



# Hook Infant School Special Needs Information Report

## What is the Special Needs Information Report?

The Children and Families Bill (2013) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs (SEN). The purpose of the Local Offer is to enable parents and carers to see more clearly what services are available for children with SEND (Special Education Needs and Disabilities) in their area and how to access them. The information below provides details about how Hook Infant School provides for children with SEN. If your child has a Special Educational Need they have a need for their education provision to be tailored specifically to them. They will therefore need to be provided with opportunities that are additional to or different to the majority of their peers.

	Questions	School Response
1	<b>How does the school know if children need extra help?</b>	<p>At Hook Infant School children are identified as having a special education need (SEN) through a variety of ways:</p> <ul style="list-style-type: none"><li>• Before entry to Year R we liaise with playgroups and pre-schools</li><li>• Concerns raised by class teachers</li><li>• Concerns raised by parents or carers</li><li>• Outcomes of standard screening tests</li><li>• A diagnosis from a paediatrician</li><li>• Involvement with external agencies such as Educational Psychologist, Speech and Language Therapist, Physiotherapy and Advisory teachers for the visually impaired, hearing impaired and physical disability.</li></ul>
2	<b>How will I raise concerns if I need to? What should I do if I think my child has special educational needs?</b>	<ul style="list-style-type: none"><li>• We have an open door policy and welcome parents/carers approaching us with any concerns that they have. Please see the adult at the classroom door to arrange a chat with your child's teacher.</li><li>• Each week your class teacher has a 15 minute appointment time available to talk to parents. This can be in person or over the phone. For the academic year 2014 - 2015 these sessions are available at 2.45pm on Tuesday for Year 1, Wednesday for Year 2 and Thursday for Year R.</li><li>• Talk to the class teacher first or SENCO (Mrs Turney) then the Deputy Headteacher (Mrs Hannan) or the Headteacher (Mrs Walker). The school office telephone number is 01256 764487.</li></ul>

3	<p><b>How will school support my child and who will explain this to me?</b></p>	<ul style="list-style-type: none"> <li>• Once identified as having SEN the class teacher and SENCO will devise the most appropriate intervention for your child and your class teacher will discuss this with you.</li> <li>• The class teacher plans differentiated work for each child to ensure that progress is made across the curriculum. Differentiation means that the learning needs of your child are taken into account to meet their particular needs. This may be through questioning, learning opportunities planned, how their learning is recorded and the materials provided to support learning.</li> <li>• There may be a Learning Support Assistant (LSA) or a Special Needs Assistant (SNA) assisting your child's learning. LSAs are allocated to each class to support learning under the guidance of the class teacher. SNA's are specifically trained to support children with SEN and deliver particular programmes to support a child's learning. This support may be in a small group or individually but your class teacher will explain this to you and how regular the sessions will be.</li> <li>• The SENCO will be available to meet with parents of children with SEN at mutually agreed times.</li> <li>• Transition meetings are held in the Summer term for some children with SEN if it is felt necessary.</li> </ul>
4	<p><b>How are school governors involved and what are their responsibilities?</b></p>	<ul style="list-style-type: none"> <li>• One of our governors (Mr C Mulholland) is responsible for SEN and he meets with the SENCO during the school year.</li> <li>• The progress of SEN children is monitored by the governors and they are advised of progress every term.</li> <li>• The governors are not aware of names of children as confidentiality is maintained at all times.</li> <li>• In collaboration with the Headteacher and the SENCO the governors agree spending priorities for the SEN budget, with the overall aim being that children receive the support needed for them to make progress in their learning.</li> </ul>
5	<p><b>How will the school curriculum be matched to my child's needs and what are the school's approaches to differentiation to help my child?</b></p>	<ul style="list-style-type: none"> <li>• All teachers plan and deliver a differentiated curriculum matched to the needs of the children in their class. They are provided with learning activities that are appropriate for their level of learning and challenge.</li> <li>• All teachers are clear on the expectations of delivering Higher Quality Teaching which aims to make provision for a range of children. This enables them to tailor the curriculum to meet the need of all pupils.</li> <li>• Expertise from outside agencies may be drawn upon in order to match the curriculum to your child's needs.</li> </ul>

6	<p><b>How will I know how my child is doing and how will you help me to support my child?</b></p>	<ul style="list-style-type: none"> <li>• We advise parents/carers to use the weekly meeting time with teachers to find out how their child is progressing with their learning.</li> <li>• There are parents' evenings held in the Autumn and Spring term to discuss progress with your class teacher.</li> <li>• In EYFS (Early Years Foundation Stage) parents and carers are invited to see their child in their new classroom in the Autumn term, look at their child's Learning Journey and discuss progress. In the Spring term EYFS parents/carers are invited to come into class to share the learning in the Learning Journey with their child.</li> <li>• In the Summer term all year group parents/carers are invited to a work sharing event where they have the opportunity to discuss the learning that has happened over the academic year and celebrate this with their child.</li> <li>• Parents/carers are invited to their child's class assemblies on a Friday morning.</li> <li>• We believe that your child's education is a partnership between home and school and you are your child's first educator. Information that you are able to provide can help support your child within the school environment.</li> <li>• If your child is recognised as SEN then they will be provided with a Personal Plan (PP) with specific targets. These targets are revised three times during the school year and the expectation is that your child will achieve the given targets. The PP will detail all the intervention programmes that the teacher has provided and all the extra support available to your child.</li> <li>• Some children have complex SEN needs and may have a Statement of Special Educational need or its replacement an Education, Health and Care Plan (EHCP). This means that a formal meeting will take place each year to discuss progress and a report is written after the meeting.</li> <li>• Children with specific communication needs are provided with a home/school link book so that parents/carers are aware of what has happened during the school day.</li> </ul>
7	<p><b>How does the school know how well my child is doing?</b></p>	<ul style="list-style-type: none"> <li>• At Hook Infant school we measure progress in learning against age related EYFS and National Curriculum expectations.</li> <li>• Your child's class teacher is always assessing each child through their observations of learning that is taking place in the classroom and through more formal termly assessments.</li> <li>• Each child's progress is tracked by class teachers.</li> <li>• Any child not making expected progress is the discussion of Pupil Progress meetings between the class teacher and the Senior Leadership Team (SLT). During the meeting it is decided what steps can next be taken to ensure that progress takes place.</li> <li>• If your child has a PP then comments are made on the plan to detail the progress made towards</li> </ul>

		achieving given targets. If progress is not made then the targets are adjusted or adapted. A copy of the PP is provided to parents when they are written by the class teacher.
8	<b>What support will there be for my child's overall well-being?</b>	<ul style="list-style-type: none"> <li>• Hook Infant School is an inclusive school and we celebrate diversity. All staff believe that high self-esteem is crucial to a child's well-being.</li> <li>• Children are supported with their social and emotional development through the Personal, Social and Health Education (PSHE).</li> <li>• We regularly monitor attendance and take the necessary steps to prevent unauthorised absence and lateness.</li> <li>• The class teacher has overall responsibility for pastoral care of every child in their class. The class teacher is the first point of contact for parents/carers. If further support is needed the class teacher will advise the SENCO and request further advice.</li> <li>• The school has two Emotional Literacy Support Assistants (ELSA) who work under the guidance of the SENCO. They are able to offer children emotional support during the school day.</li> <li>• The school has a Parent Support Advisor (PSA), Barbara Whiting-Smith who is able to provide further support to parents.</li> </ul>
9	<b>How does the school manage the administration of medicines?</b>	<ul style="list-style-type: none"> <li>• The school has a policy regarding the administration of medicines.</li> <li>• Please discuss medicine requirements with the school administration staff in the school office.</li> <li>• Medicines such as inhalers and EpiPens are stored in the medical room.</li> <li>• If a child has used their inhaler during a school day they will be provided with a sticker so that you will know that they have had to access this medicine. However, please be aware that stickers can fall off or be removed by your child.</li> <li>• Children with severe allergies have a Care Plan that is drawn up by the school nurse.</li> </ul>
10	<b>What support is there for behaviour, avoiding exclusion and increasing attendance?</b>	<ul style="list-style-type: none"> <li>• We use a positive approach to managing children's behaviour within the classroom and round the school site.</li> <li>• A child with a behavioural difficulty may have an Individual Behaviour Management Plan (IBMP). This is written alongside the child and parents/carers to identify specific issues, put support into place and set targets.</li> <li>• As a result of our positive behaviour strategies we have had no exclusions in the last academic year.</li> <li>• Attendance is monitored on a regular basis with a child's absence having to be reported either to the school office. If an absence is not reported then a call will be made to the parent or carer.</li> <li>• Any absences above what would be considered normal are reported to the Headteacher.</li> <li>• The Headteacher may write to parents/carers if absence is persistent and in extreme</li> </ul>

		<p>circumstances there would be an interview with the Headteacher.</p> <ul style="list-style-type: none"> <li>• We inform parents/carers of the impact of absences and lateness to their child's education through the use of posters around the school entrances.</li> </ul>
11	<b>How will my child be able to contribute their views?</b>	<ul style="list-style-type: none"> <li>• Views of the children are collected by the school council on an annual basis.</li> <li>• Children with PPs or IBMPs are involved in their own target setting.</li> <li>• If a child has a Statement of Special Educational Needs or an Education and Health Care Plan (EHCP) their views are sought for the annual review meeting.</li> <li>• Children's opinions and concerns are noted by class teachers in their role as main pastoral support.</li> </ul>
12	<b>What services and expertise are available at or accessed by the school?</b>	<ul style="list-style-type: none"> <li>• Mrs Turney is an experienced accredited SENCO and Mrs Hannan the Deputy Head is also an experienced accredited SENCO.</li> <li>• We work closely with a range of external agencies that we feel are relevant to the individual needs of our children. This may include behaviour intervention, doctors, school nurse, paediatricians, speech and language therapists, occupational therapist, social services, social workers, parent support adviser, locality teams and educational psychologists.</li> <li>• All our teachers are trained and hold Qualified Teacher Status.</li> <li>• We also work in partnership with the Little Saplings Children's Centre which supports families with children under five years old.</li> </ul>
13	<b>What training have the staff had in order to support children with SEN?</b>	<ul style="list-style-type: none"> <li>• All teaching and non-teaching staff are trained to support children with SEN. This training may take the form of in-school training from our own staff, training from the Local Authority experts or external courses and programmes. Staff have received training on safeguarding, categories of SEN, phonics, Makaton, precision teaching intervention, assessing P scales, resuscitation, dyslexia, changes to the SEN Code of Practice and hearing loss.</li> </ul>
14	<b>How will my child be included in activities outside the classroom including trips?</b>	<ul style="list-style-type: none"> <li>• A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety will not be compromised. When we carry out the risk assessment we also consider the accessibility arrangement for our children with special educational needs and disabilities. Alternative arrangements for access round the site can then be planned or support planned for individual children.</li> <li>• All children take part in off-site educational visits.</li> <li>• Trips are carried out with the required adult to pupil ratio recommended by Hampshire Education Authority.</li> </ul>
15	<b>How accessible is the school environment?</b>	<ul style="list-style-type: none"> <li>• We liaise with Ethnic Minority Achievement Services (EMTAS) who assist us in supporting our families with English as an additional language.</li> <li>• Our school site is wheelchair accessible with 2 disabled toilets one of which is large enough to</li> </ul>



		<p>accommodate changing facilities. The school is mainly on one level and a ramp is provided where there are steps within the building. There are disabled parking spaces available for which a permit needs to be gained from the school office. Accommodation is also made within the school for children with hearing and visual impairments.</p> <ul style="list-style-type: none"> <li>• We have an Accessibility Plan which is updated and reviewed every three years in line with current guidance.</li> </ul>
16	<b>How will the school prepare and support my child when joining and transferring to a new school?</b>	<ul style="list-style-type: none"> <li>• If your child is joining our school from one of our feeder playgroups, they will be visited at their pre-school setting by the Headteacher and EYFS leader.</li> <li>• A transition meeting may be set up by your pre-school to discuss entry to their next school.</li> <li>• Children visit the school from their playgroups on a number of occasions for example, to watch one of our Christmas plays, story times and to meet their new teacher and classmates.</li> <li>• We encourage all children to visit the school prior to starting.</li> <li>• We provide opportunities for parents to meet their new teacher whether it is a home visit prior to starting in Year R or a meet the teacher opportunity in Key Stage 1 (Years 1 and 2).</li> <li>• When children are leaving us to go to their Junior school (mainly Hook Junior school) a full transition plan is put into place with the Year 2 and Year 3 leaders. For children with SEND this may involve additional visits for familiarisation and the use of Social Scripts if this is felt necessary.</li> <li>• Some children with SEND may transfer to a school with a special unit. If this is the case then additional arrangements for transition will be put into place.</li> <li>• An additional transition meeting may be arranged between the SENCOs of both the Infant and Junior school to which parents would be invited.</li> </ul>
17	<b>How are the school's resources allocated and matched to children's SEN needs?</b>	<ul style="list-style-type: none"> <li>• The Local Education Authority allocates a designated budget for schools. Our SEN budget is then distributed throughout the school to meet the needs of our SEN children.</li> <li>• We have a team of SNAs who are funded from the SEN budget and deliver programmes designed to meet the needs of individual and groups of children.</li> <li>• Our finances are monitored regularly. We seek to ensure value for money so our interventions are cost effective and evaluated for impact.</li> </ul>
18	<b>How is the decision made about what type</b>	<ul style="list-style-type: none"> <li>• Staff members communicate fully with parents about any decisions surrounding additional support for pupils.</li> <li>• Where appropriate, children are supported using staff expertise within school, either through</li> </ul>

	<b>and how much support my child will receive?</b>	<p>teaching or through the use of intervention groups.</p> <ul style="list-style-type: none"> <li>• For children who would benefit from external support, referrals are made to the appropriate body, in consultation with parents.</li> <li>• If a child is continuing to have difficulties in accessing the curriculum, the school and parents may consider applying for an Education and Health Care Plan.</li> <li>• Different children each require a different level of support so the class teacher alongside the SENCO will discuss your child's needs and what support is appropriate.</li> </ul>
19	<b>How do we know if it has had an impact?</b>	<ul style="list-style-type: none"> <li>• Feedback on progress will be provided by your class teacher.</li> <li>• If your child has a statement of SEN or an EHCP then progress will be discussed at their annual review meeting.</li> <li>• Progress will be discussed at parent consultation evenings.</li> <li>• PP targets will be updated to show progress made.</li> </ul>
20	<b>Who can I contact for further information?</b>	<ul style="list-style-type: none"> <li>• In the first instance parents/carers are encouraged to talk to their child's class teacher to share your concerns.</li> <li>• Further information can be obtained from the Headteacher (Mrs Walker) the Deputy Headteacher (Mrs Hannan) or the SENCO (Mrs Turney).</li> <li>• If you are new to the area and interested in joining the school please contact the school office.</li> <li>• Applications to start in Year R are available through Hampshire County Council.</li> <li>• You might like to look at IPSEA (Independent Parental Special Education Advice) at <a href="http://www.ipsea.org.uk/">http://www.ipsea.org.uk/</a>, or Parent Partnership at <a href="http://www.parentpartnership.org.uk/">http://www.parentpartnership.org.uk/</a>.</li> <li>• Hampshire County Council's Local Offer can be found at <a href="http://www.hantslocaloffer.info/en/Main_Page">http://www.hantslocaloffer.info/en/Main_Page</a></li> </ul>

### Glossary

EHCP	Education and Health Care Plan
ELSA	Emotional Literacy Support Assistant
EYFS	Early Years Foundation Stage also known as Year R or Reception Year
IBMP	Individual Behaviour Management Plan
LSA	Learning Support Assistant
PP	Personal Plan
PSHE	Personal, Social and Health Education
PSA	Parent Support Adviser

SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SLT	Senior Leadership Team - this consists of the Headteacher, Deputy Headteacher, SENCO, Year Group Leaders and the Business Manager.
SNA	Special Needs Assistant