

Catherington Infant School

A Church of England (Controlled) School



Special Educational Needs and Disability Information Report

Our School Christian Values underpin our curriculum and aim to ensure that **all** children feel loved and show love for others, have the courage to face new challenges and fulfil their potential and develop a respect for Gods Creations.

Catherington Infant School is a mainstream school for children between the ages of 4 and 7. We are an inclusive school and welcome all children.

At Catherington Church of England Infant school, we work together to ensure our school is a safe, happy and exciting place, where children can grow on their unique academic, social and emotional journey.

Acknowledge and recognise all successes

Celebrate all achievements and embrace talent through plays and assemblies.

Treating all with positivity. We are all special and unique

Respect and promote differences and challenge prejudices.

Open door policy to parents. Amazing communication pathway including the school website

Whole school team ethos. All staff go above and beyond

Catherington C of E Infant School



What makes us an inclusive School ?

Our school values love, courage and respect underpin all that we do

Relationships

Knowing each child well and taking the time to get to know their individual needs.

Staff who are flexible and adaptable.

Having high expectations for all. If at first it doesn't work try, try again.

Using questions to challenge all children, whatever their need is.

Adapted activities to suit all needs and abilities

Teachers who understand the importance of classroom layout. Including equipment to help i.e. ear defenders

Practical resources to meet needs and access the curriculum

Outdoor visits to enhance the curriculum

A curriculum that is varied, inclusive and adapted to suit all.

Our school policies reflect our inclusive ethos in particular, our policies for SEND, Behaviour and our Accessibility Plan.

All pupils have equal entitlement to the whole school curriculum and we are committed to making this accessible to all through using a variety of teaching and learning styles according to the individual needs of the pupils.

At Catherington we know that all children have something to share and a reason to shine and it's our job to find it.

How does the school know if children need extra help and what should I do if I think my child may have a special education need/disability?

- We receive information from your child's previous school or pre-school setting that indicate their areas of strength and need
- The progress of all pupils is monitored regularly by the class teacher and the senior leadership team so that if your child is not making expected progress in a particular area of learning, we can quickly identify any need for additional support
- Any concerns the school has about your child's well-being, progress or attainment will be communicated to you as parents/carers
- Concerns can also be raised about the well-being, progress, or attainment of a child by his/her parents/carers
- Regular assessments, screening, observations, the scrutiny of books, the observations of teaching and learning, and discussions between staff members help us in identifying any possible difficulties your child may have. Staff can also refer to the SEND 'grey book' which gives them a description of the possible barriers to learning your child may be experiencing and whether further intervention is needed in order to support their progress and attainment.
- We receive information and liaise with a number of health care professionals and services who have expertise in their field, particularly where a child's need is complex or complicated. In these instances, parental agreement is sought prior to their engagement with your child.

These include:

- GP, paediatricians and dieticians
- Speech and Language Therapist (SaLT) and on site Speech and Language Therapist Assistant (SaLTA)
- Educational Psychologist (EP)
- Hearing Impaired/Visual Impaired Specialists (HI)/(VI)
- Occupational Therapist/Physiotherapist (OT/PT)
- School Nursing Service
- Riverside Outreach
- Primary Behaviour Support Outreach and Primary Behaviour Wellbeing Team
- Child and Adolescent Mental Health Service (CAMHS)
- Ethnic Minority and Traveller Achievement Service (EMTAS)
- Southern Domestic Abuse (SDA)
- Family Support Workers, Family Liaison Officer, ELSA and Children's Services

If at any time a parent has any concerns about their child's progress and development they are encouraged to contact their class teacher or the SENDCo.

How will the school support my child?

- When we identify the need for additional intervention to enable your child to make expected progress, you will be informed about your child's support and if required invited to a meeting to discuss this further. Your child will have an Individual Education Plan (IEP) with specific support and interventions in place to support them to make progress. It will also detail how regularly they are receiving support and by whom. A copy of this will be given to you to enable you to assist with your child's learning at home.
- The school will monitor the progress of children receiving additional support, to ensure that the provision we have put in place is having the desired impact and that your child is making progress. This will be regularly reviewed by the class teacher, teaching assistant and SENDCo
- Teachers provide high quality teaching to all children and vary tasks appropriately. Your child may also spend time working with a teaching assistant (TA) on specific targets. Class work will also be planned by the teacher to reflect those targets.
- The school may refer your child to an outside agency for further assessment and then follow a more specific programme of work prescribed by that expert.

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

- Following careful assessment, teachers plan work that challenges all children on a daily basis to ensure that they can make good or better progress in their learning.
- Further provision and support is planned and put in place for groups and individuals according to their needs.
- Specific resources may also support individual children in accessing the curriculum
- Strategies such as pre-teaching and consolidation tasks also help to support where there is a need
- Teaching Assistant support is distributed where the need is greatest

How will I know how well my child is doing and how will you help me to support my child's learning?

- At parents evenings we share clearly how the school is supporting your child in making progress and how parents can assist learning at home. There is also an opportunity to look through your child's books.
- IEP's are shared with parents in order to communicate a child's needs, the support in place at school and how parents can support at home.
- Parents will be invited to any additional meetings with EP, SALT etc. where support has been sought. If your child is referred for expert intervention, your permission and opinions will also be gained to give a more detailed picture of the whole child.
- You will receive an annual report detailing your child's progress, and phonics screening results will also be shared with you.
- Appointments can be made with class teachers or the SENDCo to discuss any concerns you may have about your child and their needs.

- We will offer you advice on how best to support the individual needs of your child throughout their time at school through:
 - Workshops
 - Information via letter/meetings
 - IEPs
 - Reports from outside agencies
 - Meetings where strategies and progress can be shared and future actions discussed to support next steps in learning (Transition Partnership Agreement/Annual Reviews)
- Children efforts and successes are also shared on our weekly newsletter and through celebration assemblies
- If your child has an Educational Health and Care Plan (EHCP) we will hold statutory review meetings to discuss their progress and extra meetings as required, to which you will be invited.
- Each half term the senior leadership team look closely at each child's progress to make sure they are on track to meet age related expectations and to put further provision in place where this may not be the case.
- Your child's progress will be monitored against school, national and age related expectations. Where a child has additional special educational needs, they will be assessed using the Early Years Checklist tool or the school's SEND toolkits which allow us to document and celebrate your child's smaller steps of progress in reading, writing and maths.

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

- We are committed to growing positive, strong relationships with all children in our care. All children take part in weekly personal, social, emotional and health education lessons.
- All staff have received safeguarding training
- Relevant staff are trained to support medical needs.
- Our behaviour policy, which includes guidance on expectations, rewards and sanctions is shared with and fully understood by all staff annually and on induction. We have a positive approach to behaviour.
- Attendance and punctuality are monitored and the necessary action taken to support children in attending school.
- The school has a trained ELSA (Emotional Literacy Support Assistant) who works with individual children requiring support with understanding, coping with feelings, emotions and other difficulties they may face in their life.
- Where required, specific staff members are given 'Team Teach' restraint training to ensure the safety of all children and staff.
- Children are treated as individuals and are encouraged to be independent learners in line with our schools Christian Values.

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

- All staff receive regular training.
- The school works closely with a number of external agencies including Speech and Language Therapists (SaLT), GP's paediatricians and dieticians, Physiotherapists (PT) and Occupational Therapists (OT), Ethnic Minority Traveller Achievement Service (EMTAS), Educational Psychologist (EP), Child and Adolescent Mental Health Services (CAMHS), Adult and Children's Social Services, Specialist Teacher Advisors for physical, hearing and visual impairment and the behaviour support team.

What training have the staff who support children with SEND had?

- The ELSA practitioner receives ongoing support and training from an Educational Psychologist
- Some staff have had direct training from the speech and language therapist in the delivery of specific programmes such as Colourful Semantics
- All TA's have had in house and external SEND training
- Different members of staff have received training related to SEND. These have included
 - Supporting children on the autistic spectrum
 - Supporting children with social and emotional needs
 - Supporting children with physical and co-ordination needs.

How will my child be included in activities outside the classroom including school trips?

- Our accessibility plan promotes the involvement of all of our pupils in all aspects of the curriculum including learning outside of the classroom
- Where there are concerns for safety and access, a risk assessment is carried out to consider if reasonable adjustments can be made to meet individual needs; if appropriate, you will be consulted and involved. Where required, the ratio of staff to children may be adapted
- Risk assessments are also carried out for unforeseen circumstance ie Covid-19 pandemic
- Health care plans including medical needs
- Risk assessments are provided for each school trip
- Person Emergency Evaluation Plans and Vulnerable child risk assessments
- The correct adult ratios are adhered to in accordance with Hampshire County Council Advice and Guidance

How accessible is the school environment?

- As a school we are happy to discuss individual access requirements
- We currently have a toilet adapted for disabled users and wide doors in some parts of the building

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

- We have a carefully planned induction in place for welcoming all new Year R children to our school
- We have good relationships with local pre-school settings and communicate well with them in order to gather relevant information
- We have good transition arrangement with our linked junior school
- If your child has SEND, we will arrange a transition meeting and invite all involved agencies
- We encourage vulnerable children and children with SEND to have extra visits to ensure your child and you, as parents are happy and secure with the arrangements and support in place.
- We provide social stories that include photos of key people and areas of the school for children to take away if required to ease the transition.

How are the school resources allocated and matched to children's special education needs/disability?

- The SEND budget is allocated each financial year.
- We use additional resources, interventions, time and adult support to ensure the best provision for children with SEND.
- We ensure that all children with SEND have their needs met, to the best of our ability with the funds, we have available.
- We seek to ensure the most successful and efficient practice and therefore evaluate all interventions for effectiveness.
- The budget is allocated on a needs basis with children with the most complex needs being given the most support.

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

- If your child has an Education Health Care Plan, we will provide the support cited in the statement
- If your child does not have an EHCP, the class teacher/SENDCo will discuss your child's needs with you, and decide on the support that is most appropriate for them
- Pupil progress meetings take place regularly and data is monitored by class teachers and the senior leadership team. If children are identified as working below age related expectations the appropriate interventions will be discussed and implemented
- Class teachers and the SENDCo may also agree that it would be appropriate for a referral to be made to the appropriate outside agency, to further support your child. In this case, you would be informed.
- Support provided will be reviewed on a regular basis, to monitor whether it is having the desired impact. It will be adjusted as necessary.

How are parents involved in the school? How can I be involved?

- We work in close partnership with parents to support each child's well-being, progress and aspirations
- We operate an open door policy to allow you to make contact with the relevant staff members if and when required. Parents are welcome to chat to teachers first thing in the morning or after school. For a longer discussion, you will need to make an appointment through the school office.
- You are invited to become involved in school life via a number of means including reading support, Parent Teaches Association (PTA) or as a parent member of our Governing Body
- Parents are provided with weekly, online newsletters and weekly class updates on the class pages on our website. These detail information of events that have or are being planned to take place in school.

Who can I contact for further information?

- Head teacher and Special Educational Needs and Disabilities' Co-ordinator – Mrs Burden
- Assistant Head teacher – Mr Dickenson
- Yours child's class teacher or Teaching Assistant
- School office at adminoffice@catherington.hants.sch.uk
- SEND policy or our school website
- See Hampshire 'Local Authority' website for the 'Local Offer' www.hantslocaloffer.info