



Alton Infant School

Sowing the seeds of learning

Special Needs and Disabilities Information Report

September 2023

What is the Special Needs Information Report?

The Children and Families Bill (2013) outlines the Government's plans to require Local Authorities to publish information on services and provision across education, health and social care for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND). The purpose of the local offer is to enable parents and carers to see more clearly what services are available for children with SEND (Special Educational Needs and Disabilities) in their area and how to access them. The information below forms our own local offer and details how we provide for children with SEND.

	Questions	School Response
1	How does the school know if children need extra help and what should I do if I think my child has special educational needs?	<p>At Alton Infant School children are identified as having a special education need and/or disability (SEND) through a variety of ways:</p> <ul style="list-style-type: none"> • Before entry to Year R we liaise with playgroups and pre-schools • Concerns raised by class teachers after following the Graduated approach to support. • Concerns raised by parents or carers during home visits (Year R), consultations (All year groups) and during additional meetings arranged by the parents/carers and class teachers

		<ul style="list-style-type: none"> • Outcomes of standardised screening tests are used • A diagnosis from a paediatrician • Involvement with external agencies such as Educational Psychologist, Speech and Language Therapist, Physiotherapy and Visual and Hearing Impairment Advisors
2	How will I raise concerns about my child's SEND provision if I need to?	<ul style="list-style-type: none"> • We have an open door policy and welcome parents/carers approaching us with any concerns that they have. • Class teachers are happy to make an appointment to chat at a convenient time. This can be in person or over the phone: 01420 83857. • Talk to the class teacher first or SENCO (Mrs Lily Hill-Venning) L.Hill-Venning@alton-inf.hants.sch.uk, then the Deputy Head teacher (Mrs Tanya Hayes) or the Head teacher (Mr Richard Mead).
3	How will school support my child and who will explain this to me?	<ul style="list-style-type: none"> • The class teacher plans adapted learning for each child to ensure that progress is made across the curriculum. • There may be a Teaching Assistant (TA) or a Special Needs Assistant (SNA) assisting your child's learning. This may be in a small group or individually but your class teacher will explain this to you and how regular the sessions will be. • Once identified as having SEND the class teacher and SENCO will liaise with pupils and parents/carers to include everyone's opinion on the child's strengths and needs. • Support from external professionals such as Educational Psychologists, Paediatricians, Speech and Occupational Therapists may be sought. • This information will be used to create a Personal Plan, which will include termly personal targets and the personalised provision that will be made to reach these. • The SENCO will be available to meet with parents at mutually convenient times.
4	How are school governors involved and what are their responsibilities?	<ul style="list-style-type: none"> • One of our governors is responsible for SEND, Amy Rowland, and she meets with the SENCO during the school year. • The progress of SEND children is monitored by the governors and they are advised of progress every term. • The governors are not aware of names of children as confidentiality is maintained at all times.

		<ul style="list-style-type: none"> • In collaboration with the Headteacher and the SENCO the governors agree spending priorities for the SEND budget, with the overall aim being that children receive the support needed for them to make progress in their learning.
5	How will the school curriculum be matched to my child's needs and what are the school's approaches to differentiation to help my child?	<ul style="list-style-type: none"> • All teachers plan and deliver a differentiated curriculum matched to the needs of the children in their class. They are provided with learning activities that are appropriate for their level of learning and challenge. • All teachers are clear on the expectations of delivering High Quality Inclusive Teaching which includes making provision for a range of children. This enables them to tailor the curriculum to meet the need of all pupils. • Expertise from outside agencies may be drawn upon in order to match the curriculum to your child's needs.
6	How will I know how my child is doing and how will you help me to support my child?	<ul style="list-style-type: none"> • We advise parents that they may arrange to meet their child's class teacher to find out how their child is progressing with their learning at any point between the termly parent consultations. • There are parents' meetings held in the Autumn and Spring term to discuss progress with your class teacher. • In EYFS parents and carers are invited to see their child in their new classroom in the Autumn term, look at their child's Learning Journey and discuss progress. In the Spring term EYFS parents/carers are invited to come into class to share the learning in the Learning Journey with their child. • All year group parents/carers are invited to discuss the learning that has happened over the academic year and celebrate this with their child if they would like more detail than the end of year report has provided. • We believe that your child's education is a partnership between home and school and you are your child's first educator. Information that you are able to provide can help support your child within the school environment. • If your child has SEND then they will be provided with specific targets as part of their Personal Plans. These targets are revised throughout the school year and the

		<p>expectation is that your child will achieve the given targets. These targets will be devised with parents, pupils, class teachers and the SENCO working together.</p> <ul style="list-style-type: none"> • Some children have complex SEND and may have an Education and Health Care Plan. This means that a formal meeting will take place each year to discuss progress and a report written after the meeting.
7	How does the school know how well my child is doing?	<ul style="list-style-type: none"> • At Alton Infant School we measure progress in learning against age related EYFS and National Curriculum expectations. • Your child's class teacher is always assessing each child through their observations of learning that is taking place in the classroom and through more formal termly assessments. • Each child's progress is tracked by class teachers. • Any child not making expected progress is discussed during meetings which are held between the class teacher and the Senior Leadership Team (SLT). During the meeting it is decided what steps can next be taken to ensure that progress takes place. • If your child has a Personal Plan then comments are made on the plan to detail the progress made towards achieving given targets. If progress is not made then the targets are adjusted or adapted. • Every term parents/carers are given a copy of their child's Personal Plan.
8	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • Alton Infant School is an inclusive school and we celebrate diversity. All staff believe that high self-esteem is crucial to a child's well-being. • Children are supported with their social and emotional development through the Personal, Social and Health Education curriculum (PSHE). • We regularly monitor attendance and take the necessary steps to prevent unauthorised absence and lateness. • The class teacher has overall responsibility for pastoral care of every child in their class. The class teacher is the first point of contact for parents/carers. If further support is needed the class teacher will liaise with the SENCO for further advice.

		<ul style="list-style-type: none"> The school has an Emotional Literacy Support Assistant (ELSA) working under the guidance of the SENCO. She is able to offer children emotional support during the school day.
9	How does the school manage the administration of medicines?	<ul style="list-style-type: none"> The school has a policy regarding the use of medicines. Please discuss medicine requirements with the school administration staff in the school office. Medicines such as inhalers and EpiPens are stored in secure locations, accessible to staff supporting the individual children. There are Paediatric first aiders who have attended and completed EpiPen training.
10	What support is there for behaviour, avoiding exclusion and increasing attendance?	<ul style="list-style-type: none"> We use a positive approach to managing children's behaviour within the classroom and round the school site. The school understands that behaviour is only a symptom and will work to find out what the child's underlying problem is and make reasonable adjustments to provide the appropriate support. Personal plan targets may focus on providing a child with the necessary emotional and social skills to enable them to participate appropriately and enjoy school.
11	How will my child be able to contribute their views?	<ul style="list-style-type: none"> Children with Personal or Education Health Care plans or Personal Plans are involved in their own target setting and their views are sought for review meetings. Views of families of children with SEND are requested each year when creating their Personal Plans or reviewing their EHCPs. Children's opinions and concerns are regularly noted by class teachers in their role as main pastoral support.
12	What services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> Mrs Lily Hill-Venning is an accredited SENCO. She holds the National Award for Special Educational Needs Co-ordinator. We work closely with a range of external agencies that we feel are relevant to the individual needs of our children. This may include behaviour intervention, doctors, school nurse, paediatricians, speech and language therapists, occupational therapist, social services, social workers, parent support adviser, locality teams and educational psychologists.

		<ul style="list-style-type: none"> • All our teachers are trained and hold Qualified Teacher Status. • In the summer term we liaise closely with pre-schools to ensure smooth transition, then in Autumn term we meet again to discuss progress of YR children.
13	What training have the staff had in order to support children with SEN?	<ul style="list-style-type: none"> • All teaching staff are trained to support children with SEND as part of their training. This training may also take the form of in school training from our own staff, training from the Local Authority experts or external courses and programmes. • Training is organised in response to the needs of individual children so that we can support them appropriately.
14	How will my child be included in activities outside the classroom including trips?	<ul style="list-style-type: none"> • A risk assessment is carried out prior to any off site activity to ensure that everyone's health and safety will not be compromised. When we carry out the risk assessment we also consider the accessibility arrangement for our children with special educational needs and disabilities. Alternative arrangements for access round the site can then be planned or support planned for individual children. • We believe that all children should have the opportunity to take part in off-site educational visits. We will always do our best to make reasonable adjustments to facilitate the inclusion of all children on school trips. • Trips are carried out with the required adult to pupil ratio recommended by Hampshire Education Authority.
15	How accessible is the school environment?	<ul style="list-style-type: none"> • We liaise with Ethnic Minority and Travellers Achievement Services (EMTAS) who assist us in supporting our families with English as an additional language. • Our school site is wheelchair accessible with a disabled/visitor toilet. Internally the school is on one level and a ramp is provided where there are steps, leading out of the building and school grounds. Disabled parking is agreed when necessary. • We have an Accessibility Plan which is updated and reviewed every three years in line with current guidance.
16	How will the school prepare and support my child when joining and	<ul style="list-style-type: none"> • If your child is joining our school from one of our feeder playgroups then they will be visited at their pre-school setting by the EYFS team.

	transferring to a new school?	<ul style="list-style-type: none"> • Children visit the school from their playgroups throughout the summer term, attending our unique Seedlings Sessions. • Our SENCO regularly liaises with the SENCOs from Bushy Leaze Nursery and Anstey Junior School. • We provide opportunities for children and parents to meet their new teacher whether it is a home visit prior to starting in Year R or a meet the teacher opportunity in Key Stage 1 (Years 1 and 2). • When children are leaving us to go to Junior School a full transition plan is put into place with the Year 2 and Year 3 leaders. For children with SEND this may involve additional visits and familiarisation and the use of individual photographic transition books if this is felt necessary. Some children with SEND may transfer to a school with a special unit. If this is the case then additional arrangements for transition will be put into place. • An additional transition meeting may be arranged between the SENCOs of both the Infant and Junior school to which parents would be invited.
17	How are the school's resources allocated and matched to children's SEN needs?	<ul style="list-style-type: none"> • The Local Education Authority allocates a designated budget for schools. Our SEND budget is then distributed throughout the school to meet the needs of our SEND children. • Children with SEND who are Looked After by the Local Authority may have some provision through designated funding. Their special needs may be identified on their PEP. • We have a team of TAs and SNAs who are partially funded from the SEND/Pupil Premium budget and deliver programmes designed to meet the needs of individual and groups of children. • Our finances are monitored regularly. We seek to ensure value for money so our interventions are costed and evaluated for impact. • We have an intervention teacher to support vulnerable groups.
18	How is the decision made about what type	<ul style="list-style-type: none"> • Different children each require a different level of support so the class teacher alongside the SENCO will discuss your child's needs and what support may be

	and how much support my child will receive?	<p>appropriate. As required by the SEND Code of Practice (2015) we follow the Graduated Approach to ensure every child has had adaptations made for them at every level of learning.</p> <ul style="list-style-type: none"> • Staff members will seek the views of children and parents about any decisions surrounding additional support for pupils. • Where appropriate, children are supported using staff expertise within school, either through teaching or through the use of intervention groups. • For children who would benefit from external support, referrals are made to the appropriate body, in consultation with parents. • If a child is continuing to have difficulties in accessing the curriculum and may need alternative provision, the school and parents may consider applying for an Education and Health Care Plan.
19	How do we know if it has had an impact?	<ul style="list-style-type: none"> • Feedback on progress will be provided by your class teacher. • If your child has an EHCP then progress will be discussed at their annual review meeting. • Progress will be discussed at parent consultation evenings. • Personal Plan targets will be updated to show progress made. • If appropriate, we use assessments prior to and at the end of an intervention which provides us with a standardised score that demonstrates any progress made.
20	Who can I contact for further information?	<ul style="list-style-type: none"> • In the first instance parents/carers are encouraged to talk to their child's class teacher to share their concerns. • Further information can be obtained from the Head teacher (Mr Richard Mead) the Deputy Head teacher (Mrs Tanya Hayes) or the SENCO (Mrs Lily Hill-Venning). • If you are new to the area and interested in joining the school please contact the school office: 01420 83857 admin@alton-inf.hants.sch.uk. • Applications to start in Year R are available through Hampshire County Council. • You might like to look at Hampshire SENDIASS www.hampshiresendiass.co.uk. This is a support organisation for families of children with SEND in Hampshire and can be contacted directly by parents and carers.

- Please also see the range of services at <https://fish.hants.gov.uk/localoffer>. This 'Local Offer' provides details and direct links to health, education and family support services available to support children with SEND in Hampshire.

Glossary

SENDIASS	Special Educational Needs and Disability Information, Advice and Support Service
EHCP	Education and Health Care Plan
ELSA	Emotional Literacy Support Assistant
EYFS	Early Year Foundation Stage also known as Year R or Reception Year
PP	Personal Plan
LSA	Learning Support Assistant
PSHE	Personal, Social and Health Education
SEND	Special Education Need and Disabilities
SENCO	Special Education Needs Co-ordinator
SMT	Senior Management Team
SNA	Special Needs Assistant