

Trafalgar Community Infant School
Special Educational Needs Information Report Autumn 2016

Our motto

“A Voyage of Discovery-We’re sailing to success together”

How we support children with special educational needs or disabilities.

Trafalgar Community Infant School is a large mainstream infant school for children aged 4-7, covering Reception to Year 2. We have a role of 270 children, with three classes of 30 children in each of the three year groups.

Our vision, values and aims are all inclusive.

We aspire for our children to be confident, creative and caring and show passion and determination for lifelong learning.

At Trafalgar Community Infant School we believe in raising the aspirations of and expectations for all pupils with SEND. We provide a focus on outcomes for the children and not just hours of provision/support. We believe that all children are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition into adulthood whether into employment or continuing in education.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in The Special Educational Needs and Disabilities Code of Practice 2014.
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Coordinator (Inclusion Leader) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

How does the school ensure that children who need extra help are identified early?

Children are identified as having special educational needs through a variety of ways including the following:

- Child performing below age expected levels.
- Concerns raised by parent.
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance.
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies, e.g. Educational Psychology Service.
- Health diagnosis through a paediatrician.
- Liaison with previous school or setting, if applicable.

What should a parent do if they think their child may have special educational needs?

Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact our inclusion leader Mrs Edgal.

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.

Who will explain my child's needs and progress to me?

- The class teacher meets with parents to discuss your child's needs, support and progress. This may be at the parents evening in the autumn and spring term, or as needed.
- For children with SEND (Gold plans) there are termly planning and review meetings at which the inclusion leader, class teacher and parent meet to plan how best to support the child and review how the child is progressing.
- For further information the Inclusion team are available to discuss support in more detail.

How will school support my child?

- The Inclusion Leader oversees all support and progress of any child requiring additional help across the school.
- The class teacher, in discussion with the inclusion leader, will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- Each child with SEND has a Gold school support plan with specific additional targets so that it is easy to track progress.

There may be the inclusion leader, a Learning Assistant (LA) or Learning Support Assistant (LSA) working with your child either individually or as part of a group. The regularity of these sessions will be explained to parents when the support starts.

Some children follow more individual programmes and are supported 1:1 by an LSA.

All of our learning assistants have recognised qualifications, e.g. CACHE Levels 2 and 3, NVQ. This enables us to direct precise support to meet the needs of every child.

As part of a professional development programme all learning assistants have opportunities to increase their skills through attending training, either in school led by a member of our Senior Leadership Team or from an external agency.

How are the Governors involved and what are their responsibilities?

- The Headteacher reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- One Governor, Mrs Radbourne, is responsible for special educational needs and meets regularly with the inclusion leader. She also reports to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

How does the school adapt the curriculum and learning environment for pupils with special educational needs?

- The school applies reasonable adjustments to meet the range of special educational needs.
- The learning is planned for pupils with special educational needs including group and individual adaptations to the curriculum.
- The school aims to provide a curriculum and learning environment to meet the needs of all children, including those with special educational needs. This may include providing quiet areas in the classroom eg a blackout tent for children who need this. Some children have 1:1 support and follow an adapted curriculum, sometimes working in the classroom with their peers and sometimes in another area of the school. Class teachers plan the work, supported by the inclusion team.

How do teachers match the curriculum to an individual child's needs?

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three specific levels of work set for the class, however on occasions this can be individually differentiated for a specific child.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How are the schools' resources allocated and matched to children's special educational needs?

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of learning assistants and part of their responsibility is to deliver programmes designed to meet individual or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

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

- The class teacher and the inclusion leader, supported by other members of the Leadership Team as appropriate, will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to help them make progress and achieve their potential.

How does the school judge whether the support has had an impact?

- By reviewing each child's individual "Gold plan" targets termly and ensuring they are being met. Parents can discuss these with class teachers. A copy of the targets will be given to the parent.
- The child is making progress academically against national/age expected levels, discussed at progress meetings, attended by class teachers, the inclusion leader, the deputy head and the head teacher.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the Special Educational Needs register when they have made sufficient progress.

OFSTED June 2014: “Disabled pupils and those who have special educational needs make good progress. The school regularly checks that support is in place to boost their learning and changes it when it is not effective. As a result, some pupils no longer need the support.”

What opportunities will there be for me to discuss my child’s progress?

- We believe that your child’s education should be a partnership between parents and teachers and we therefore aim to communicate with you regularly.
- You will be able to discuss your child’s progress at parent’s evenings.
- If your child is on the SEN register you will be invited to the termly review meetings of your child’s Gold school support plan.
- You are also welcome to make an appointment at any time to meet with the class teacher, the inclusion leader or the head teacher and discuss how your child is getting on.

How will you help me to support my child’s learning?

- The class teacher can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home/school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they will have a school support plan which will have individual/group targets. This will be discussed with you on a termly basis and you will be given a copy of the plan. 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 special educational needs or a disability they may have a Statement of Special Educational Needs or an Education Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child’s progress.
- Recommendations from external agencies, e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.
- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- We also invite parents to events in school, where we explain how we teach certain areas of the curriculum.

OFSTED June 2014:

“The school works closely with parents and carers to support their child at home, including encouraging daily reading. Parents and carers report that the teachers are approachable, they appreciate the opportunity to visit their children’s classroom and feel fully informed of the progress their children are making.”

How do you measure my child’s progress?

- As a school we measure children’s progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children’s progress from their admission through to Year 2, using a variety of different methods, as appropriate.
- Children who are not making expected progress are identified through the termly progress meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.

- When a child's school support plan is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?

We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.

As a nurturing school, all our vulnerable pupils are known to staff.

- Members from the leadership team are on the playground before the start of school to greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required the class teacher liaises with the inclusion leader, the deputy head teacher and the head teacher for further advice and support. This may involve working alongside outside agencies such as Health and Social Services or a range of professionals.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.
- Playtimes and lunchtimes have a range of staff to support happy interaction.

How does the school manage the administration of medicines and personal care?

- We have a Medicines in School policy, covering the administration and management of medicines on the school site.
- Parents need to contact the office team if medication prescribed by health professionals needs to be taken during the school day. This will be discussed and our policy explained.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care or has a particular health need, this will be managed through a health care plan.

What support is there for behaviour, avoiding exclusion and increasing attendance?

OFSTED June 2014:

"Parents are in agreement with the inspector s that pupils are well behaved in school."

- We have a School Charter based on the Rights and Responsibilities of children with UNICEF guidance and hold the UNICEF level 2 Rights Respecting Award.
- We have a positive approach to behaviour management with a clear Behaviour for Learning policy that is followed by all staff and pupils. We are an inclusive school and make every effort to include all pupils in learning sessions with their class. All classes use the happy and sad peg boards to ensure consistency across the school. We also take every opportunity to include pupils socially at break and lunch times.
- The attendance of every child is monitored on a daily basis by the office team. Lateness and absence are recorded and reported to the Head Teacher and Governing Body. Where

lateness and/or attendance continues to be a persistent problem, advice will be sought from the Educational Welfare officer will become involved to support the family.

- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.
- After any serious behaviour incidents we will inform you about what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through our PSHE curriculum incorporating Circle Time and the School Council.
- Children take some responsibility for their own learning by contributing their views and ideas at the start of each new topic.
- Children who have school support plans discuss their targets with their class teacher.
- If your child has a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), their views will be sought at the review stage, if appropriate.

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

- The inclusion leader is an experienced SENCo who is well qualified and works with a range of professionals locally and further afield.
- A wide range of professionals work closely with the school to ensure the right help is accessed by children and their families.
- We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: School Nurses, paediatricians at the Child Development Centre, speech and language therapy service, occupational therapy services, physiotherapy services, educational psychology services, the West Sussex social communication and learning and behaviour advisory team, the Child and Adolescent Mental Health Service (CAMHS) and Social Care.

What training have the staff supporting children with special educational needs, had or are currently having?

- We receive training from a number of outside agencies including speech and language therapy, the social communication and learning and behaviour support team and the primary mental health team (from CAMHS). We also deliver in-house training in areas such as maths, phonics, Talk for Writing and positive behaviour management
- A number of adults are Team Teach trained to safely support and isolate children demonstrating unsafe behaviour.
- Our work towards gaining the Autism Aware award ensures that all staff can support children with these needs effectively.

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

- We aim for all children to be included on school day trips. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and 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?

- Our school is all on the ground floor. We have ramps available to ensure easy negotiation of the stairs in school.
- There is a disabled toilet which is large enough to accommodate a wheelchair.
- The school building is maintained to support children who are visually impaired.

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

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.
- We write social stories with some children to help explain and prepare them for any major transition.
- When children are preparing to move on to junior school, we arrange visits for them.
- 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 a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

How are parents involved in school life?

- A thriving, active parent-teacher association, called the “Friends of Trafalgar School” (FTS).
- Proactive Parent Governors
- Regular opportunities to come into school eg: open afternoons, special events, productions.
- Opportunities to get involved eg: helping with reading, helping on school trips, helping at special events such as the “Let’s Get Creative days”
- For children with special needs or a disability, parents may be invited to help support their child on a school trip.

Who can I contact for further information or to discuss a concern?

- If your child is already in the school the first point of contact would be your child’s class teacher to share your concerns.
- The Inclusion Leader, Mrs Edgal can be contacted via the school office. Her working days are Monday-Thursday. She can be contacted if you are considering whether your child should join the school or if you already have a child with SEND in the school.
- You could also arrange to meet with the Head Teacher.
- Look at our Special Educational Needs policy on our website.
- The Information, Advice and Support Service (SEND IAS) for West Sussex is an organisation that provides independent advice and support for families – 03302 228555
- The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND). <https://westsussex.local-offer.org> The link for our schools’ page on

the Local Offer site is <https://westsussex.local-offer.org/services/116-traffic-community-infant-school>

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

- Contact the school office to arrange a meeting and tour of the school with the Headteacher.
- If your child has a special educational need or a disability you could contact the Headteacher who will discuss how the school could meet your child's needs.
- The Headteacher may suggest a meeting with the Inclusion Leader for a more in-depth discussion about your child's needs.