



The SEN Information Report Reviewed January 2022

Eling Infant School and Nursery is a small mainstream school with approximately 115 children on role in school and 40 on role in nursery. It is situated on the outskirts of Southampton. It has six classes, which cater for children aged between 2 and 7 years old. At Eling, we believe that all children should make good or better progress. We believe that all Teachers have responsibility for all children with SEN (Special Educational Needs).

Children are described as having Special Educational Needs if they have a significantly greater difficulty in learning than the majority of others of the same age or if they have a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in school. Special Educational Needs provision, is provision that is additional to or different from that made generally for all other children.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

Children are identified as having SEN through a variety of ways including:-

- Concerns raised by Parents / Carers.
- Liaison with pre-schools, nurseries or previous settings.
- The child not making expected progress linked to the National Age Related Expectations.
- Concerns raised by the teachers for example; if behaviour of self-esteem is affecting performance.
- Liaison with external agencies including Speech and Language Therapy (SALT) or Educational Psychologist. (EP) Occupational therapists (OT)
- Health diagnosis through Paediatrician or Child and adolescent mental health services (CAMHS)

2. HOW WILL I RAISE CONCERNS IF I NEED TO

- Talk to us – All teachers are happy to talk through the children's needs, just make an appointment to meet with us.
- The Headteacher and SENCo will also be happy to talk to any parent or carer with worries or concerns at a mutually convenient time. You could also email the SENCo on: lucy.biggs@eling.hants.sch.uk.
- We believe that partnership with parents and carers is key and open honest relationships with them are the best way to support all our children.

3. HOW WILL SCHOOL SUPPORT MY CHILD? WHO WILL OVERSEE, PLAN; WORK WITH MY CHILD AND HOW OFTEN?

- First and foremost your child will be supported by the class teacher and teaching assistant. They will oversee, plan and work with each child with SEN in their class ensuring that each individual child's needs are met.
- The children may also have the opportunity to work individually or in small groups to carry out targeted interventions with a teaching assistant or teacher. If the Class Teacher believes that this level of support would help your child then this may be discussed with you before the intervention starts.
- If your child has an Individual Education Program (IEP) for learning or for speech then a teaching assistant will support them at least once a week. Targets are displayed in the classroom so they can be supported and followed up by all the adults in the classroom continuously throughout the day.
- All SEN provision and interventions for children requiring additional support will be overseen by the SENCo ensuring progress is being made.



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4. WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents or carers at least on a termly basis (this could be as part of or additional to Parent's Evening) to discuss your child's needs, support and progress.
- For further information the SENCo is available to discuss support in more detail.

5. HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCo reports to the Governors every term to inform them about the progress of children with SEN; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo (at least once a term). They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

6. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

WHAT ARE THE SCHOOL'S APPROACHES TO DIFFERENTIATION AND HOW WILL THAT HELP MY CHILD?

- All work within class is pitched at an appropriate level so that all children are able to access 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 this can be individually differentiated.
- The 'cutaway' pedagogy is used when appropriate to ensure all individual needs are met and all groups are taught by the teacher or teaching assistant every lesson.
- Split classes.
- Open-ended tasks that ensure all children can access them at their own level.
- Individual targets, resources and scaffolding.

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- 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 carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child has been identified as having additional needs they may have an Individual Education Plan (IEP), which will have individual or group targets. This is discussed on a termly basis with parents / carers and they are given a copy of the IEP. The targets set are SMART: Specific, Measurable, Achievable, and 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 SEN they may be part of a TPA (Transition Partnership Agreement) or an Education Health Care Plan (EHCP), a formal meeting will take place yearly, to discuss your child's progress. A formal report may be written. If the need arises, we can schedule review meetings more frequently. Informal reviews are ongoing and take place in day-to-day discussions.
- In some cases we operate, a home / school link book, which your child will bring home regularly so that comments from parents / carers and teachers can be shared and responded to when needed.
- The school also provides when possible pre-learning packs for children with language difficulties to help children with new concepts and also to support them at unfamiliar times or times of change such as Christmas.



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8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING

- As a school we measure children's progress in learning against National 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 including Development Matters, Early learning Goals, National Age Related Expectations and reading and spelling ages.
- Children who are not making expected progress are identified through termly review meetings with the class teachers, SENCo and Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty, what further support can be given to aid their progression and if we need to seek advice from an external agency such as Child and Adolescent Mental Health service (CAMHs) or an Educational Psychologist (EP).
- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

9. WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING? WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that a child having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral and social care of every child in their class, therefore this would be the parents' / carers first point of contact. If further support is required the class teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and / or the Behaviour Support Team. We have first aiders in each of the classes who will oversee any routine medical need. In cases where a specialist is deemed to be needed professional outside agencies for support and guidance are sought.
- We run a Nurture Group lead by a qualified Nurture Practitioner, which is an opportunity for children to develop their social skills, confidence, communication skills and self-esteem in a small group in a more home like setting.
- The school also has ELSA's (Emotional Literacy Support Assistant's) who work under the direction of the class teachers and SENCo with vulnerable children on a ELSA plan during school.

10. HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the class teacher or Head First Aider (Ms Sara Mott) if medication is prescribed by health professionals to be taken during the school day.
- On day-to-day bases, qualified first aiders oversee the giving and recording of medicine.
- As a staff, we have regular training and updates of conditions and medication affecting individual children so that all staff are aware of medical situations.
- Children with allergies and first aid issues are brought to the attention of all staff.

11. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE

- 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. In addition to this it can also include sticker charts, rewards and also praise in assemblies- 'Shining Awards'.
- If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the parents / carers to identify the specific issues, put relevant support in place and set



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targets. This will be shared with the child in an appropriate way and their views will be taken into account.

- After any behaviour incident we expect the child to reflect on their behaviour and then discuss this with an adult, thinking about the consequences of their behaviour and how they might act differently next time.
- Attendance of every child is monitored on a daily basis by the school administration staff. Lateness and absence are recorded and reported upon to the Headteacher. The Headteacher will speak to any parents / carers whose child's attendance is becoming a concern. Good attendance (above 96%) is actively encouraged throughout the school. We have had many successes where families were struggling with lateness but are now able to get their children into school on time. We will also come and collect children if the parents would like some support to get them into school.

12. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We use Philosophy for Children (P4C), growth mind-set and rights and responsibilities to ensure we value and celebrate each child being able to express their views on all aspects of school life. We run a School Council, which has an open forum for any issues or viewpoints to be raised. Every Class has at least one child in school council.
- Children are encouraged to share their views in whole school assemblies.
- Children who have IEPs (Individual Education Plans) discuss and contribute views to their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- If your child has a TPA (Transition Partnership Agreement) or Education Health Care Plan (EHCP) their views will be sought before any review meetings.

13. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCo is fully qualified and accredited and attends regular cluster meetings with the local Educational Psychologists.
- Nurture is lead by a trained Nurture Professional.
- Our ELSAs are trained and attend regular cluster meetings to share and gain expertise with other ELSAs from different schools.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Educational Psychologists, Parent Support Advisers, Out Reach Support from the local special school; Health Professionals including – GPs; School Nurse; Clinical Psychologist; Paediatricians; Speech & Language Therapists; Occupational Therapists; Social Services including; Locality Teams including Social Workers.

14. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have a qualified SENCo.
- A trained Nurture Group Practitioner.
- We have a member of staff trained as an ELSA who receives regular support from the Educational Psychologist.
- Teaching Assistants have training in delivering Speech & Language programmes from Speech & Language Therapists.
- Our HLTA is trained in the Talking Partners intervention
- We have staff trained to do DEST screening and SIDNEY intervention.
- The majority of staff are trained in Makaton.



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- Most teachers and teaching assistants are trained to support children with behavioural difficulties delivered by Hampshire Educational Psychology Service and the Primary Behaviour Service.
- In addition to this we are always looking for more training and advice linked to children's individual needs as they arise throughout the year as the new needs arise.

15. 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 where this can be done safely. We endeavour to try to provide the necessary support to ensure that this is successful although sometimes we do ask parents / carers to come with us. The school will consider all reasonable resources to put in place to ensure inclusion. It should be noted however that our duty of care overrides issues of inclusion where the safety of the child, other children and staff cannot be guaranteed. In such cases we will do our best to offer alternatives if we cannot ensure safety.
- A Risk Assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be 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.

16. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.
- We liaise with EMTAS (Ethnic Minority Travellers Advisory Service) who assist us in supporting our families with English as an additional language.

17. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?

- We encourage all new children to visit the school or nursery class prior to starting. They will meet their teacher and be shown around the school. For children with SEN we would encourage further visits to assist with the acclimatisation of the new surroundings. We also encourage visits from the pre-schools.
- As part of our 'settling in sessions' (pre-school children starting in September) the children will attend multiple sessions, there will be the option of a home visit and the teachers will go and see each of the pre-school settings to discuss each of the children individually. We write social stories with children if transition is potentially going to be difficult. When children are preparing to leave us for a new school, we arrange additional visits and have TPA meetings for those that it would benefit.
- Our 'feeder' junior schools Abbotswood and Foxhills both have transition days.
- They will come and speak to the class teachers and SENCo about the children and both schools are willing to organise extra transition sessions for the more vulnerable pupils. 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 TPA (Transition Partnership Agreement) or Education Health Care Plan (EHCP) review will be used as a transition meeting during which we will invite staff from both schools to attend.



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18. HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational Needs have these needs met to the best of the school's ability with the funds available.
- We have a team of teachers and teaching assistants 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 often involving a teaching assistant in small groups or 1-1 support with a teaching assistant.

19. 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 for them work towards and achieve age related expectations.
- This will be through on-going discussions with professionals and parents.

20. HOW DO WE KNOW IF SUPPORT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs and ensuring they are being met.
- The child is making progress academically against National Age Related Expectations and the gap is narrowing – they are catching up to their peers or expected age levels.
- Verbal feedback from the teacher, parent / carer and pupil.
- Children may move off the SEN register when they have 'caught up' or made sufficient progress.

21. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet Mrs Lucy Biggs our SENCo.
- Look at the SEN policy on our website.
- Additional information is available at
 - Hampshire Local Offer page - <https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1>
 - Useful links from Hampshire SENDIASS <https://www.hampshiresendiass.co.uk/>
This is where Support 4 SEND and parent voice now is.
 - Core assets children's services <https://www.corechildrensservices.co.uk/>

22. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school administration office to arrange to meet the Headteacher - Mrs Trina Sillence or Assistant Headteacher/SENCo - Mrs Lucy Biggs, who would willingly discuss how the school could meet your child's needs.