

1. An Introduction

Stamshaw Infant School – SEN Information Report

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

Stamshaw Infant School 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 of support for identified pupils with SEND. They 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. Where appropriate, she liaises with outside professionals for support and recommendations to support their pupils' needs.

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 SEND within the classroom.

Stamshaw Infant School is graded as a 'Good' school. Our most recent Ofsted report from December 2018 had the following comments:



"Leaders ensure that the school is inclusive. Pupils who have special educational needs and/or disabilities receive bespoke support."

"...a caring and supporting learning environment, and effective partnerships with parents."

"Those pupils who fall behind in their learning have timely intervention to help them catch up. Leaders are highly ambitious for every pupil in the school."

2. Areas of Need Explained

The SEND Code of Practice (January 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:
Communication and Interaction	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
Cognitive and Learning	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Children may have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, Emotional and Mental Health difficulties	<p>Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or</p>

	<p>physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>Children may have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image • Autistic Spectrum Disorders (ASD)
<p>Sensory and/or physical needs</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross/fine motor skills • Visual/hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise/smell/light /touch/taste. • Toileting/self-care.

3. The Waves of Interventions available at Stamshaw Infant School

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 related expectations.

Wave 3: Focussed, individualised programmes for pupils working significantly below age expectations.

We also use the Ordinarily Available Provision document to determine additional support that might be required <https://portsmouthlocaloffer.org/document-hub/>

	Whole School Approach Quality First Teaching Wave 1 interventions	Targeted Support for individuals or small groups. Wave 2 interventions	Specialised intervention for those with additional needs. Wave 3 interventions
Teaching Approach	<ul style="list-style-type: none"> • Access to a varied and stimulating curriculum • Use of different individualised teaching approaches according to needs • Hands on learning - School trips • Good use of visual and practical learning • Remove all potential barriers for all pupils while also providing support for pupils during learning activities • A range of technology to support and aid quality teaching • Consideration of differing culture and beliefs • Small guided groups • Opportunity for guided and independent work • Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving • Extra adult (Teaching Assistant) in every classroom <p><i>Refer to the Portsmouth Ordinarily Available Provision Document (2018)</i></p>	<ul style="list-style-type: none"> • Phonic groups • BEAM (fine/gross motor skills) • 1:1 reading • Guided reading groups • Guided writing groups • Handwriting groups • Guided maths group • 1:1 tuition where needed • Booster groups • SENCO observation/assessment • Parent discussion with SENCO • Reception Narrative • Little Wandle Keep Up intervention • Schools Therapy Pack • ILP's (Individual Learning Plans) <p><i>Refer to the Portsmouth Ordinarily Available Provision Document (2018)</i></p>	<ul style="list-style-type: none"> • Pastoral support • EP Consultation • Referrals as needed to outside agencies • SALT • Precision Teaching in Number and Phonics • ILP's (Individual Learning Plans) • Sensory Circuits • Sensory breaks • ELSA intervention • Lego Therapy • Support as specified in an EHCP <p><i>Refer to the Portsmouth Ordinarily Available Provision Document (2018)</i></p>

3. The Waves of Interventions available at Stamshaw Infant School

1. Communication and Interaction Needs. 	Whole School Approach Quality First Teaching Wave 1 interventions	Targeted Support for individuals or small groups. Wave 2 interventions	Specialised intervention for those with additional needs. Wave 3 interventions
Speech, Language and Communication Autistic Spectrum Disorders	AS ABOVE + <ul style="list-style-type: none"> • Role play enhancements • Outside theatre Groups/shows and workshops • Golden Time/Peer interaction • A range of technology to support learning • Outdoor learning activities and areas • Resources to support communication and language such as puppets, role play, dressing up. • Full inclusion in all school assessment and tasks • Clear verbal instructions/ explanations which can be simplified along with visual or concrete support • Visual timetables • SALT targets displayed in classrooms to support teachers 	<ul style="list-style-type: none"> • Makaton • Reception Narrative • Pastoral Support • SENCO observation / assessment • Additional ICT use of Audio/visuals • Parent discussion with SENCO/Pastoral Leader/Speech and Language Specialist • The use of social stories • Schools Therapy Pack • Lego Therapy 	<ul style="list-style-type: none"> • Referral to the Speech and Language Therapist (SALT) • Speech and Language Support Specialist who will deliver the individualised programmes according to the SALT directions • Application for an Educational Health Care Plan if needed • SENCO assessments and monitoring to ensure appropriate intervention and access to learning • SEN Support Plan where appropriate

3. The Waves of Interventions available at Stamshaw Infant School

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

3. The Waves of Interventions available at Stamshaw Infant School

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

3. The Waves of Interventions available at Stamshaw Infant School

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

4. Commonly Asked Questions



Regularly Asked Questions and Answers

How does Stamshaw Infant School know if children need extra help?

Children may be identified as having SEND 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 Headteacher, Pastoral Lead, SENCO, SLT and Pastoral Lead
- 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, Occupational Therapists
- 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 in Early Years through to Year 2, using a variety of different methods including age related expectations and the EYFS Profile.

Children who are not making expected progress are discussed during our termly Pupil Progress Review meetings with the Headteacher, Pastoral Lead, SENCO, SLT and Pastoral Lead. In this meeting a discussion takes place concerning individual barriers to learning and how provision can be enhanced and supportive of an individual's progress.

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 Leader 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 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. All children requiring support over and above Quality First Teaching and what is ordinarily available to all children will have an Individual Learning Plan identifying key individual targets.

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

All learning opportunities within class are pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, ALL children will be working towards the same outcome in class, however the support and tools they are given to reach their outcome, will be different. On occasions where your child struggles with the concept of the lesson, a similar version of the lesson will be planned individually for them. The benefit of this type of differentiation is that your child can access a lesson and learn at their level.

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

In school we use ILP's (Individual Learning Plans) to set targets and review progress. We use these targets to monitor pupil's progress academically against national/age related expectations 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 the SEND register when they have made sufficient progress and/or they no longer require any additional ongoing support.

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 at 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 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 EHCP (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 ILPs (Individual Learning Plans) discuss and set their targets with their class teacher. If your child requires an EHCP or an Annual Review of their EHCP then their views will be obtained before any meetings through a booklet called This is Me. All children with SEN Support plans will also complete a This is Me booklet each time their plan is reviewed.

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

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at Stamshaw Infant School 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 Leader/Pastoral 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.

- 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 Wellbeing Hub. This work is also supported by the school ELSA who works with small groups or individuals in Rainbow Room, our nurture 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), PT (Physiotherapist) and the Speech & Language Therapy service. We also work very closely with Social Care. In addition, we commission an Education Psychologist for 5 days per year

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?

- We have one staff member in the school who is fully trained as an ELSA's (Emotional Literacy Support Assistant) who receive regular support from the Educational Psychologist.
- Most of our TAs have had training in delivering reading and spelling/phonics programmes such as Little Wandle.
- All Teaching Assistants are trained to deliver Precision Teaching.
- The school has a full time Speech and Language Specialist who is able to deliver Speech and Language sessions to pupils according to their individualised reports.
- All staff have been trained on the PACE approach (playfulness, acceptance, curiosity and empathy), a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.

- As a staff we have regular training and updates of a variety of SEND, medication use and resources and safe guarding procedures.

What are the Governors responsibilities?

We currently have one Governor responsible for SEND. This Governor regularly meets with the Head Teacher and SENCO from both the Infant and Junior school and will update on changes, needs in school, current concerns and budget. The Governors are then also able to 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.

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 Infant School is situated primarily on one floor and can be accessed by wheelchair. An ICT suite and an additional classroom used to deliver intervention programmes is located on a mezzanine level. We are aware that this may cause some children problems. We will always find a satisfactory solution to solve 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 junior 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 to 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/Carers 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. Many needs can be met through Ordinarily Available Provision (OAP).

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) or Positive Behaviour Plan (PBP) 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. We promote an ethos of restorative practice.

Attendance of every child is monitored on a daily basis by our Admin Officer and Pastoral Lead. Lateness and absence are recorded and reported upon to the Head Teacher and Pastoral Lead. 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 Leader.

Inclusion Leader: Mrs Tara Wyndham

Telephone: 02392 661192

Email: twyndham@stamshaw-inf.portsmouth.sch.uk

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 Miss Fancy our SENCO/Inclusion Leader and/or Mrs Cooper our Head teacher. You may also wish to:

- Access the SEN policy on our website
- Contact Parent Partnership or the SEND team at PCC.
- Access Portsmouth's Local Offer at <https://portsmouthlocaloffer.org/>

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 Miss Fancy to discuss how the school could meet your child's needs.

How is the SEN Information Report reviewed?

The 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.

5. Your SENCO

Inclusion Leader (SENCO): Mrs Tara Wyndham

Telephone: 02392 661192

Email: twyndham@stamshaw-inf.portsmouth.sch.uk

Working as part of the Senior Leadership Team 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 and those children with English as an additional Language.

Support is available through:

- Giving advice on issues related to Special Educational Needs and giving advice regarding pupils with English as an additional language.
- 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 and potential barriers to learning.
- Working with outside agencies and making referrals to relevant professionals such as Educational Psychologist, Speech and Language Therapists and Specialist Teacher Advisors in the City.

The SEND Code of Practice (2015) summarises the role of the SENCO as follows:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

6. Pastoral Leader

Head of Pastoral Support and Behaviour: Mrs Anna Fancey

Telephone: 02392 661192

Email: afancey@stamshaw-inf.portsmouth.sch.uk

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
- A Nurture Group is offered within the Rainbow Room where a small group of children will visit and activities are based primarily 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: Stacey Sharpe

Telephone: 0300 1236629

E-mail: snhs.portsmouthschoolnursingservice@nhs.net

Website: <https://what0-18.nhs.uk/solent/school-nursing>

Portsmouth School Nursing Service

Solent NHS Trust School Nurses work in local authority schools to undertake School Health Questionnaires and the National Child Measurement Programme (NCMP) Screening in Year R and NCMP in Year 6. Our role is to support the health and wellbeing of school age children by promoting good health to enable children to reach their full potential.

We work across all schools in Portsmouth often meeting families in schools, family hubs or where necessary, at the child's home.

8. Speech and Language Support

Speech and Language Specialist: Mrs Liz Phelan

Telephone: 02392 661192

Email: ephelan@stamshaw-inf.portsmouth.sch.uk

This support includes:

Working with pupils in small groups or on a 1:1 basis in delivering activities according to the Speech and Language Therapists programme. Mrs Phelan meets with parents to talk about their child's programme, progress or to watch the delivery of a programme. Mrs Phelan and the SENCO are in

regular contact with the Speech and Language Team within Solent NHS to gain advice and arrange further assessments if a child requires this. Mrs Phelan works closely with Class Teachers regarding pupil's barriers to learning, parental concerns, progress and future support required. She will observe and support children within their classroom setting and recommend strategies and specific speech targets for individuals to work on.

ELSA: Mrs Emma Brown

Telephone: 02392 661192

Email: ebrown@stamshaw-inf.portsmouth.sch.uk

The ELSA approach uses Neuroscience to help us understand the impact early experiences have on the brain. It can help children to concentrate, get interested, make friends and stay focused. The ELSA assessment tool is helpful in identifying emotional learning needs, understanding a child's challenging or troubling behaviour as communication. It can give us strategies and activities to help children re-engage. Access is achieved after an assessment and communication with Teachers/SENCO/Parents.

9. Teaching Assistants for Reading and Writing

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:

- Little Wandle Keep Up
- Literacy and Numeracy Precision Teaching
- BEAM (Fine and Gross Motor Development)
- Handwriting Programmes
- Reception Narrative
- Talking Partners
- ELSA
- LEGO Therapy
- Bucket Therapy
- Identiplay
- Sensory Circuits

Teaching Assistants work closely with the SENCO and Class Teacher ensuring difficulties identified are addressed and new strategies learnt are put into practice within the class. Feedback is shared with parents and support strategies given.

10. Current Outside Agency Involvement

Detailed below are the current agencies that we work with at Stamshaw Infant School.

Educational Psychologist (EP)

Stamshaw Infant School 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 assess/observe pupils in order to support learning and identify areas of need and

Speech and Language Therapy (SALT)

The support from the therapy service may include the following:

- Discussion and advice on activities you can use at home
- Assessing pupil's 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/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.

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 (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.

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.

Physiotherapist

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

Social Care

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

Multi Agency Safeguarding Hub (MASH)

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

School Nurse

Our School Nurse Stacey Sharp 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 clinics for parents to come in and discuss any health concerns. We also have access to a range of other Specialist Nurses should they be required.

Portsmouth Parent Voice

Portsmouth Parent Voice is run by parents for parents with a child with an additional or special need and or a disability. They aim to have active involvement of parent carers in the service planning and decision making processes within the local authority, to make them more focused on the needs of the families with disabled children. They aim to support parent carers to have a voice on how services for disabled children are shaped and delivered locally.

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

Parents should raise and discuss initial concerns with the child's class teacher. If further information or discussion is needed then the Inclusion Leader can be contacted through the school office. The Head Teacher or other members of the Senior Leadership Team may also be contacted through the school office. Complaints may be referred to the governors. If there is further cause for concern or complaint please see the complaints policy.

☎ 02392 661192

Portsmouth Local Offer: <https://portsmouthlocaloffer.org/>

Ordinarily Available Provision in Portsmouth:

<https://portsmouthlocaloffer.org/documents/ordinarily-available-provision-schools/>

Revised by School: September 2023

Reviewed by Governing Body

Review Due: September 2024