



Grange Infant School

Special Educational Needs Information Report 2018-2019

Grange Infant School is a mainstream infant school, with pupils aged 4-7 years. Our school logo is a bi-plane, and our school motto is 'A flying start' as that is what we want to give all our pupils in their first years at school. We aim to support every child, including those with special educational needs and disabilities, as they develop their individual abilities and talents, in order to become successful citizens of the future.

	Question	Answer
Identifying Needs	<p>How does your school know if children need extra help?</p> <p>What can I do if I think my child has Special Educational Needs?</p>	<p>At Grange Infant School we identify children who need extra help by:</p> <ul style="list-style-type: none"> • Talking to parents, and listening to their concerns about their child. • Talking to the child's previous school or pre-school. • Talking to and reading reports written by other professionals involved with the child, for example paediatrician or speech therapist. • Looking at the progress the children are making at school, and seeing which children are achieving well below the expected levels for their age. <p>If you have any concerns about your child having special educational needs please speak to your child's teacher. They are the member of staff who knows your child best. You can also speak to the school's Special Educational Needs Co-Ordinator (SENCo) Mrs Cave, or the Head Teacher Mrs Duffy.</p>
Progress	<p>How will we know how my child is doing?</p> <p>How will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • At Grange Infant School we meet with parents of every child each term to discuss their child's progress. • Meetings with parents are arranged more frequently as needed. The school operates an 'open door' policy and parents are able to request a meeting at any time with the class teacher, which

		<p>will then be held as soon as possible.</p> <ul style="list-style-type: none"> • Pupils have termly 'Next Steps' which are shared by the teacher with parents. How you as a parent can best help support your child's learning at home is part of this discussion. A copy of the 'Next Steps', along with how the parent has agreed to help at home is given to the parent. • Children with Individual Educational Plans (IEPs) or Individual Behaviour Management Plans (IBMPs) meet termly to discuss the progress of the clear targets on these plans. • All pupils have their academic progress monitored half termly within school. In Year R their progress is measured against the Early Years Foundation Stage curriculum. In Year 1 and Year 2 it is measured against the National Curriculum.
<p>Support</p>	<p>How will the education setting staff support my child?</p> <p>How is the decision made about what type of and how much support my child will receive?</p>	<ul style="list-style-type: none"> • All learning within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. This might mean that in a lesson there would be three or more different levels of work set for the class. For children with greater need it may mean that they have individually differentiated work. This means the work is set at an appropriate level for their learning, even if this is different to that of any other child in the class. • At Grange Infant School your child will be supported by staff to ensure they can take part in their learning. • Extra support may be given in a small group or individually with the teacher, teaching assistant or special needs assistant. • Emotional Literacy Support Assistants (ELSAs) work with children who need extra help managing their feelings and emotions. Some of our pupils work regularly with the ELSAs • Each class teacher is able to use the classroom teaching assistant to best support the pupils in their class. This may be by giving pupils some one-to- one or small group support within the classroom. • If a child has a Statement of Special Educational Need or Education, Health and Care Plan (EHCP) this may determine a specified type or number of hours of additional support that needs to be given to your child. An example of this could be five hours small group or one- to- one support a week. • The SENCo and Head Teacher, in consultation with the class teacher, allocate extra small group or on-to- one support where needed. This may be because your child needs one to one support

		to access learning. In the case of a child with behavioural needs it may mean that your child needs one-to-one support to allow the rest of the class to access their learning.
Curriculum	How will the curriculum at your educational setting be matched to my child's needs?	<ul style="list-style-type: none"> • Topics at the school are chosen by the teachers in the same year group working together to choose a subject that will engage and motivate pupils to learn. Topic work is often supported by planned trips. • Occasionally pupils may not be able to fully access the Early Years or National Curriculum, for example a child with physical disability may not be able to take part in all Physical Education (PE) activities. In this situation the class teacher would make sure the child was as fully involved as possible or given a different task to do.
Wellbeing	What support will there be for my child's overall wellbeing?	<ul style="list-style-type: none"> • At Grange Infant School we believe that it is important for all pupils to be happy and settled, otherwise they are not likely to make good progress in their learning. We follow a whole school programme called Jigsaw, where each half term the children follow a theme in assembly, supported by work in the classroom. • Each year group has an Emotional Literacy Support Assistant (ELSA) who works with small group and individual pupils on issues such as managing behaviour, feelings and self-esteem. • We have a large number of pupils in our school who have a parent in the forces. Children with Special Educational Needs and Disabilities with a parent in the forces will be able to join in with the Service Children's Club, doing fun activities together and sharing news of their parent who is away. • The ELSAs also have time to work with parents, particularly supporting with issues about behaviour at home.
Parental involvement	How are parents/carers currently involved in your education setting? How can I get involved and who can I contact for further information?	<ul style="list-style-type: none"> • As the child's parents we understand that you best know your child and as a school we are committed to working in partnership with you to best provide for your child's needs. Parents of all our pupils are expected to attend termly parents meetings with their child's class teacher. • The teacher or teaching assistant are usually available at the start and end of the school day to

		<p>address any immediate problems and/or share information. If the class teacher is absent parents may find it more useful to ask to speak to the teaching assistant who is familiar with their child's needs, rather than a supply teacher. If a longer meeting with the teacher is needed this will be arranged as soon as is practically possible, usually within a few days.</p> <ul style="list-style-type: none"> • Parents of children with Special Educational Needs and Disabilities (SEND) are invited to come into school additionally to this to discuss their child's Individual Educational Plan or Individual Behaviour Management Plan. Formal Annual Review Meetings will also be held for pupils who have a Statement of Special Educational Need or Education, Health and Care Plan (EHCP). Inclusion Partnership Agreement (IPA) meetings can also be held for pupils with significant SEND. These meetings document strategies used and extra provision needed to meet your child's need. • Parents are welcome to come and help within the school, either in their child's class or in another class. They are also invited to join our PTA, a group of parents who arrange social activities and fundraising events in the school with support from school staff.
<p>Training</p>	<p>What training is provided for staff supporting children and young people with SEND?</p>	<ul style="list-style-type: none"> • We have three members of staff trained as ELSAs. • We have six teaching assistants trained to teach specific reading interventions and other SEN support programmes. • We have one assistant trained to teach the First Class@Number intervention. • We have given specific Speech and Language training to 2 of our teaching assistants which is then used in school to support those with speech and language needs. • Staff will also receive training as needs arise. An example of this is one of our Special Needs Assistants is trained to use specialist computer software to support children with physical disabilities. Another example is a Special Needs Assistant working with specialist teachers from a special school to learn how to manage the behavioural needs of a child with autism. • The school has regular visits from advisory teachers. These support pupils with hearing impairment, visual impairment, and physical disability and with specialist ICT (Information Communication Technology) support needs. • We work alongside other professionals such as Speech Therapists and Educational Psychologists

		<p>who advise and support us in working with children.</p> <ul style="list-style-type: none"> • Where it is appropriate, particularly in Year R, pupils with complex needs may attend on a part time basis for a few weeks while staff receive the necessary training.
Accessibility	How accessible is your education setting (indoors and outdoors?)	<ul style="list-style-type: none"> • Our school has a disabled car parking bay. • The main school building is on one level and is accessible on one level through the main school entrance. • Access through most outside classroom doors is by a single step. Two classrooms in a new extension have level access. Two classrooms in a temporary building are accessed by a flight of four steps. • The school has an easy access/fully accessible toilet. • The grounds are all on one level, with tarmac or grass surfaces. • If your child has considerable needs the Teacher Advisor for Physical Impairment would visit the site prior to your child starting school and suggest modifications that could reasonably be made to improve access. • For intimate care needs, the school has an adjustable changing bed to support.
Transition	How will the school prepare and support my child to join the school and/or to transfer to a new school?	<ul style="list-style-type: none"> • Children starting our school in Year R are invited to attend five sessions during June and July of our 'Stories, Songs and Smiles' group. This is a chance for your child to get used to the school with their parent staying to work with them. They are invited to a transition meeting, where they meet their teacher and play in their classroom while parents attend an information meeting with the Head Teacher. The class teacher will also come and meet the child in their own home. • For children who might find the transition into Year R we work closely with the preschools and Inclusion team to manage the transition and put extra provision into place to ensure a smooth transition. We make sure we get as much information from the preschools as possible to help us preschool and make it easier for children to settle in to their new environment. • Children who start at our school at other times will come to meet their teacher and be

		<p>introduced to their classroom before starting. Parents will also meet with the Head Teacher.</p> <ul style="list-style-type: none"> We work closely with Grange Junior School to ensure children and parents are confident as they move from Year 2 to Year 3. For pupils in Year 2, Amy Jones, the Junior School SENCo, is invited to attend Annual Review meetings and any transition meetings that may be required. We make sure everyone involved is aware of each child's needs to aid a successful transition. The year 2 teachers also meet the year 3 teachers and discuss every child with them.
Concerns	What steps should I take if I have a concern about the school's SEND provision?	If you are worried about any issue regarding your child it is probably most helpful to speak to your child's teacher first. It may also be appropriate to speak to Mrs Cave the SENCo, Miss Myers, Inclusion lead or Mrs Duffy the Head Teacher. If after speaking to these members of school staff you still have serious concerns you can use the formal complaints policy to make a complaint in writing. Details of this can be obtained from the school office or the school's website.
Further Information	When can I get further information about services for my child?	For more information on SEND in schools please visit Hampshire's local offer site at https://www.hantslocaloffer.info/

Date written: September 2018. This report will be reviewed annually.