



Shirley Infant School SEND Information Report

This is our school's Information Report

It tells you more about how our school can support your child if they have a special educational need or disability.

Our Mission statement:

Within the Jefferys Education Partnership, we believe that:

- All children are valued and included regardless of abilities, needs and behaviours.
- All children are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet individual needs.
- All our teachers are teachers of children with special educational needs.
- All our children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents/ carers, children, LA and other partners.
- Maintaining children's safety and wellbeing is central to their development.

Education Framework

We are a mainstream school. We are fully committed to including children with a range of needs, including the areas of need below:

- Learning difficulties
- Communication difficulties
- Autism spectrum
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

Questions frequently asked by parents

Q: What should I do if I think my child/young person may have special educational needs?

Shirley Infant School is committed to early identification of special educational needs. A range of evidence is collected through the school assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the teachers will decide whether additional and/or different provision is necessary.

If you are concerned, please speak to your child's teacher, or contact the SENDCo (Special Educational Needs and Disabilities Coordinator).

Q: How will staff at Shirley Infant School support my child?

Your child's class teachers and the SENDCo will oversee and plan your child's education programme. Depending on the intervention required, your child may be working at times in a small group aimed at supporting their learning. Sometimes a student requires support to access the curriculum or to manage his or her behaviour, emotions, or to work on their social skills. In this case the ELSA (Emotional Literacy Support Assistant) may support your child to be a successful member of the school community. This will all be explained to you by your child's class teacher, the ELSA or SENDCo.

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

All our teachers are teachers of children with special educational needs. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Senior Leadership Team.

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

We have an open door policy at Shirley Infant School. There are termly parent evenings and you can ask for an appointment to speak with your child's class teacher or the SENDCo at a mutually convenient time. We have open mornings throughout the year, where parents are invited into classes to look at their children's work. We will always ask to see you if we have concerns about your child's progress and you will receive a school report at the end of the academic year.

If your child has an Education Health and Care plan, an annual review is held according to the guidance in the SEND Code of Practice. Your child will also have a learning log, which will be shared with you. These logs will show the targets that a child is working towards. The learning log will also include photographs and examples of the child's work to show how he or she is meeting those targets. Learning logs are also a way of celebrating the child's hard work, so both child and parents will be asked to give their feedback about how well it is working.

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

At Shirley Infant School we hold regular assemblies which focus on different areas of personal, health and social education. In class, teachers also hold class circle times when they need to address specific issues. Pupils are encouraged to take an active part in discussions and express their own views. We can also refer children to the school's Emotional Literacy Support Assistant (ELSA) or to our family support worker when necessary. We will also help prepare your child for any changes in their school day, such as school trips, awards ceremonies, activities weeks and sports day.

Q: What specialist services and expertise are available at or accessed by Shirley Infant School?

In addition to high quality teaching in school, we have links with other professionals such as Child and Adolescent Mental Health, Social Care, Educational Psychology, Occupational Therapy, Speech and Language therapy, the school nurse and specialist teachers for children who have physical difficulties, specific learning difficulties and visual or hearing impairment.

We also have a Family Support Worker, who can discuss any concerns you may have at home, or provide advice about outside agencies that might be useful to you.

Q: What training has been available for the staff supporting children and young people with SEND?

Our Inclusions Lead is an experienced teacher, who is working towards a Master's degree in special educational needs. Our SENDCo is also an experienced teacher, who has obtained the National SENDCo Accreditation. They both attend an annual

inclusion conference as well as regular SENDCo forums. All staff members receive regular training and updates for the main categories of special educational needs. During the academic year 2018-19 staff have received further training on setting appropriate, focused targets to enable children with special educational needs to make progress in their learning. They have also received support in planning highly differentiated learning tasks that allow children to experience success. Further training has been given on Growth Mindset and children with Autism Spectrum Disorder. The school nurse has also provided epi-pen training.

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

We make every effort to include all pupils in school trips. If an individual risk assessment is required we will write this in order to ensure that everyone is as fully included as possible. If there are concerns we will always seek to make adaptations such as taking additional staff or in some cases asking parents to come along. However in some exceptional cases your child may not be able to attend a school trip if it is not possible for them to participate safely.

Q: How accessible is Shirley Infant School?

We make reasonable adjustments wherever possible. Our school is on the ground floor with access to the playground. We have an accessible toilet next to the school office.

Q: How will Shirley Infant School prepare and support my child to join the school and then transfer to a new school?

The SENDCO and Year Leader for Year R, and Head of Year for Year 3 liaise with Pre-schools, Junior School teaching staff, support staff and SENDCOs from feeder Pre-schools and schools. Extra transition is arranged as necessary in addition to the City's transition days. These can be arranged for individual children or small groups. There are regular visits between Pre-schools, Shirley Infant School and Shirley Junior School.

Q: How are the school's resources allocated and matched to children's special educational needs?

The Department for Education provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an Education, Health and Care Plan (EHCP), we will ensure that the provision specified in Part 3 is provided.

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

Heads of Year hold regular team meetings where they discuss children's progress. Teachers attend termly meetings with a member of the senior leadership team where all children's progress is reviewed. If a child is identified as needing additional support, the SENDCo or the Inclusions Leader is informed and in consultation with the class teacher extra provision is arranged.

Q: Who can I contact for further information?

Your first point of contact if you want to discuss something about your child is your child's class teacher.

You can contact the SENDCo, or any members of the school leadership team, if you still have any concerns.

If you would like to apply for Shirley Infant School please contact the school to arrange a visit.

Q: What should I do if I feel that the Local Offer is:

- not being delivered, or
- not meeting My child's needs?

You should contact your child's class teacher and/or the Special Educational Needs and Disabilities Coordinator (SENDCo). Either ring the school on 02380 771434, or e-mail infantinfo@shirleyschools.co.uk

If you have any query related to S.E.N. after discussion with the class teacher and SENDCo you are welcome to make an appointment with the Head teacher or contact the Governing Body.

Q: How is our local offer reviewed?

The local offer for Shirley Infant School will be reviewed regularly and amendments will be made in accordance with the School Development Plan and on information gathered from careful analysis of pupil progress.

Q: How have parents and carers and children with SEND been involved in reviewing the local offer?

Shirley Infant School has consulted with Parent Governors, Parents of children on the SEN register and members of the Student Council.

Frequently asked questions from the point of view of a young person**How does Shirley Infant School know if I need extra help?**

Your teachers look at how you are making progress in your learning. They will know if you need extra help. They will also get to know you and will know what extra help you have been getting.

What should I do if I think I need extra help?

You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher, a teaching assistant or another familiar adult at school.

How will my work be organised so that I can cope and get it all done?

Your teacher will give you work that will allow you to learn and improve. They will make sure that it is not too easy and not too hard, but it will make you think.

If I have difficulties how can I be involved in planning my learning?

Your teacher, teaching assistant or the Special Educational Needs Co-ordinator will have a meeting with you to discuss how you are getting on. This is called a pupil conference. You will talk about your targets for learning and how else you feel we could help you. You may have a learning log, which you will use every day with your

teacher and TA. The learning log will remind you what your targets are. It will also have examples of the work you are doing to meet your targets.

Who will tell me what I can do to help myself and be more independent?

All the staff at Shirley Infant School can help you to become independent, but if you feel worried then talk to your teacher or your safe adult. This could be your teacher, a TA or a member of the senior leadership team.

What should I do if I am worried about something?

Talk to your teacher, a TA, or any other familiar adult in the school.

How will I know if I am doing as well as I should?

Don't worry because our teachers will let you know quickly if there is a problem. All children in our school have their own targets which tell them how well they are doing and also how to get better. If you have a learning log, you will be able to see how you are meeting your targets. You will also have a school report at the end of each year and your parents have the chance to meet with your teacher at least once a term to talk about how you are doing.

How can I get help if I am worried about things other than my school work?

Remember, everyone faces extra challenges from time to time. You can always talk to any member of staff at school who you feel comfortable talking to. You can also ask to speak with our Emotional Literacy Support Assistant (ELSA).

Are there staff in school who have been trained to help young people who need extra help?

All our teachers and support staff have been trained to teach children with learning needs. Our Inclusion Lead and our Special Educational Needs Co-ordinator have lots of experience and qualifications which mean they are trained to help children with learning needs.

If I have difficulty in taking part in school activities what different arrangements can be made?

a. How will I know who can help me?

b. Who can I talk to about getting involved in school activities if I need extra help?

You will be introduced to all staff that will be working with you so that they understand your difficulties. If you would like, we could also let your friends know how they can help you.

You can talk to your teachers, or another adult you trust if you would like to be involved in school activities where you may need extra help.

What extra help is there to help me get ready to start at my school?

Apart from the usual Year R activities taking part at Shirley Infant School, we will talk to your current Pre-school and your parents/carers. You are welcome to come and visit Shirley Infant School. We can give you a school prospectus and write you a social story if this would help you.

This policy should be read in conjunction with any relevant Shirley Infant School Policies: Special Educational Needs and Disability Policy, Accessibility Policy, Equal Opportunities Policy, Supporting Children with Medical Conditions Policy. Please ask if you need further information.

To be reviewed Feb 2020

Shirley Infant School's local advisor is Sarah Lewer. She can be contacted at:
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