

Tweseldown Infant School - SEN Information Report

1 Introduction

Tweseldown Infant School is a mainstream school we provide a caring, secure and stimulating environment in which the individual needs of each child are recognised and developed. We provide challenging learning experiences that encourage high expectations ensuring every child succeeds.

At Tweseldown Infant School, we believe that all children should have the opportunity to develop as a well rounded individual, not just academically but socially too. The curriculum recognises the children's social and emotional development, and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interest, abilities, motivation and learning needs, and these are met through a varied and flexible provision throughout the curriculum.

2 How does Tweseldown Infants know if children need extra help and what do I do if I think my child has special educational needs?

Tweseldown aims to ensure early identification, assessment and provision for any child who may have Special Educational Needs or Disability.

The school will use information gathered from parents, preschools, previous schools (where children move schools part way through the school year), class teachers, Special Educational Needs Disability Co-ordinator (SENDCo) and external agencies. We would ensure that parents are fully involved.

We assess the children at the beginning of each school year and there are also termly assessments and target setting meetings. If children are not making the expected progress at Tweseldown Infant school the SENDCo will become involved and appropriate interventions will be put into place.

At Tweseldown we have tests to support the identification of SEN. These include:

- DEST (Dyslexia Early Screening Test)
- Sandwell- a maths assessment that highlights specific areas to be worked on.
- Salford- a reading assessment which gives a reading age and a standardised score.
- Vernon- a spelling assessment which gives a standardised score for spelling ability and a spelling age.

Specialist services:

We have a Service level agreement (SLA) with Hampshire Education Personnel Services (HEPS) this is regularly reviewed to ensure we meet the needs of every child in our school. This agreement gives the school access to the services of an Educational Psychologist when considered appropriate.

We can also refer children to the Solent NHS trust for Speech and Language Therapy (SaLT), Occupational Therapy (OT) and physiotherapy.

The school can also request the involvement of the school nurse for paediatric referrals and health issues.

Where behaviour is an issue the Primary Behaviour Service (PBS) can also come into school to offer support and advice for staff.

For children with English as an Additional Language, and for children from Gypsy, Roma or Traveller families the school can also request support from the Ethnic, Minority and Traveller Advisory Service (EMTAS). If needed the service can supply support in school from trained Learning Support Assistants (LSAs) and give help and advice for transition periods.

The school can access support from Henry Tyndale's outreach support for children that are identified as being on the Autistic Spectrum. To identify useful strategies to support children.

We work closely with these specialist agencies to set targets and next steps, which our LSAs and SNAs (Special Needs Assistants) will work towards with the children.

Your child's class teacher will be your first point of contact should you have any concerns about your child's progress.

3 How will the school and I know how my child is doing and how will you help me to support my child's learning?

Tweseldown Infant School monitors your child's progress on a regular basis. Targets are set termly and reviewed regularly.

We monitor the effectiveness and impact of our interventions (specialist programmes put into place for a specific length of time to help with a specific area of weakness) by using assessment tools at the beginning and end of an intervention programme; these assessment tools give a standardised score and a working within age. Class teachers and SNAs have regular feedback sessions and the SNAs work closely with the SENDCo to make sure individual interventions are the right ones for the child involved. We track the children's attainment levels through the school year.

Governors delegate monitoring the effectiveness to the curriculum sub-committee who track children's performance continually throughout the year. The Full Governing Body analyse end of key stage results. The SEN Governor is kept abreast throughout the year with regards to children with additional needs.

For children with more complex needs or for children that need a more individualised approach to the curriculum an Individual Education Plan (IEP) is put into place.

IEP targets are shared with the child and this is an opportunity for them to celebrate what they are good at as well as be involved in the setting of new targets. Your views will be taken into account. We will support you through termly parents meetings and IEP meetings. At IEP meetings your child's targets will be discussed with you and new ones set and you will have the opportunity to record your comments on your child's IEP.

Parent workshops are arranged at the beginning of each academic year to assist you and your family with areas of the curriculum, and next step targets sent home termly.

Weekly homework and spellings (in Years 1 and 2) is sent home and is differentiated according to your child's needs. All children take home books from our reading scheme and we encourage parents to read with their child at least three times a week.

You can also arrange meetings with your child's class teacher and SENDCo at any point through the year to discuss progress or any concerns.

How will Tweseldown Infant staff support my child? How will the curriculum at Tweseldown be matched to my child's needs?

We are an inclusive school and treat every child as an individual; class teachers will adapt classroom tasks to best meet all children's needs. This support will be made in a variety of ways, through class teacher and LSA support, or independent tasks tailored to your child's individual ability.

If extra support is needed interventions will be arranged and overseen by the SENDCo, this may be through individual or group interventions.

Teachers have weekly planning sessions as a year group, where learning activities are planned according to ability. In Key Stage one (years 1 and 2) children are sometimes grouped across the year group according to ability and where appropriate.

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

When Quality First Teaching (class based teaching) is not meeting a child's specific needs, the SENDCo and class teacher will meet to discuss the types of support available. We will inform parents of intervention programmes their child is receiving.

Children with a statement/ Early Health Care Plan (EHCP) have an annual review which is sent to the SEN department to ensure appropriate funding for children's needs stays in place.

Intervention	Description
5 minute box - literacy	Multi sensory activities to cover the basic skills for the acquisition of literacy
5 minute box -number	Multi sensory programme for children who have difficulty understanding the concept of number, poor sequential skills and organisation.
SIDNEY	Intervention for those children who are 'at risk' as a result of DEST screening. Objective is for children to be able to read and spell CVC words.
Toe by Toe	Covers the basic stages of phonics with step by step exercises.
Phonographix	Covers phonological skills required for reading
SaLT	LSA/SNA support to work on targets supplied by the Speech and Language Therapist
Precision teaching	1:1 short daily sessions which focus on a specific target.
ELKLAN	Activities that help improve expressive language, understanding and sentence structure.
OT	Activities designed to improve fine and gross motor skills
ELS	Early Literacy Strategy. A government produced intervention scheme aimed primarily at year 1 children to boost literacy skills.
Max's Marvellous Maths	An intervention primarily for year 1 pupils that consolidates early maths skills and addresses gaps in mathematical knowledge.
1st class@ number	A maths intervention primarily for year 2 pupils that consolidates early maths skills and addresses gaps in mathematical knowledge.
Identi-play	Identiplay is a structured intervention that aims to teach children with autism to play- helping to develop language, social interaction and imagination skills.
Attention Bucket	Attention Bucket is a highly motivating and creative approach to building attention and early communication skills for children on the Autistic spectrum.

The SENDCo or other trained members of staff may carry out additional assessments when additional educational needs have been identified.

Specialist services may also be involved to provide expert advice about which interventions to use and other useful strategies.

How will my child be included in activities outside the school classroom including school trips?

All children are included in activities outside the school classroom and on school trips. Risk assessments are carried out and where appropriate, parents with children with SEN are invited to contribute to these prior to activities taking place off site.

Where appropriate a child with specific needs will be supported by a Special Needs Assistant or another appropriate member of staff.

Members of staff will carry first aid kits and named individuals medication, where necessary, for all off site activities.

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

We currently have three Emotional Literacy Support Assistants (ELSA), that work with children that need extra emotional support. We run a Forces club to support children whose family members have been deployed, we also have a teddy bear scheme, where the deployed family member and the child each have a teddy to keep with them. Our deployed parents often send photos of themselves with the bear to their children which in turn can then be shared at school. We have a lunchtime 'Robins Retreat' club, twice a week, (a club for children to attend who find lunchtimes difficult), and a lunch time play leader who organises different games during the lunch hour.

Children have weekly Personal, Social, Health Education lessons, and the themes for these lessons are linked to our school assemblies.

We have a Home School Link Worker (HSLW) who can provide support for parents and help signpost them to relevant agencies; she also oversees our attendance records and works with parents to improve attendance.

The school can access the services of the Primary Behaviour Support Team to get expert advice and strategies to support children with behavioural needs.

We have a school council where two representatives from each class attend regular meetings to discuss issues or worries. This year the school council have written their own rules for behaviour in the toilets and implemented teacher lunchtimes where teachers join the children in the dining hall for lunch.

All children have the opportunity through the year to take on roles of responsibility including, register monitors, fruit and milk monitors and playtime friends.

Tweseldown provides support for children with regular medication in close liaison with parents. Where there are allergies or life threatening conditions a care plan will be drawn up with parents and any relevant healthcare professionals. A copy of the health care plan will be displayed in the medical room and staff room to ensure all staff are informed.

Medicines can be administered by staff. Parents are required to fill in the appropriate forms at the school office, detailing dose and frequency etc.

All staff receive epi-pen training on an annual basis.

- 4 Laura Raitt is our SENDCo her current SEND days are Wednesday all day and Thursday afternoons. She can be contacted via email l.raitt@tweseldown.hants.sch.uk or through the school office.

5 What training is provided for staff supporting children with SEND?

Appropriate training is delivered to meet current needs as highlighted in our School Development Plan including, Makaton, ASD, precision teaching and strategies for the hearing impaired. Further training is scheduled for 2015/16 linked to areas of need relating to children's specific SEND.

The school subscribes to Service Level Agreements to access some specialist services and INSET training for staff.

We currently have three trained ELSA assistants at Tweseldown. The ELSAs can support children with low self-esteem, anger management skills, social and friendship skills, loss, bereavement, and family break ups. Parents can refer children for ELSA by speaking to the SENDCo or class teacher.

We have a member of staff trained to use Makaton sign language.

We have a member of staff trained in the delivery of the ELKLAN programme, which supports children with Speech, Language and Communication Needs.

We also have additional Special Needs Assistants (SNAs) that deliver highly structured and personalised interventions to support children with additional needs. The SNAs are supported by, and feedback to both the class teachers and the SENDCo.

All our learning support staff have recently had precision teaching training from the Educational Psychologist service, 1:1 short daily sessions which focus on a specific target.

There are 15 trained first aiders currently on site.

We also have access to outside agencies including:

- Solent NHS trust for Speech and Language Therapy (SaLT), Occupational Therapy (OT) and physiotherapy.
- School nurse for paediatric referrals and health issues.
- Primary Behaviour Service (PBS)
- Ethnic, Minority and Traveller Advisory Service (EMTAS) SEN teacher.
- Children and Adolescent Mental Health Service (CAMHS)
- Educational Psychologist service.

When appropriate we can approach these agencies for support and staff training sessions.

Tweseldown endeavours to secure training for members of staff working with children with specific needs. If a child were to join our school with needs that we had not

previously supported we would liaise closely with parents, previous setting and relevant outside agencies to ascertain the kind of support needed. We would use our best endeavours to secure appropriate training for members of staff.

6. How accessible is Tweseldown Infant Schools setting both indoors and outdoors?

The school is on 3 year old site which is SEND accredited. A loop system is fitted in the hall for hearing impaired adults and children, our medical room has been designed to ensure that we will be able to cope with children with a range of additional needs for example our new site is equipped with the facility to install a hoist. The whole site is wheelchair friendly; we have 3 sets of disabled toilets. Our Food Preparation room includes a sink with access for a wheelchair. Contrasts in colour have been chosen throughout the building to ensure people with visual impairments will be able to navigate themselves around the building. Our new school site has disabled parking bays.

7. How are parent carers currently involved in Tweseldown Infant school?

Considerable value is placed on the contribution parents make to the life of the school and in particular their own child's progress.

We have regular parents' evenings where parents can speak to their child's class teacher about progress. We have coffee mornings that parents are invited to attend. We run training workshops for parents to equip parents with skills to help support their children at home.

In addition to the above you can also arrange meetings with your child's class teacher, the SENDCo and Head Teacher at any point through the year.

Visits are also arranged for new parents to look around the school and speak to a member of staff. For our new reception children, parents and children play mornings are arranged for the summer term and children and parents have the opportunity to meet with staff in a more relaxed way whilst the children join in with activities.

8 How are young people currently involved in Tweseldown Infant school?

Children at Tweseldown are able to contribute their views through the school council forum and through regular SMSC lessons.

Subject leaders carry out pupil interviews as part of their subject monitoring.

Children with IEPs meet with their class teachers to discuss their targets and progress.

Children with EHCPs are asked how they feel about school and the help they receive as part of the annual review process.

9 What steps should I take if I have a concern about the schools SEND provision?

If you have any worries or concerns you should contact your child's class teacher in the first instance. You can also arrange a meeting with the SENDCo or Head Teacher.

If you still have concerns you can follow our informal complaints procedure and telephone or write to the head teacher. You will get a response to your complaint within 10 days if the complaint needs more in-depth investigation you will receive a response within 20 days you will be kept informed throughout. If your complaint is regarding the Head Teacher you can contact the Chair of governors Mrs. Sam Read.

If you wish to make a formal complaint you should contact the Chair of Governors Mrs. Sam Read in writing, you will receive a response within 10 days. If you still feel your complaint has been unresolved you should contact the Department of Education.

A comprehensive outline of the complaints procedure is available on the school website.

10 & 11 What specialist services and expertise are available at or accessed by the school?

A comprehensive list of the outside agencies and specialists that the school is able to access is outlined in the answer to question 5 on pages 5 & 6 of this report. You will also find here details of specialist training that has been undertaken by our staff.

Contact details for our SENDCo Mrs. Laura Raitt are on page 5 section 4.

The SENDCo Mrs. Laura Raitt and the HSLW Ms. Roz Cutting can also signpost parents to the school nurse services and to organisations that run parenting courses or offer additional support to parents. Please contact the school office in the first instance.

The Local Authority's offer can be accessed via the link in section 13 on page 10

12 How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?

From preschool to Year R:

- Parents are invited to visit the school on one of our open days prior to choosing a school for your child, these occur in the autumn term of the year before your child starts school. This is an opportunity to meet the Head teacher, Governors and our Home School Link Worker (HSLW) as well as seeing the building and our children at work.
- Play sessions are arranged in the summer term for children and parents, a chance to meet the year R team and become familiar with the year R area before starting school in September.

- Staff liaise with pre-schools, they visit pre-school settings, have an informal meeting after school in the summer term and meet for more formal consultations prior to placing children in their Year R class.
- An evening meeting is arranged for new parents at the beginning of July prior to your child starting in September.
- In September Year R staff offer home visits. This is an opportunity for parents and children to meet their teacher in their own environment and for parents to ask questions or inform staff about any additional needs their child may have.
- For children with more complex needs transition meetings are arranged with the preschool and relevant specialists in the summer term.

To a new year group:

- In the second half of the summer term, children have a series of move up sessions where they will spend time in their new classroom with their new teacher, Learning Support Assistant (LSA) and classmates.
- Parents will have the opportunity to attend an informal 'meet the teacher' session after school after one of the move up mornings in June/July.

To Junior school:

- In June, children visit the juniors for a variety of sessions- for example, maths games, playground art, and P.E. multi-skills sessions.
- In the summer term the junior school teachers and year 3 pupils visit the infants to share their written work and read their stories to the year 2 children.
- Teachers from both schools liaise closely to ensure as smooth a transition as possible.
- For children with more complex needs extra transition meetings are arranged.

Part way through a school year:

- If your child is joining us at a time other than Year R, the Head teacher offers visits throughout the school year, please ring the school office and book a visit. This again would be an opportunity to discuss additional needs. We pride ourselves on inducting children well at other times throughout the year due to having over 30% of our school population being from service families who come and go throughout the academic year.
- Within 2 weeks of your child starting with us we will assess where they are in reading, writing and maths and liaise with the assessment and SEND leader if necessary. Targets will then be set and shared with you and your child.

13 Where can I get further information about services for my child?

[Link to HAMPSHIRE local offer on school website home page](#)