



College Park Infant School

Special Educational Needs and Disability (SEND) Information Report

1. An Introduction

College Park Infant School has high expectations for all our children, including those with Special Educational Needs and Disabilities (SEND).

Key Principles:

- All pupils are entitled to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.
- The needs of pupils are assessed and reviewed regularly.
- Provision will be suitably differentiated to meet individual and diverse needs to enable all pupils to reach their full potential.
- Pupils will have equal access to resources, provision and interventions necessary to support them.
- All those working with pupils with special educational needs will be appropriately trained and supported.
- Parents are key partners in the identification, planning for, support and review of the pupils' needs.

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or requires involvement of specialist staff or support services.

Our School has a **Special Educational Needs Co-ordinator** (SENCo) who is responsible for the management of provision of support for identified pupils with **Special Educational Needs and Disability** (SEND) and to coach and support teachers and other staff to enable them to provide appropriate **assessment** and focussed **provision** for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide quality first teaching which takes account of the particular individual needs of pupils with special educational needs within the classroom.

Our school currently includes pupils with SEND in the following areas:

- Learning Difficulties
- Speech, Language and Communication
- Autistic Spectrum Disorder (ASD)
- Social, Emotional and Behavioural difficulties
- Medical Needs
- Hearing impairment
- Visual impairment

2. 'Areas of Need' explained

The new 'SEND Code of Practice' (Sept 2014) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

Area of Special Educational Need	Relating to difficulties with:
<p align="center">Communication and Interaction</p>	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar/phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<p align="center">Cognition and Learning</p>	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
<p align="center">Social, Mental and Emotional Health</p>	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
<p align="center">Sensory and/or Physical</p>	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

3. The 'Waves' of Intervention available at College Park Infant School

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation for all pupils.

Wave 2: Additional interventions to support those pupils who are achieving below age expected levels.

Wave 3: Focussed, individualised programmes for pupils working well below age expectation.

Teaching approach:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
	<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum • Use of different Individualised teaching approaches according to needs • Hands on learning e.g. curriculum days, trips out of school • Good use of visual and practical learning • Removing potential learning barriers for all pupils • Providing support for pupils during learning activities. • A range of technology to support and aid quality teaching • Consideration of differing cultures and beliefs • Differentiated groups of children during lessons. • Children taught in sets for Literacy and Numeracy in Years 1 & 2 • Small guided groups • Opportunity for guided and independent work • Opportunities to develop positive self esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving 	<ul style="list-style-type: none"> • Phonics groups • Catch UP • Better Reading Programme (BRP) • BEAM (fine /gross motor) • Hand gym • 1:1 targeted reading (including comprehension skills) • Handwriting groups • Numeracy support • SENCo involvement which may include observation or assessment • Parent discussion • IEP (Individual Education Plan) 	<ul style="list-style-type: none"> • ECAR (Every Child a Reader) • FFT (Fischer Family Fischer Trust) reading/writing intervention • Precision Teaching • 1:1 support for Reading/Writing/ Maths • IEP (Individual Education Plan)

	<ul style="list-style-type: none"> • Learning Support Assistant (LSA) in every class 		
Communication and Interaction Needs:	<p>Whole School Approach (1st Quality Teaching)</p> <p>(Wave 1 intervention)</p>	<p>Targeted Support For Individuals or small groups</p> <p>(Wave 2 intervention)</p>	<p>Specialised Intervention for those with additional needs</p> <p>(Wave 3 intervention)</p>
<ul style="list-style-type: none"> • Speech, Language and Communication • Autistic Spectrum Disorders 	<p>AS ABOVE +</p> <ul style="list-style-type: none"> • Drama / Role play • Outside theatre groups / shows and workshops • Golden Time/Playtime <ul style="list-style-type: none"> • Year R/1- Plan/Do/Review • A range of technology to support learning • Outdoor learning activities • Curriculum weeks/WOW days • Full inclusion in all school assessment and tasks • Clear verbal instructions / explanations which can be simplified along with visual or concrete support • Visual timetables 	<ul style="list-style-type: none"> • Social Skills group • Makaton • SENCo involvement which may include observation or assessment • Additional ICT use of audio / visuals • Parent discussion • IEP (Individual Education Plan) 	<ul style="list-style-type: none"> • Referral to Speech and Language Therapy (SALT) • Speech and Language Support Assistant who can deliver the individualised programmes according to SALT recommendations • Support in the classroom from a Special Needs Assistant (SNA) • Social stories • The provision of a workstation and aspects of the TEACHH approach • Referral to Educational Psychology • Referral to Portsmouth SEN Support Partnership (PSENSP) • Application for an Education Health Care Plan (if necessary) • SENCo assessments and monitoring to ensure appropriate intervention and access to learning

Cognition and Learning:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> • Moderate Learning Needs • Severe Learning Difficulties 	<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum • Use of different Individualised teaching approaches according to needs • Hands on learning e.g. curriculum days, trips out of school • Good use of visual and practical learning • Removing potential learning barriers for all pupils • Providing support for pupils during learning activities. • A range of technology to support and aid quality teaching • Differentiated groups of children during lessons. • Children taught in sets for Literacy and Numeracy in Years 1 & 2 • Small guided groups • Opportunity for guided and independent work • Opportunities to develop positive self esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving • Learning Support Assistant (LSA) in every class • Lessons differentiated in order to include both sensory and physical disabilities 	<ul style="list-style-type: none"> • ECAR assessment (if appropriate) • SENCo involvement which may include observation or assessment • Parent discussion • IEP (Individual Education Plan) 	<ul style="list-style-type: none"> • ECAR (Every Child a Reader) • FFT (Fischer Family Fischer Trust) reading/writing intervention • Precision Teaching • 1:1 support for Reading/Writing/Maths • IEP (Individual Education Plan) • Support in the classroom from a Special Needs Assistant (SNA) • Referral to Educational Psychology • Referral to Portsmouth SEN Support Partnership (PSENSP) • Access to a Specialist Teacher Advisor • Application for an Education Health Care Plan (if necessary) • SENCo assessments and monitoring to ensure appropriate intervention and access to learning

Sensory and Physical Needs:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> • Hearing Impairment • Visual Impairment • Multi-Sensory Impairment • Physical Needs • Medical Needs 	<ul style="list-style-type: none"> • After school clubs • Outside play areas/equipment/swimming • A fully inclusive and differentiated class/curriculum approach according to individual needs • Audit of environment to consider adaptations (as required) • Modification of organisation, routine and environment • Access to an area for therapy if required 	<ul style="list-style-type: none"> • Hand gym/BEAM • Handwriting practice • Extra 1:1/small group activities • Targeted small group/individual intervention to address specific needs e.g. self-help skills, touch typing and independence • Physical aids where necessary or where advised by specialists • Parent discussion • IEP (Individual Education Plan) 	<ul style="list-style-type: none"> • Access and liaison with the OT (Occupational Therapist) • Access and liaison with the Physiotherapist • Liaison with the School Nurse Team and other relevant medical professionals. • Support provided by the Sensory Impairment Service (SIS). • SENCo assessments and monitoring to ensure appropriate intervention and access to learning • Support provided by a Special Needs Assistant (SNA) if required • IEP (Individual Education Plan) • Application for an Education Health Care Plan (if necessary) • SENCo to lead provision • Completion of a CAF if required. • A suitable place for therapy if required. • Extra support and access to appropriate resources/equipment

Social, Mental and Emotional Health:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> • Challenging Behaviour • ADHD • Attachment disorder • Anxieties 	<ul style="list-style-type: none"> • All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. • PSHE lessons and activities. • Opportunities for children to talk about any fears, confusion and guilt with adults they can trust. 	<ul style="list-style-type: none"> • Behaviour Logs / Charts • Social skills group • Self-esteem group • Worry Box • Careful attention to grouping children to ensure positive outcomes and avoid clashes. • Additional supervision at transition times. • Regular additional support from an adult to support children's thinking about how to approach a task or activity and to minimise anxiety. • SENCo involvement which may include observation or assessment • Parent discussion 	<ul style="list-style-type: none"> • Silver Set SEAL • ELSA support • Referral to CAMHS (Child and Adolescent Mental Health Services) • Support from MABS (Multi Agency Behaviour Support) Service • Completion of a CAF (if required) • Application for an Education Health Care Plan (if necessary) • Support provided by a Special Needs Assistant (SNA) if required. • IBP (Individual Behaviour Plan) • SENCo assessments and monitoring to ensure appropriate intervention and access to learning

4. Commonly Asked Questions

How does College Park Infant School know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:

- Liaison with pre-school/previous school
- Child performing below age expected levels
- Concerns raised by parent
- Regular Pupil Progress Meetings held between the Class Teachers and Headteacher.
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. physical needs
- Health diagnosis through paediatrician/doctor

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 required. As a school, we track children's progress from entry at Reception through to Year 2, using a variety of different methods including National Curriculum levels/age-related expectations and the Early Years Foundation Stage Profile.

Children who are not making expected progress are identified and a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. The SENCO is involved in these discussions if necessary.

What should I do if I think my child may have special educational needs?

Talk to us – firstly discuss your concerns with your child's Class Teacher (or the Headteacher or SENCO if your child is due to join the school). We pride ourselves on building positive relationships with parents and are always keen to work together to support a child as necessary.

How will College Park Infant School staff support my child?

Our SENCO/Inclusion Manager will closely monitor all provision and progress of any child requiring additional support across the school. The Class Teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group, if this is seen as necessary by the Class Teacher. Support may also be provided by a Special Needs Assistant (SNA) but the details of this support would be discussed with parents if this level of support was required.

How will the curriculum be matched to my child's needs?

Teaching and activities within every lesson are pitched at an appropriate level so that all children are able to access them according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class. However on occasions it is necessary for work to be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

In addition to this, at College Park some of the lessons are taught by grouping the children into sets. In Reception, the children are taught in ability groups for Phonics. In Years 1 and 2 the children are set for Literacy and Numeracy lessons. Within these lessons, the teacher will still differentiate work in the same way as detailed above. Therefore, teachers have a smaller spectrum of ability levels to consider and are able to pitch lessons at exactly the right level for all of the children within that set.

How do we know if the support or strategies used have had an impact?

In school we will often use IEP's (Individual Education Plan) or IBP's (Individual Behaviour Plan) to set targets and review progress. We can use these targets to monitor pupils' progress academically against national/age expected levels and update or adjust the IEP. This may involve breaking targets down into smaller steps or using a different approach to ensure progress is made. Children may no longer require an IEP or any additional support when they are achieving within age-expectations.

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

The Class Teacher will meet with parents termly (this could be as part of Parents' Evening) to discuss your child's needs, support and progress. If your child has an IEP the review of the previous targets and new targets set will be discussed. For further information the SENCo is available to discuss support in more detail.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo 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 communicate regularly, especially if your child has complex needs.

- Your child may have an IEP / IBP in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have a Statement of SEN or an EHC Plan (Education Health Care Plan) which is the document replacing the Statement. The provision outlined as part of an EHC Plan will be formally reviewed termly.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. Children who have IEPs (Individual Education Plans) participate in the review of their previous targets with their Class Teacher. This in turn can contribute to the new targets.

If your child has a Statement of SEN or an EHC Plan then their views will be informally obtained before a review.

What support will there be for my child's overall well-being?

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 can liaise with the SENCo/Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

The school also has a member of the support staff who is currently training to be an ELSA (Emotional Literacy Support Assistant). She works under the direction of the SENCo to run weekly sessions to support some children who have difficulties in this area e.g. interacting with peers, developing social skills, problems at home.



What specialist services and expertise are available at or accessed by College Park Infant School?

Our SENCo/Inclusion Manager is fully qualified and completed a statutory additional accreditation to qualify her for the role.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs including:

- MABS (Multi-agency Behaviour Support) service
- Health – including the School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, Occupational Therapy, Physiotherapy and the Speech & Language Therapy service.
- Social Care
- Educational Psychology

Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

What training have staff had or going to have?

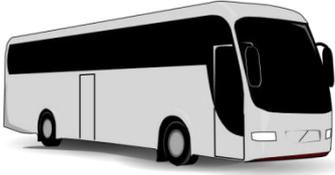
- All of our LSAs are qualified through experience or qualifications, such as achieving National Vocational Qualifications (NVQs) in areas relating to child care.
- We have a support assistant who is beginning her training to become an ELSA (Emotional Literacy Support Assistant) who will receive regular support from an Educational Psychologist.
- Our LSAs have had training in the interventions that they deliver e.g. Narrative Skills, Precision Teaching, Catch-Up.
- One of our teachers works as a fully qualified Reading Recovery Teacher and part of her role is to provide training to other teachers and support staff in school.
- As a staff we have regular training and updates relating to SEND, medication use and resources/interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.
- Staff attend training that is relevant to the needs of the children they teach e.g. PELICAN training for those working with a child on the Autistic spectrum.
- We regularly access support from the Portsmouth SEN Support Partnership (PSENSP) which offers outreach support from local special schools.

What are the Governors responsibilities?

One of our Governors has specific responsibility for SEND and Inclusion. She regularly meets with the SENCo to ensure that she is able to keep the governing body informed about the current SEND position within school and any changes in legislation. This has been particularly important with the introduction of the new SEND Code of Practice in September 2014.

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

All children are included in all parts of the school curriculum and we aim for all children to be included on 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 that everyone's health and safety is not compromised. 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.

How accessible is the school environment?

College Park Infant School is situated on one level across two buildings and is fully accessible to wheelchair users. We also have a disabled toilet. Any other resources needed for access may be assessed by Occupational Therapy, Physiotherapy or the Sensory Impairment Service in order for us to ensure ease of access and safety for all.

How will College Park Infant School prepare and support my child to join the school and then transfer to junior school?

We encourage all new children to visit the school with their parents prior to starting when they will be shown around the school and any concerns can be addressed.

We work closely with our feeder pre-schools to find out as much as possible about the children joining us in Reception. The SENCo will attend transition meetings for pupils who are known to have SEND, especially those children involved with Educational Psychology.

We also liaise closely with receiving junior schools regarding children who are making the transition from Year 2 to Year 3. Junior school staff (often the receiving SENCo) are invited to any relevant meetings regarding a child with SEND during the summer term.

There are numerous planned transition visits for all of the children joining the school in Year R and the children in Year 2 moving on to junior school. However, for those children that are likely to find the transition difficult, additional visits are arranged as necessary.

A 'Social Story' can be used as a tool to support the transition process for those children with high levels of anxiety, communication difficulties or behaviour difficulties.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then a Statement/Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

How are resources allocated and matched to children's special educational needs?

We ensure that the needs of all children who have Special Educational Needs are met to the best of the school's ability with the funds available. We will often allocate Teaching Assistants who are funded by the SEN budget to deliver programmes designed to meet groups of children's needs as well as quality first teaching from teachers. The budget is allocated on a needs basis.

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

The Class Teacher alongside the SENCo 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.

What support is there for improving behaviour, attendance and avoiding exclusion?

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. If a child has behavioural difficulties a Pastoral Support Plan

(PSP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

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.

Attendance of every child is monitored on a daily basis by the school Admin staff. Lateness and absence are recorded and reported upon to the Headteacher. Good attendance is actively encouraged throughout the school and rewarded on a termly basis as is improvement in attendance. Families who struggle with attendance and lateness are supported in an attempt to improve attendance and lateness.

Who can I contact for further information?

Your main point of contact would always be the Class Teacher and then following this you may need to speak to the SENCo / Inclusion Manager (Mrs Emma Moran).

What should you do if you feel that the Local Offer is not being delivered or is not meeting your child's needs?

First point of contact would be your child's Class Teacher to share your concerns. You could also arrange to meet Mrs Moran our SENCo / Inclusion Manager and / or Mrs Anderson our Headteacher. You may also wish to refer to the Inclusion Policy on our website or for further information see the Special Educational Needs section of the Portsmouth City Council website at

<https://www.portsmouth.gov.uk/ext/learning-and-schools/schools/special-educational-needs.aspx>

Who should I contact if I am considering whether my child should join College Park Infant School?

In this instance you can contact the school Admin office to arrange a meeting with either the Headteacher Mrs Anderson or our SENCO/Inclusion Manager Mrs Moran to discuss how the school could meet your child's needs.

How is the local offer reviewed?

This local offer will be reviewed annually to reflect the changing needs of the children who attend College Park Infant School. Part of this review process will involve contributions from parents.

5. Your SENCO

SENCO/ Inclusion Manager: **Mrs Emma Moran**

Working as part of the Senior Management I work closely with all staff in school, parents and outside agencies and colleagues throughout the city. I have the responsibility of co-ordinating the provision made for individual children with Special Educational Needs and Disabilities, English as an Additional Language and Gifted and Talented pupils.

Support is available through:

- Giving advice on issues relating to any of the above.
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties.
- Assessment of individual pupils to identify need and plan appropriate support.
- Monitoring the interventions that are in place and tracking children's progress.
- Co-ordinating referrals that may be made to a range of other agencies such as Educational Psychology and Speech and Language Therapy.
- Liaising with other professionals who are involved in the care of any of our children.



6. Medical Support

We work closely with the School Health Nurse team who regularly hold drop-in sessions on the school site.

If a child has specific medical needs then a protocol is put together by the school nurse in conjunction with parents and the school. This ensures that all school staff know exactly what to do in order to care for that child in school or if a medical emergency was to arise.

If specific training is required around a medical need then this is co-ordinated by the SENCo to make sure that all the relevant staff have the knowledge they require to meet a child's needs.



7. Speech and Language Support

A Speech and Language Therapist is allocated to our school by the Speech and Language Therapy Service based at Battenburg Avenue Clinic. She liaises with the SENCo to organise half termly visits.

During these visits she will review and assess children who are already known to the service in order to update their programmes of support. A child who has a speech and language therapy programme will have time in school to regularly work on these targets with an adult. This will often be the Learning Support Assistant (LSA) based in the child's class. All of our support staff have had recent training in a number of different areas relating to speech and language therapy.

From September 2014 we also have available an LSA with a specialist interest in Speech and Language Therapy who has received further training. She will be delivering speech and language programmes for some of the children in school and will also be running some Narrative Skills groups.



8. Current Involvement with Outside Agencies

- Speech and Language Therapy
- Educational Psychology
- School Health Nurse team
- Multi-Agency Behaviour Support (MABS) Service
- Occupational Therapy
- Physiotherapy
- Sensory Impairment Service

- Child and Adolescent Mental Health Service (CAMHS)
- Portsmouth SEN Support Partnership (PSENSP)