SEN Information Report for Glenfield Infant School

This is our school's SEN information report. It tells you more about how our school could support your child if they have a special educational need or disability.

We believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs and disabilities.
- All children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents, children, relevant outside agencies and other partners.

At Glenfield Infant School we put support in place for all pupils with Special Educational Needs and Disabilities (SEND). This includes the areas of need below:

- Learning difficulties
- Communication difficulties
- Autism spectrum disorder
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

We are fully committed to including children with these needs in a sensitive and supportive way.

Frequently asked questions from the parent/ carer's point of view.

Question	Answer
How do you know if my child needs extra help? What should I do if I think my child may have special educational needs?	Glenfield Infant School is committed to early identification of special educational needs. A range of evidence is collected through the usual assessment and monitoring arrangements (for example screening for phonics, English and Maths assessments): if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. Additional testing may be carried out, as appropriate (for example speech and language assessments, DEST tests or Educational Psychologist assessments). This will be done in full consultation with parents, key staff and professionals using a graduated approach (See SEND policy). Careful targeting of individual support is addressed and detailed on a child's Passport to Success. This is shared with parents and reviewed termly. Parents are involved in the assessment and review process right from identification. If you are concerned, you need to speak to your child's class teacher or contact the SENCO- Olivia Spinney
How will staff support my child?	Your child's class teacher and the SENCO will oversee and plan your child's education programme. Depending on the intervention required, your child may be working in a small group with support during literacy and/ or mathematics or working on targets in other areas of need. Sometimes a pupil requires support to access the curriculum or to manage his/ her behaviour; a Teaching Assistant may support your child to be a successful member of the school community. It may be appropriate for your child to have some one-to- one support. This will all be explained to you by your child's class teacher. If your child has an EHC Plan we will ensure that the provision matches the needs identified on the plan and we will work with you to ensure that this is correct for your child.
How will the curriculum be matched to my child's needs?	All teachers are teachers of children with SEND and have high expectations for any child in the school. All teachers plan to include everyone in their lessons, making reasonable adaptations, and work is provided at the appropriate levels for children to access their learning and make good progress. This may include strategies such as use of physical resources, visual timetables etc. If your child has complex needs they may need a highly personalised curriculum, this is supported by outside agencies where appropriate. Planning is monitored by the Senior leadership team.

How will I know how my child is doing and how will you help me to support my child's learning?	We understand the importance of working with parents. There are regular parent evenings and you can ask for an appointment to speak to your child's class teacher or the SENCO at a mutually convenient time. You will receive a written report and we will always ask to see you if we have concerns about your child's progress. If your child has a Passport to Success, this is reviewed termly and new targets will be shared with parents throughout the year so you can support your child at home also. Progress is carefully tracked by the senior leadership team. If your child has an Education Health Care Plan, an annual review is held according to the guidance in the Code of Practice. We value parent's opinions as parents need to be fully involved in the process to ensure that the plan is successful.
What support will there be for my child's overall wellbeing?	All children have a trusted adult within the school that they can speak to. This will often be their class teacher or teaching assistant. Children also have access to support from our Emotional Literacy Support Assistant, Mrs Spake or Miss Guy if required. They offer pastoral or social support for children on a 1:1 or small group basis. There are close links with our partners in health and social care, for example the school nurse, Mental Health in Schools Team and Children's Services. Our ELSA also works as our Family Support Worker to support parents or refer if required to further agencies or charities for support. The school has a no tolerance approach to bullying and children are supported to know how to deal with challenging situations.
What specialist services and expertise are available at or accessed by the school?	We also link with other professionals in the local authority such as Child and Adolescent Mental Health, Mental Health in Schools Team, Jigsaw, Social Care, Educational Psychology, Occupational Therapy, Physiotherapy and Speech and Language therapy. Outreach support from specialist schools in the city can also be accessed through the School Inclusion Partnership. We, as an academy, buy in the services of an Educational Psychologist and speech and language service, which means they support the school on a regular basis. We also have a speech and language assistant (Mrs Webster) within the school who works in the school to deliver 1:1 and small group support. Mrs Webster is supported by the speech and language service that we purchase to ensure the provision for the children is effective. We also have an ELSA that works in the mornings to support children on a 1:1 or group basis to address social and emotional skills. It is the role of the SENCO to organise this support and maintain records. If you wish to access any of these services please speak to the SENCO.

What training have staff supporting children and young people with SEND had?	Our SENCO is working towards the SENCO accreditation. Clare Clifford (Headteacher) holds the SENCO accreditation. Our SENCO works three days a week (Monday-Wednesday) to carry out this role. Training is planned alongside the school's priorities and needs of the children. It is delivered by the SENCO, outside agencies and other professionals. All staff receive regular training and updates for example on autism awareness and behaviour management. Regular speech and language training is provided. The school nurse also provides training as needed on asthma and epi-pen use.
How will my child be included in activities outside the classroom including school trips?	We make every effort to include all pupils on school trips. If an individual risk assessment is required, we will write this to ensure that everyone is fully included. It may be requested for a parent to accompany a child where adaptations are not possible for that child's needs on a trip outside of the school environment. This will be discussed beforehand. The school believe in the importance of enjoyment and safety for all. If your child wants to join a club and has particular needs, then reasonable adjustments can be made in discussion with the school.
How accessible is your school?	The school work with families and outside agencies to make our setting as inclusive as possible. We make every reasonable adjustment possible. The school site is across different levels, with slopes and stairs. We have one accessible toilet and parking space. If your child needs an adapted environment, for example a workstation/quiet area or sight/hearing adaptations, we will ensure this is in place. If you are considering sending your child to us, please contact the school in advance to discuss your child's needs and any adaptations needed.
How will school prepare and support my child to join the school and then transfer to a new school?	When your child joins the school, you can request to be shown round by the head teacher or member of the leadership team. This will be a chance for you to ask any questions that you may have. There are visits to pre-schools in order that Glenfield Infants Staff can liaise with the pre-school staff about each child's individual needs. Year 2 staff and the SENCO liaise with the receiving schools. Plans for transition can be made to meet your child's individual needs which may include extra visits, social stories etc.
How are the school's resources allocated and matched to children's special educational needs?	The school has a delegated budget for children with special educational needs. Not all children will require the same funding. We allocate this funding to children to overcome their barriers to give them the aids needed. The core purpose is to identify these barriers early and find as many ways as possible to overcome these within the resources available.

How is the decision made about what type and how much support my child will receive?	The senior leadership team hold regular meetings with each class teacher to discuss the pupil's progress. If there is a need for some extra support this will be agreed by everyone that needs to help your child. As a parent you will be consulted and be informed of this also. Staff use a plan, do, review approach in our graduated response to ensure support matches you child's individual needs. This means that we plan the work, carry it out and look to see if it has had an impact or if it needs changing. This graduated approach can take a while to get right. Looked after children also have additional provision identified through Personal Education Plans and regular reviews, co-ordinated by the SENCO and the Headteacher. If this child also has a Special Educational Need or Disability then we will ensure that their Passport to Success and Personal Education Plan match each other. We will regularly meet to review the provision and ensure that the child's needs are fully met.
Who can I contact for further information?	Your first point of contact if you want to discuss something about your child is your child's class teacher. You can contact any member of the school senior leadership team if you are still worried. You can arrange a meeting with the SENCO, Olivia Spinney, by contacting the school office. The school also currently has a SEN governor (Louise Piggin) who works with the SENCO. If you would like to apply for Glenfield Infant school, please contact the school for a visit.

Southampton City Council's Local offer is also available to view at:

Special Educational Needs and Disabilities (SEND) Local Offer (southampton.gov.uk) For further details about

the school you can also access our SEND policy on our website.

download.asp (glenfieldschool.co.uk)

Frequently asked questions from the child's point of view:

Question	**Answer**
How does Glenfield Infants School know if I need extra help?	Your teachers track your progress and they will know if you need extra help.
What should I do if I think I need extra help?	You can talk to someone at home or at school.

How will my work be organised to meet my individual needs?	Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think.
How will I be involved in planning for my needs and who will explain it and help me?	If you need extra planning, an adult that you know well will sit and explain it to you. This might be your class teacher, but it could be your class teaching assistant or the school SENCO.
Who will tell me what I can do to help myself and be more independent?	All the staff can help you become more independent.
How will I know if I am doing as well as I should?	You will have a school report and a Passport to Success, and your teacher will meet with someone from home to explain how you are doing.
How can I get help if I am worried about other things other than my school work?	You can talk to any teacher or Teaching Assistant. You can also ask to speak to an Emotional Literacy Support Assistant, Mrs Spake or Miss Guy.
Are there staff in school who have been trained to help young people who need extra help?	Our SENCO has experience that means she is trained to help children with learning needs. Other staff are trained to support you with your emotions and behaviour. We also have a family support worker that you can talk to.
Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	We work with lots of people who can support you too, for example, therapists, nurse and social workers.
If I have difficulty in taking part in school activities, what different arrangements can be made?	Most of our classrooms are on one level and are easy to get to. We have a disabled toilet. You will be introduced to all staff working with you so that they understand your needs.
Who can I talk to about getting involved in school activities if I need extra help?	You can talk to your class teacher if you would like to be involved in school activities where you may need extra help.
What help is there to help me get ready to start at my new school?	We will talk to your current school and your parents/ carers. You are welcome to come and visit Glenfield Infant School. We can give you a school prospectus and write you a social story if this will help you. A member of staff will give you a tour of the school.

What should you do if you feel that the SEN information report is either not being delivered, or is not meeting your child's needs?

You should contact your child's class teacher in the first instance and/ or talk to our SENCO. If you still have concerns after meeting with school staff to discuss these, please refer to the school's complaints policy available on our website. If your child has an Education Health Care plan, this can also be discussed with Southampton City Council's SEN team.

How are decisions made, and how is the SEN Information Report reviewed?

Decisions are based on the information gathered from the school's pupil progress meeting and through the school development plan.

What should you do if you feel that the support outlined in this SEN Information Report is either not being delivered, or is not meeting your child's needs?

You should contact your child's class teacher in the first instance and/ or talk to Olivia Spinney (SENCO) ospinney@glenfieldschool.co.uk

Following this you could make an appointment to see the Head Teacher – Clare Clifford email: head@glenfieldschool.co.uk or via the school office:

023 80771528

If you are not satisfied that your concerns have been adequately resolved then please write to: Mr Bob Farmer Hamwic Trust Offices: Unit E, The Mill Yard, Nursling Street, Southampton SO16 OAJ

If you have any further questions, please contact:

Olivia Spinney – SENCo: ospinney@glenfieldschool.co.uk

Clare Clifford- Headteacher: head@glenfieldschool.co.uk

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