



## **SEND Provision at our School**

At North Baddesley Infant School our aim is to ensure all children are inspired to become lifelong learners, regardless of their individual barriers and different starting points. Working closely in partnership with families, we strive for all our children to grow in independence, resilience and participate fully in school life and the wider community. We endeavour to provide a nurturing learning environment which recognises every child's strengths and needs, but also challenges every child to be the best they can be.

### **What types of Special Educational Needs and Disabilities (SEND) can our school make provision for?**

North Baddesley Infant School is three form entry, catering for children from 4 to 7 years old. We believe every child is an individual and we are fully committed to providing a learning environment to meet the needs of each child.

At North Baddesley Infant School we make provision for children with a wide range of needs, including those who require extra support with communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical difficulties.

### **How does the school know if a child needs extra help and what should I do if I think my child may have special educational needs (SEN)?**

We work closely with our preschools, nurseries or previous schools to identify any special educational needs children may have prior to them joining us. Once children are in school, we continually monitor and assess the progress of each child. The class teacher will recognise if any child has special educational needs or if they have a learning difficulty which calls for special educational provision to be made for them. This will be identified in consultation with Mrs Katie James, the Special Educational Needs Co-ordinator (SENCo), who manages the Special Educational Needs and Disabilities (SEND) provision within the school, and in partnership with parents/carers.

SEND identification and provision follows the Government document, the SEND Code of Practice, which gives very clear and specific guidelines.

We would urge parents/carers with any concerns regarding their child's progress, or those who believe their child may have an area of need, to talk to the class teacher or our SENCo. We believe working in partnership with parents/carers is extremely important and we value their extensive knowledge of their child. Sharing information and observations from home and school helps us to understand the child's needs and provide them with appropriate provision to enable them to be successful.

If it is deemed appropriate, following a discussion between the parents/carers, class teacher and the SENCo, a child will be placed on the SEND register. The child will be given a Learning Passport and SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets will be set to help them to bridge the gap in their development



or learning. They will remain on the register until they no longer require additional support.

### **How can I contact the SEN Coordinator?**

The SENCo, Mrs Katie James, can be contacted via the school office on 02380 412412.

### **How will the school provide support and inform and involve parents/carers?**

We offer an open door policy and parents/carers are always welcome to make an appointment to meet with either the class teacher or SENCo to discuss how their child is getting on. We can offer advice and practical strategies that can help a child at home. Sometimes we might contact a parent/carer by telephone or in person to welcome them in to school for a meeting.

The class teacher will meet with all parents/carers twice annually to share their child's targets. The SENCo is available to attend those meeting, if requested. Children with identified SEND will have their needs discussed as part of these meetings and an additional meeting will be held in the Summer term to discuss progress, targets and transition. A Record of Achievement will be sent at the end of the year.

The SENCo works in partnership with the class teacher and pastoral team, if appropriate, to set extra provision for children who require additional support. Each child's progress is closely monitored using a combination of teacher's assessment data, intervention records and observations at school and at home. The class teacher is responsible for ensuring class work is adapted to meet the child's needs and that the learning from their interventions is reinforced in their class work. Together with the Headteacher, they will evaluate the impact of interventions delivered on a half-termly or termly basis during pupil progress meetings.

### **How are the school governors involved and what are their responsibilities?**

One of the school governors is responsible for SEND and meets regularly with the SENCo. They undertake regular training and also report to the full governing body to keep everyone informed. The governors agree priorities for spending within the SEND budget, with the overall aim that all children receive the support they need in order to make progress.

The SENCo reports to the governors termly to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. Governors monitor the progress of all groups of children and consider appropriate funding for everyone.

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

We are committed to early identification of special educational needs and adopt a graduated response to needs (i.e. *assess, plan, do and review*). The child's needs



will be met within a range of flexible, responsive provision. We believe partnership with parents/carers is vital and class teachers will discuss with them their observations and assessments regularly. 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 expected levels appropriate to their age and stage of development.

### **How does the school know how well my child is doing?**

There are many ways in which we assess and review progress of children with special educational needs, including:

- regular ongoing observations and assessments made by the class teacher and teaching assistant during lessons.
- the use of diagnostic assessments to identify needs, when appropriate, and regular reassessment to monitor the impact of provision in supporting progress.
- pupil progress meetings with the Headteacher, Pupil Premium lead and SENCo, where teachers have the opportunity to discuss the child's barriers to learning and the support we can provide to ensure progress.
- regular reviews of the child's individual targets on their Learning Passport. The targets set are challenging to support the child to bridge the gap. If the targets are not met, the reasons will be discussed and targets could be adapted with smaller steps or a different approach to ensure success.
- development of an Education, Health Care Plan (EHCP) for a child with more complex educational needs. This requires more formal meetings to discuss progress as well as next steps in learning.

### **How will the curriculum be matched to my child's needs and how will my child be included in activities outside the school classroom?**

At North Baddesley Infant School, all children have access to a broad, balanced and relevant curriculum that is differentiated to meet individual learning styles and recognises personal strengths and needs.

Class teachers use the HIAS planning tool for children with SEND. This breaks the English and Maths curriculums down into smaller steps and helps to identify suitable starting points to support the child's learning.

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. 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.

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

We are an inclusive school and celebrate diversity. Children need to be emotionally and socially secure in order to learn and all staff believe a child's well-being is crucial to their success. We have a very caring and nurturing team who work together to look after all our children's needs.



The class teacher is primarily responsible for the pastoral, social and medical needs of every child in their class. If additional support is required, the class teacher liaises with the SENCo for further advice. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Support team.

The school has a pastoral team with four ELSAs (Emotional Literacy Support Assistant) who work, under the direction of the SENCo, with children requiring additional social or emotional support.

Our two Pastoral Leads also run nurture and social skills groups which support children to recognise and manage possible barriers to their learning. They also facilitate TALA (Therapeutic Active Listening Assistant) child-led sessions which offer children a safe and supportive environment to talk in confidence.

In addition, in their Family Support role, they provide a listening ear and offer support, advice and guidance to families. They have trained as Parent Group Leaders to deliver the Family Links Nurturing Programme for Parents.

### **How does the school manage the administration of medicines?**

Parents/carers need to contact the school office and class teacher if medication to be taken during the school day is recommended by health professionals. All staff have regular training and updates of conditions and medication affecting individual children so that we are able to manage medical situations.

The school has a policy for the administration and management of medicines on the school website.

### **What specialist services and expertise are available at or accessed by the school?**

As a school we work closely with any external agencies we feel are relevant to an individual child's needs within our school, such as Primary Behaviour Support; health professionals, including GP, school nurse, clinical psychologist, paediatrician, speech & language therapist or occupational therapist; social services, including the locality team, social worker and educational psychologist.

Every local authority is required to publish information about services that are available in their area for children and young people with SEND and services outside of the area that children and young people from their area can also access. This is known as the 'Local Offer'; the Hampshire Local Authority 'Local Offer' can be found at the link below.

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

SENDIASS provides free, impartial information, advice and support to parents/carers of children and young people with special educational needs and disabilities throughout Hampshire. You can find their website on the link below or by calling 0808 164 5504 (Monday-Thursday, 9am-5pm and Friday, 9am-4pm).

[Parents & Carers | Hampshire SENDIASS](#)



## **What equipment and facilities does the school have to support children with SEND?**

We understand that some children may require additional or different equipment and facilities in order to fully access their learning opportunities. Working in close partnership with parents/carers enables us to plan what types of equipment or adaptations may be needed to ensure a positive learning experience for all our children. When a need arises, we work closely with the appropriate services/agencies to receive expert advice regarding specific requirements.

## **What training have the staff supporting SEND had or what training are they having?**

Our SENCo, Mrs James, is fully qualified and accredited. Our four trained ELSAs receive regular support and supervision from an Educational Psychologist. Another member of staff has been trained to deliver Speech & Language programmes developed by a Speech & Language therapist. All of our teaching assistants have had training in delivering reading and spelling, phonics and maths programmes. Our two Pastoral Leads also have regular TALA support and supervision from an Educational Psychologist and have trained as Parent Group Leaders to deliver the Family Links Nurturing Programme for Parents.

## **How accessible is the school?**

The school site is wheelchair accessible with an accessible toilet large enough to accommodate changing. The school is spread over two levels and, on the ground level, there are ramps at specified fire exits.

Designated accessible parking is available in the school car park. If you require assistance, please call the school office on 023 80 412412.

For more information and our accessibility plan please refer to the Single Equality Scheme policy on our website.

## **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 through our pupil voice system. This is usually communicated through the School Council which has an open forum for any issues or viewpoints to be raised.

All children review their progress on a regular basis as part of their learning. Children on the SEND register will review their progress and set new targets on a termly basis with their class teacher or teaching assistant.

If your child has an EHCP their views will be sought before any review meetings.

## **Who should I contact if I am considering whether my child should join the school?**

All children are welcome at North Baddesley Infant School. If a family is considering joining our school, please contact the school office to arrange a meeting with the Headteacher, Mrs Carla Lashmar, or our SENCo, Mrs Katie James, who would be happy to discuss how the school could meet a child's needs.



Admission arrangements for North Baddesley Infant School are determined by the local authority current admissions policy.

### **How will the school prepare and support my child when joining the school and transferring to a new school?**

We encourage all new children to visit the school prior to starting to be shown around the school. For children with SEND, we would encourage further visits to assist with familiarisation with the new surroundings.

We hold Transition Partnership Agreement (TPA) meetings with parents, pre-schools and junior schools, as appropriate, to ensure all stakeholders can support the smooth transition to and from different settings. We liaise closely with staff at other settings when receiving and transferring children to ensure all relevant paperwork is passed on and all needs are discussed and understood. We also write social stories with children if transition is potentially going to be difficult. When our more vulnerable children are preparing to leave us for a new school, typically to go to junior school, we arrange additional visits with a programme specifically tailored to support their transition.

### **Who do I contact for further information?**

The first point of contact would be your child's class teacher or Mrs James, our SENCo. Please do not hesitate to contact the school office to make an appointment on 02380 412 412.

You can contact the Local Authority SEN Department on 01329 316165.

You can also contact the Educational Psychology Service on 01962 876239.

### **What steps should I take if I have a concern about the school's SEND provision?**

We are keen to work in partnership with parents/carers and always encourage them to talk to the class teacher initially about any concerns. We are open and honest with parents/carers and hope that they are able to be the same with us.

If this does not resolve the concern, then parents/carers are able to contact the SENCo, Mrs James, through the school office.

If this fails to resolve the issue, please contact the Headteacher, Mrs Lashmar. Our complaints procedure is available from the school office and on the school website. This sets out the steps for making a complaint in more detail.

This information report has been written as required by Section 65 (3)(a) of the SEN (info) Regulations and links to the Local Authority Local Offer, which is available at <https://fish.hants.gov.uk/kb5/hampshire/directory/family.page?familychannel=6-1>



The SEND Information Report was developed in consultation with staff, parents/carers and governors and will be reviewed on an annual basis. It has been approved by the governing body of our school.  
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