



Tweseldown Infant School – SEND 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 well rounded individuals, 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 Infant School 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-ordinators (SENDCos) 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 when required and target setting meetings. If children are not making the expected progress at Tweseldown Infant school the SENDCos will become involved, and where appropriate, interventions will be put into place.

At Tweseldown we have assessments to support the identification of SEND. These include:

- DEST (Dyslexia Early Screening Test) and DEST-J (Dyslexia Early Screening Test – Junior)
- 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.
- Helen Arkell spelling – an assessment which gives a standardised score for ability and age.
- Language Link – an assessment for the understanding of core language skills.
- Thrive – an assessment for emotional wellbeing and mental health
- Trafford Sounds Assessment- for speech articulation

3 Specialist services:

We have a Service level agreement (SLA) with Hampshire and Isle of Wight Educational Psychology Service (HIEPS) 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.

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

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 in school.

For children with hearing issues we work closely with the Specialist Teacher Advisory Service Hearing impairment section.

We work closely with these specialist agencies to set targets and next steps, which our LSAs (Learning Support Assistants) 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.

4 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; some of these assessment tools give a standardised score and a working within age, others track progress against set criteria. Class teachers and SNAs have regular feedback sessions and the SNAs work closely with the SENDCos 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 monitoring the effectiveness of the curriculum and tracking children's performance continually throughout the year. The Full Governing Body analyse end of key stage results. The SEND 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 Learning Plan (ILP) is put into place.

ILP targets are shared with the child and this is an opportunity for them to celebrate what they are good at as well as being involved in the setting of new targets. Your views, as a parent, will be taken into account. We will support you through termly parents meetings and ILP meetings. At ILP 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 ILP.

Weekly homework and spellings (in Years 1 and 2) are sent home and 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 and record this in their reading diary.

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

5 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 SENDCos, 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.

A small number of children with significant needs are supported in our learning support classroom (LSC). Rabbit class has a higher adult support ratio than other classes in school,

currently 5 adults (a class teacher and 4 SNAs) and 14 children. This class has a mixture of Reception and Key Stage 1 pupils and the children receive a bespoke curriculum tailored to their individual needs. Where possible pupils access mainstream provision, for example, play and lunchtimes, PE lessons, school assemblies etc.

6 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 your child is receiving.

Children with an Education Health Care Plan (EHCP) have an annual review completed electronically by Hampshire's EHC hub to ensure that outcomes are updated and appropriate funding for children's needs stays in place.

Current interventions, although not an exhaustive list include:

Intervention	Description
SIDNEY	Intervention for those children who are 'at risk' as a result of DEST screening. The 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 focuses on a specific target.
OT/ABC	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.
Attention Bucket	Attention Bucket is a highly motivating and creative approach for building attention and early communication skills for children on the Autistic spectrum.
Literacy Support	Small group interventions tailored for individual children to work on the core skills needed for sentence writing.
Nurture groups	Nurture groups are conducted by our trained ELSAs and help children to develop their social skills and understanding of social conventions. It provides the children with a safe environment to discuss their feelings and build friendships with others.
Sensory circuits	A short and snappy sensory motor skills programme that helps to set children up for a school day. Children participate in a 10-15 minute session of activities designed to improve brain processing efficiency, and a fun way to start the day.
Identi-play	Support to develop early play skills
Intensive interaction	Strategies to develop communication skills

The SENDCos 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.

7 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 SEND 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 and/ or an individualised risk assessment may be completed.

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

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

We currently have three Emotional Literacy Support Assistants (ELSA) who works with children that need extra emotional support. We also have an LSA trained to deliver TALA which is a child-led intervention to support emotional development. 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.

Children have regular RHE (Relationship and Health Education) lessons.

We have a Home School Link Worker, (HSLW) (who is our Senior Attendance Champion) who can provide support for parents and can help signpost them to relevant agencies; she also oversees our attendance records and works with parents to improve attendance. We also have a link Parent Support Advisor who we can signpost parents to.

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 a representative from each class attends regular meetings to discuss issues or worries and solutions.

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

All support staff are first aid trained.

Our Special Needs Co-ordinators are Mrs Laura Russell for the Foundation Stage and Mrs Helen Wakeham for Key Stage 1. They are responsible for the operation of the Special Needs policy.

Contact details:

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01252 628843

9 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 and has included, ASD, precision teaching, communication and behaviour, Dyslexia, Thrive and positive handling.

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

The ELSA can support children with low self-esteem, anger management skills, social and friendship skills, loss, bereavement, and family break ups. Parents can request ELSA support by speaking to the SENDCos or class teacher.

We also have additional 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 SENDCos.

Our linked Educational Psychologist delivers training to our LSAs to support children both with and without additional needs.

We also have access to outside agencies including:

- Solent NHS trust for Speech and Language Therapy (SaLT), Occupational Therapy (OT).
- School Nurse for 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.
- Specialist Teacher Advisory service

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

Tweseldown secures 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 secure appropriate training for appropriate members of staff.

10 How accessible is Tweseldown Infant School's setting both indoors and outdoors?

The school is on a 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 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 site has disabled parking bays.

11 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 you with skills to help support your child at home.

In addition to the above you can also arrange meetings with your child's class teacher, the SENDCos 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.

12 How are young people currently involved in Tweseldown Infant School?

Children at Tweseldown are able to contribute their views through the school council.

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

Children with ILPs 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.

Person Centred Plan (PCP) meetings have been implemented where appropriate to allow a holistic approach to a child's learning journey.

13 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 SENDCos 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.

If you wish to make a formal complaint you should contact the Chair of Governors 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.

14 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.

The SENDCos and the HSLW 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.

More information can be found on Hampshire's local offer webpage link in section 16.

15 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, 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, FS SENDCo 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 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:

- Teachers from both schools liaise closely to ensure as smooth a transition as possible.
- For children with more complex needs extra transition meetings and visits are arranged.
- Liaison happens between the KS1 SENDCo and any Junior Schools.

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 5% (Oct 22) 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 leaders if necessary. Targets will then be set and shared with you and your child.

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

Please refer to Hampshire County Council SEN Services following the link below:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Hampshire's Local Offer for Special Educational Needs and / or Disabilities

Your Local Offer - Information and services available in Hampshire for children and young people (birth to 25) who have Special Educational Needs and/or Disabilities (SEND)

The Local Offer includes information about education, health, social care, preparation for adulthood, leisure services and impartial information advice and support.

Hampshire's Local Offer (co-produced with parents, carers and young people) aims to help you find your way through the maze of information to reach the best solutions for you / your child