them to settle in and to allow parents and staff to begin the process of developing a positive and supportive relationship. We would also visit them in their current school or pre-school setting.</p> <ul style="list-style-type: none"> • We write social stories with children if transition is potentially going to be difficult and organise a TPA (Transition Partnership Agreement) in certain cases to ensure that plans and procedures are put in place, in agreement with parents and staff from the child's old setting and our school, to best support the child in their new environment. This will only happen in cases where the child has particularly demanding needs or where transition is going to be an issue for the individual. • When children are preparing to leave us for a new school, typically to go to the Junior School, we arrange additional visits. Our Year 2 teachers liaise with Year 3 teachers and hand over all information about children with specific additional needs of any kind. Year 3 teachers come and teach in Year 2 during the summer term so that children and staff can get to know each other before the transition happens in September. • We liaise closely with schools when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
<p>How are the school's resources allocated and matched to children's SEND needs?</p>	<ul style="list-style-type: none"> • We ensure that all children who have Special Educational Needs and Disabilities are met to the best of the school's ability with the funds available. • We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs. • The budget is allocated on a needs basis. The Children who have the most complex needs are given the most support which may involve an LSA/SNA.
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • The class teacher alongside the Inclusion Manager will discuss the child's needs and what support would be appropriate. • Different children will require different levels of support in order to bridge the gap to achieve age expected levels. • This will be through on-going discussions with parents and teachers.
<p>How do we know if it has had an impact?</p>	<ul style="list-style-type: none"> • By reviewing children's targets on IEPs and ensuring they are being met • The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels. • Verbal feedback from the teacher, parent and pupil. • Children may move off the SEND register when they have 'caught up' or made sufficient progress.
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> • First point of contact would be your child's class teacher to share your concerns. • You could also arrange to meet Mrs Thompson, our Inclusion Manager. • Look at the SEND policy on our website • The Hampshire SENDIASS (Special Educational Needs and Disability Information, Support and Advice Service) can be contacted via the website:

	<p>www.hampshiresendiass.co.uk email: hampshiresendiass@coreassets.com or telephone: 0808 1645504.</p> <ul style="list-style-type: none">• Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk/• Link to the Hampshire SEN Local Offer https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page
Who should I contact if I am considering whether my child should join the school?	<ul style="list-style-type: none">• Contact the school Admin office on 01256 325704 to arrange to meet the Head teacher Mrs Denning or Inclusion Manager Mrs Thompson, who would willingly discuss how the school could meet your child's needs.