



*Helping stars to shine brightly*

### Special Educational Needs Information Report

**Stamshaw Infants believe that all pupils should be respected and valued as per own our own school values.**

**Stamshaw strives hard to ensure that all pupils:**

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental trends
  - Are assessed using appropriate assessment tools and guidelines
  - Have equal access to resources, provision and interventions as needed

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 require involvement of specialist staff or support services.

Our School has an Inclusion Leader who is responsible for the management of provision and or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focused 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 SEN within the classroom.

Stamshaw Infants are graded as a 'Good' school. Our most recent Ofsted report from December 2014 had the following comments:

*"Teaching assistants contribute well to pupils' learning, particularly the learning of disabled pupils, those with special educational needs and those at an early stage of learning English. In one lesson, a teaching assistant was observed successfully developing the vocabulary of a small group of pupils. Pupils at an early stage of learning English also benefit from effective individual support."*



*"Disabled pupils and those with special educational needs are well supported and this helps them to make good progress towards their learning goals. Good involvement of their parents and a high level of pastoral care through, for example, nurture time in the Rainbow Room, ensure they achieve well both academically and personally."*

*"Regular, careful checks on the progress of all groups of pupils help to ensure that any pupils falling behind are quickly identified and given additional support to help them catch up."*

## 2. Areas of Need Explained

The SEN Code of Practice (2015) 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>1. <b>Communication and Interaction</b></p> 	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> 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><b>Understanding / Receptive Language:</b> 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><b>Speech / Expressive Language:</b> 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>2. <b>Cognitive and Learning</b></p> 	<p><b>May have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</b></p>
<p>3. <b>Social, Mental and Emotional Health</b></p> 	<p><b>May have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>
<p>4. <b>Sensory and / or Physical</b></p> 	<p><b>These pupils may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> <li>• Toileting / self-care.</li> </ul>

### 3. The Waves of Interventions available at Stamshaw Infants

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 in English and Maths lessons.

**Wave 2:** Small group support for those pupils who are achieving below age expected levels.

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

	<b>Whole School Approach (1<sup>st</sup> Quality Teaching ) Wave 1 interventions</b>	<b>Targeted Support for individuals or small groups. Wave 2 interventions</b>	<b>Specialised intervention for those with additional needs. Wave 3 interventions</b>
<b>Teaching Approach</b>	<ul style="list-style-type: none"> <li>• Access to a varied and stimulating curriculum</li> <li>• Use of different individualised teaching approaches according to needs</li> <li>• Hands on learning - School trips</li> <li>• Good use of visual and practical learning</li> <li>• Remove all potential barriers for all pupils while also providing support for pupils during learning activities.</li> <li>• A range of technology to support and aid quality teaching</li> <li>• Consideration of differing culture and beliefs</li> <li>• Setting groups with other children</li> <li>• Small guided groups</li> <li>• Opportunity for guided and independent work</li> <li>• Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise, choice, involvement in decision making and problem solving</li> <li>• Extra adult (teaching Assistant)</li> </ul>	<ul style="list-style-type: none"> <li>• Phonic groups</li> <li>• BEAM (fine /gross motor )</li> <li>• 1:1 reading (targeted)</li> <li>• Guided writing groups</li> <li>• Handwriting groups</li> <li>• Maths</li> <li>• 1:1 Tuition where needed</li> <li>• Booster Groups</li> <li>• SENCO observation / assessment</li> <li>• Parent discussion with SENCO</li> <li>• Nurture Group - Rainbow room</li> <li>• BERT/ GERT - 1:1 reading.</li> <li>• Reception Narrative</li> <li>• Careful counting</li> <li>• Time to Talk</li> </ul>	<ul style="list-style-type: none"> <li>• ECAR (Every Child a Reader)</li> <li>• FFT (Family Fisher Trust) reading/writing intervention</li> <li>• Precision Teaching</li> <li>• ILP's (Individual Learning Plans)</li> <li>• Talking Partners</li> </ul>

### 3. The Waves of Interventions available at Stamshaw Infants

<b>1. Communication and Interaction Needs.</b> 	<b>Whole School Approach</b> <b>1<sup>st</sup> Quality Teaching</b>  <b>Wave 1 interventions</b>	<b>Targeted Support for individuals or small groups.</b>  <b>Wave 2 interventions</b>	<b>Specialised intervention for those with additional needs.</b>  <b>Wave 3 interventions</b>
<b>Speech, Language and Communication</b>  <b>Autistic Spectrum Disorders</b>	<b>AS ABOVE +</b> <ul style="list-style-type: none"> <li>• Drama / Role play</li> <li>• Outside theatre groups / shows and workshops</li> <li>• Golden Time / Peer interaction</li> <li>• Good to Go</li> <li>• A range of technology to support learning</li> <li>• Outdoor learning activities / areas</li> <li>• Puppets</li> <li>• Full inclusion in all school assessment and tasks</li> <li>• Clear verbal instructions / explanations which can be simplified along with visual or concrete support</li> <li>• Visual timetables</li> <li>• SALT targets displayed in classrooms to support teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Time to Talk</li> <li>• Makaton</li> <li>• Reception Narrative</li> <li>• Pastoral Support Worker(as required)</li> <li>• Referral to Parent Partnership (as required)</li> <li>• SENCO observation / assessment</li> <li>• Additional ICT use of audio / visual s</li> <li>• Parent discussion with SENCO / Pastoral Leader / Speech and Language Assistant</li> <li>• The use of social stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to the Speech and Language Therapist (SALT)</li> <li>• Speech and Language Support Assistant who can deliver the individualised programmes according to the SALT directions</li> <li>• Completion of a CAF</li> <li>• Application for an Educational Health Care Plan</li> <li>• Application for an Education Health Care Plan if needed</li> <li>• SENCO assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

### 3. The Waves of Interventions available at Stamshaw Infants

<b>2. Cognition and Learning</b> 	<b>Whole School Approach</b> <b>1<sup>st</sup> Quality Teaching</b>  <b>Wave 1 interventions</b>	<b>Targeted Support for individuals or small groups.</b>  <b>Wave 2 interventions</b>	<b>Specialised intervention for those with additional needs.</b>  <b>Wave 3 interventions</b>
<p><b>Moderate Learning Needs</b></p> <p><b>Severe Learning Difficulties</b></p>	<ul style="list-style-type: none"> <li>• Use of different individualised teaching approaches according to needs</li> <li>• Hands on learning</li> <li>• School trips</li> <li>• Good use of visual and practical learning</li> <li>• Remove all potential barriers for all pupils while also providing support for pupils during learning activities.</li> <li>• Appropriate quality resources</li> <li>• Positive learning environment</li> <li>• A curriculum delivered appropriate to level of ability and understanding</li> <li>• Access to a full and broad curriculum</li> <li>• Consideration of home, cultural, language and heritage</li> <li>• Promotion of a positive attitude towards learning and behaviour</li> <li>• Motivation to help build a positive self-esteem, increase concentration</li> <li>• Lessons differentiated in order to include both sensory and physical disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• SENCO observation / assessment</li> <li>• ECAR assessment</li> <li>• Parent discussion with SENCO</li> </ul>	<ul style="list-style-type: none"> <li>• ECAR (Every Child a Reader)</li> <li>• FFT (Family Fisher Trust) reading/writing intervention</li> <li>• Precision Teaching</li> <li>• ILP's (Individual Learning Plans)</li> <li>• Fully inclusive curriculum</li> <li>• Access to a Specialist Teacher Advisor</li> <li>• Access to an Educational Psychologist</li> <li>• Completion of a CAF</li> <li>• Application for an Educational Health Care Plan</li> <li>• SENCO assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

### 3. The Waves of Interventions available at Stamshaw Infants

<b>3. Social, Mental and Emotional Health</b> 	<b>Whole School Approach</b> <b>1<sup>st</sup> Quality Teaching</b>  <b>Wave 1 interventions</b>	<b>Targeted Support for individuals or small groups.</b>  <b>Wave 2 interventions</b>	<b>Specialised intervention for those with additional needs.</b>  <b>Wave 3 interventions</b>
<p><b>Moderate Learning Needs</b></p> <p><b>Severe Learning Difficulties</b></p>	<ul style="list-style-type: none"> <li>• 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. As according to our school values.</li> <li>• Access to Pastoral support.</li> <li>• Small group activities to address needs</li> <li>• Opportunities for children to talk about any fears, confusion and guilt</li> <li>• Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children</li> <li>• Provision to explain and discuss about the events and circumstances surrounding the parental mental health problems</li> <li>• Continuity of care and minimal disruption of routines during a crisis</li> <li>• Rainbow room</li> <li>• Green and red peg board behaviour system.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular Pastoral Leader Input</li> <li>• Behaviour Logs / Charts</li> <li>• Time out</li> <li>• Parent discussion with SENCO and Pastoral Leader</li> <li>• Additional Circle Time sessions in small groups differentiated according to needs</li> <li>• Calm Club</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to CAMHS (Child and Adolescent Mental Health Services)</li> <li>• Support from MABS (Multi Agency Behaviour Support)</li> <li>• Completion of a CAF</li> <li>• Application for an Educational Health Care Plan</li> <li>• 1:1 support</li> <li>• Full inclusion in all school assessment and tasks</li> <li>• SENCO assessments and monitoring to ensure appropriate intervention and access to learning</li> </ul>

### 3. The Waves of Interventions available at Stamshaw Infants

<b>4. Sensory and Physical Needs</b> 	<b>Whole School Approach</b> <b>1<sup>st</sup> Quality Teaching</b>  <b>Wave 1 interventions</b>	<b>Targeted Support for individuals or small groups.</b>  <b>Wave 2 interventions</b>	<b>Specialised intervention for those with additional needs.</b>  <b>Wave 3 interventions</b>
<b>Hearing impairment</b>  <b>Visual impairment</b>  <b>Multi-sensory impairment</b>  <b>Physical needs</b>  <b>Medical needs</b>	<ul style="list-style-type: none"> <li>• Whole school approach</li> <li>• Sports director</li> <li>• After school clubs</li> <li>• Outside play areas / go-carts/swimming</li> <li>• A fully inclusive and differentiated class / curriculum approach according to individual needs</li> <li>• Audit of environment to consider adaptations (as required)</li> <li>• Modification of organisation, routine and environment</li> <li>• Access to a base for therapy if required</li> </ul>	<ul style="list-style-type: none"> <li>• Hand gym / BEAM</li> <li>• Handwriting practice</li> <li>• Extra 1:1 / small group activities</li> <li>• Targeted small group / individual intervention to address specific needs such as: self-help skills, and independence</li> <li>• Physical aids where necessary or where advised by specialists</li> <li>• Parent discussion with SENCo</li> </ul>	<ul style="list-style-type: none"> <li>• Access and liaison with the OT (Occupational Therapist)</li> <li>• Access and liaison with the Physio Therapist</li> <li>• Access to specialist training.</li> <li>• Access to specialised training – epilepsy.</li> <li>• Access to PSENSP- Portsmouth Special Educational Needs Support Partnership - Mary Rose Academy.</li> <li>• SENCO assessments and monitoring to ensure appropriate intervention and access to learning</li> <li>• 1:1 support if required</li> <li>• ILP's as needed</li> <li>• Identified key worker</li> <li>• SENCO to lead provision</li> <li>• A place for timeout or exercise if necessary</li> <li>• Extra support and access to appropriate ICT interventions needed</li> </ul>

## 4. Commonly Asked Questions



### Regularly Asked Questions and Answers

#### **How does Stamshaw Infants know if children need extra help?**

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

- Liaison with Nursery, Pre-schools and previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Through termly Pupil Progress Meetings held between the Teachers / SENCO and Head teacher
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies e.g. speech and language therapists, educational psychologists, behaviour advisors
- 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 needed. As a school, we track children's progress from entry at Nursery or Reception through to Year 2, using a variety of different methods including National Curriculum levels and the Foundation Stage Profiles.

Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the Class teacher, SENCO and Head / Deputy Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

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

Talk to us - firstly contact your child's class teacher. If you require more information contact our SENCO or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

#### **How will Stamshaw 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 Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

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

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 benefit of this type of differentiation is that all children can access a lesson and learn at their level.

## 4. Commonly Asked Questions

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

In school we will often use ILP's (Individual Learning 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 ILP. This may involve updating into smaller steps or using a different approach to ensure progress is made. Children may move off of the SEN register when they have 'caught up' or made sufficient progress.

### **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 at least twice a year (this could be as part of 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. 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 ILP / 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 an EHC Plan (education Health Care Plan) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

### **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. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised. Children who have Ls (Individual Education Plans) discuss and set their targets with their class teacher. If your child has an EHC Plan or An Annual Review of their EHC Plan then their views will be obtained before any meetings.

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

We are an inclusive school, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being. Here at Stamshaw Infants we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

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 / Pastoural Leader for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

## 4. Commonly Asked Questions

### **What support will there be for my child's overall well-being continued...?**

- The school has a Pastoral Leader who works alongside children who require support to develop their self-esteem, social skills, building secure friendships and talking about their emotions and feelings. Much of this work is completed in small groups in a happy and safe environment called the 'Rainbow Room.'
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the schools medical Manager to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Care Plan' may be put in place according to the directions of the School Nurse.
- School will generally not take responsibility for other medicines such as cough medicines, however we may be able to administer prescribed medicines following discussions with parents.

### **What specialist services and expertise are available at or accessed by Stamshaw Infant School?**

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: MABS (Multi-agency Behaviour Support), Health including: School Nurse, General Practitioners, CAMHS (Child and Adult Mental Health), Paediatricians, OT Occupational Therapist) and the Speech & Language Therapy service. We also work very closely with Social Care and the Education Psychologists. 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?**

- The majority of our Teaching Assistants have had training in delivering reading and spelling / phonics programmes such FFT (Family Fisher Trust)
- We have one full time ECAR who is accredited to deliver this programme.
- Two members of staff are currently trained on Precision Teaching with a view to more becoming trained during the next year.
- The school has a full time Speech and Language Therapy Specialist who is able to deliver Speech and Language sessions to pupils according to their individualised reports.
- As a staff we have regular training and updates of SEND conditions, medication use and resources / interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

### **What are the Governors responsibilities?**

We currently have two Governors involved in both SEND and Inclusion. Both Governors regularly meet with the SENCo and will update on changes, needs in school, current concerns and budget. Priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

## 4. Commonly Asked Questions

### **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 everyone's health & 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.

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

- Stamshaw Infants is situated on one floor and can be accessed access to by wheelchair. An ICT suite and room we use to deliver programmes are on the second floor. We are aware that this may cause some children problems. We will always find a satisfactory solution to solve most problems. We also have a disabled toilet. Any other resources needed for access may be assessed by OT and physiotherapy in order for us to ensure ease of access and safety for all.
- The school is able to liaise with EMAS (Ethnic minority Achievement Service) who can assist us in supporting our families with English as an additional language.

### **How will Stamshaw Infant school prepare and support my child to join the school and then transfer to secondary school?**

We encourage all new children to visit the school prior to starting when they will be shown around the school and any concerns can be addressed. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

- We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties
- School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns

Many of our 'feeder' Junior schools run a programme specifically tailored to aid transition 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 an 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 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. 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.

## 4. Commonly Asked Questions

### **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 Admin department. Lateness and absence are recorded and reported upon to the Head teacher/Deputy Head. Good attendance is actively encouraged throughout the school and rewarded on a yearly basis as is improvement in attendance. Families who struggle with attendance and lateness will be asked to attend a meeting with the Head teacher / Pastoral Leader, so we can find ways to support and help with getting children into school and on time. As a result of these meetings, we have had many successes where families were struggling with lateness but are now able to get their children into school on time.

### **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 (Sarah Southall).

### **What should you do if you feel that the SEN Information Report 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 Southall our SENCo / Inclusion Manager and / or Mrs Cooper our Head teacher. You may also wish to:

- Look at the SEN policy on our website
- Contact Parent Partnership or the SEN team at PCC.

### **Who should I contact if I am considering whether my child should join Stamshaw Infant School?**

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

### **How is the SEN Information Report reviewed?**

This SEN Information Report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents. All parents of children with SEN are invited to join the Parent Forum to help us match our SEN Information Report to the needs of their child.

## 5. Your SENCO

**Inclusion Leader (SENCO): Mrs Sarah Southall**  
**Email: [ssouthall@stamshaw-inf.portsmouth.sch.uk](mailto:ssouthall@stamshaw-inf.portsmouth.sch.uk)**

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

Support is available through:

- Giving advice on issues related to Special Educational Needs, Social and Emotional difficulties, pupils with English as an additional language and Gifted and Talented.
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech and Language and Specialist Teacher Advisors in the City

## 6. Pastoral Leader

**Head of Pastoral Support and Behaviour: Mrs Anna Fancey**

Our Pastoral Leader is here to support parents with any difficulties that they are experiencing in a friendly and non-judgemental way.

- Supporting parents with behaviour management
- Helping parents seek out resources and activities in the area
- Budgeting, finances, attendance and menu planning
- Mrs Fancey offers a Nurture Group within the Rainbow Room where a small group of children will visit and activities are based around developing their social and emotional skills.
- Mrs Fancey will also attend TAC (Team Around the Child) Meetings. She always has a listening ear and a cup of tea if you are in need of some advice.

## 7. Medical Support

**School Nurse: Claire Callum**

This support includes:

- Our school nurse is available to meet with parents/carers to discuss their concerns within a confidential environment.
- Making sure that staff are updated and when necessary receive training and or advice from relevant health professional to meet a pupil's individual needs.
- Administering medication including asthma inhalers or train staff to do so.

## 8. Speech and Language Support

**Speech and Language Specialist: Mrs Liz Phelan**

This support includes:

- Working with pupils in small groups or one a 1:1 basis in delivering activities according to the Speech and Language Therapists programme. Mrs Phelan is also happy to meet with parents to talk about their child's programme or to watch the delivery of a programme. Mrs Phelan and the SENCO are in regular contact with the Speech and Language Team in Portsmouth to gain advice and arrange further assessments if a child requires this.

## 9. Every Child a Reader Programme (ECAR)

**Every Child a Reader Programme: Mrs Lianne Mitchell**

This is a programme delivered by one very experienced teacher to close the attainment gap for some of our children who struggle with reading and writing. This programme is delivered to our year 1 and 2 children. The programme takes place on a daily basis for up to 30 minutes every day and is taught on a 'one to one' basis for a period of time until the reading 'gap' is closed.

**The results are fantastic!**

## 10. Special Needs Assistants for Reading and Writing

In Years 1 and 2 your child's teaching assistant will deliver 1:1 programmes during the afternoon. Reading and writing recover is a daily 20 minute Programme delivered on a 1:1 basis. It is aimed to support those pupils identified as not making expected progress in reading and writing (As identified by the SENCo, ECAR Teacher and Class Teacher).

- Continuous assessment of pupils and delivery of the programme according to the FFT wave 3 intervention guidelines
- Ensure pupils participate fully in the programme each day
- Work closely with the SENCo, ECAR and Class Teacher ensuring difficulties identified are addressed and new strategies learnt are put into practice within the class.
- Feedback to parents and support strategies given

Within school we have at least one Teaching Assistant based within each class and some who work on a 1:1 basis supporting those pupils with Special Educational Needs. All of our Teaching Assistants within the school are trained to deliver a range of intervention schemes, some of which include: Literacy and Numeracy Precision Teaching, Reception Narrative, Time to Talk, Talking Partners and BEAM (A Fine and Gross motor development programme).

## 11. Current Outside Agency Involvement

Detailed below are the current agencies that we currently seek advice from at Stamshaw Infants.

### **Multi Behaviour Support Team (MABS)**

Can provide an outreach support service to help support schools in developing children's social and emotional skills.

### **Specialist Teacher Advisor for Visual Impairment (STAVI)**

Can provide support, advice and at times direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a visual impairment have the appropriate resources and support needed to enable full access to learning.

### **Specialist Teacher Advisor (STA)**

Assessing and working with pupils in order to help schools make the most of the educational opportunities for every individual child. They also work in partnership with parents, carers, teachers and colleagues in other agencies.

### **Speech and Language Therapy (SALT)**

School currently have a SALT come into school at least half termly. The support from the therapy service may include the following:

- Discussion and advice on activities you can use at home
- Assessing pupils individual communication needs and supplying school / home with an individual SALT plan identifying targets to be worked towards
- Providing advice, games and activities for school /or home to work on with the children



### **School Nurse**

The School Nurse 'Mrs Clare Callum' is assigned to the school and can be contacted via our school office. You may also be referred to the School Nurse via your GP and a possible Care plan may need to be put in place. School will also hold sessions for parents to come in and discuss and health concerns. We also have access to a range of other Specialist Nurses should they be required.

### **Educational Psychologist (EP)**

Stamshaw Infants have subscribed to the Portsmouth EP service and access will be dependent upon individual pupils needs through discussion with the SENCo, Parents/Carers and Class Teacher. The EP service are able to work with school staff, parents and directly assessing / observing pupils in order to support learning and identify area of need and how best to support.

### **Joint Action Team (JAT)**

Gateway to social care in supporting both our children and families as needed.

### **Social Care**

School has access to and works very closely with Social Care in supporting both our children and families as needed

## 11. Current Outside Agency Involvement

### Specialist Teacher Advisor for Hearing Impairment (STAHI)

Can provide support, advice and sometimes direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a hearing impairment have the appropriate resources and support needed to enable full access to learning

### Occupational Therapist (OT)

Helps to reduce a child's difficulties and improve their ability to learn, socialise and play, finding ways to overcome any problems they experience in participating in day to day activities. They will work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life, whether at nursery, school or in the home.

### Child and Adolescent Mental Health (CAMHS)

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers.

### Physiotherapist

Treatment is based on the assessment of the child's needs and developing an individualised treatment plan

### Information, Advice and Support Services (IASS)

IASS provides clear and accurate information and advice, so parents can participate in decisions about their child's education. They can support parents in accessing information regarding Education Health Care Plan (EHCP) assessments.

SEN Information Report drafted in June 2014

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To be available on our website from September 2014