



Special Educational Needs & Disability Policy

'Every Child, Every Chance, Every Day'

Reviewed By	Aimee Reilly	Policy Owner	January 2024
Approved by		Headteacher	January 2024
NEXT REVIEW			January 2025

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1. PURPOSE AND INTENT

At Shirley Infant School, our core values are 'Respect, Kindness and Integrity'. We aim to provide high levels of care for all pupils, celebrate their individuality and make sure that pupils' voices are listened to, respected and acted upon. We are committed to providing an environment that enables full access and participation in the school community for all pupils, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs.

Children with Special Educational Needs or Disability (SEND) are identified as those with social, emotional, mental health, physical, sensory or learning difficulties. The Equality Act (2010) defines disability as when a person has a 'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'.

Principles

- To provide a balanced and creative curriculum catering for individual needs and different learning styles.
- To provide a positive learning environment in which a wide variety of skills and talents are valued.
- To maintain a culture of understanding and tolerance.
- To promote a supportive climate in which staff, pupils and parents can communicate effectively.
- To use and promote the graduated response to support and intervention for pupils.

Objectives

- To identify any difficulty likely to impede a pupil's social and emotional development or their ability to learn.
- To support children's achievement using a variety of teaching and learning strategies.
- To support children's personal, social and emotional development through individual or group intervention work.
- To build on children's strengths.
- To encourage an understanding of differences.
- To work together to overcome difficulties, targeting children's needs and designing supportive individual targets or education plans.
- To encourage children to develop their full potential across the curriculum.
- To value pupils' contributions and encourage them to develop self-esteem.
- To enable all pupils to feel confident about learning.
- To encourage children to support each other.
- To foster links between home and school and offer parents the opportunity for regular communication with staff.
- To foster links between home and school and outside agencies to support the children and parents.
- To establish strong links with the local community, which brings another dimension to the quality of pupils' learning.

The person with overall responsibility for children with special educational needs Aimee Reilly (SENDCO)

2. SCHOOL ETHOS

We have high expectations of all pupils. We are committed to taking positive action in light of the Equality Act, 2010 with regard to disability. We are a very inclusive school and we have an ethos of support and awareness throughout the school. Every adult who works in our school is a leader of SEND and they have responsibility for ensuring every child is carefully thought about. We aim to develop a culture of inclusion and diversity in

which people feel confident about disclosing their needs in the certain knowledge that they will receive a positive and supportive response which facilitates their participation in the full range of activities offered.

In particular, the achievement and participation of pupils and students with additional needs is monitored regularly. We use this data to raise standards and ensure inclusive teaching. We expect to make reasonable adjustments in relation to teaching and learning and wider aspects of academy life to make sure that the educational environment is as accessible as possible. Parents' evenings take place in the Autumn and Spring terms, these meetings give parents/carers the opportunity to formally discuss their child's progress. An end of year written report is sent out in the Summer term. This highlights the children's academic attainment and progress along with targets for next steps.

We will use our accessibility planning duty to ensure that there is a rolling programme of improvements over the next three years in relation to access to the curriculum, access to information for both pupils and their parents and access to the academy buildings, its facilities and amenities for all.

Legislation and Guidance

This policy complies with the statutory requirements set out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (January 2015) which requires all schools to 'have regard to the Code of Practice' and has been written with reference to the following guidance and legislation:

- Children and Families Act (2014)
- The Special Educational Needs and Disability Regulations (2014)
- Equality Act (2010)
- Equality Act 2010: Advice for Schools (DfE, February 2013)
- Working Together to Safeguard Children (2013)
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Mental Capacity Act Code of Practice: Protecting the Vulnerable (2005)
- The National Curriculum in England Key Stage 1 framework document (September 2014)
 - Early years foundation stage (EYFS) statutory framework (January 2024)

Other related policies – Physical Restraint Policy, Equal Opportunities Policy, Disability Equality Policy.

Early screening

When children join the school, contact is made with early years settings, previous schools, establishments and any other relevant agencies to gain as much information as possible prior to children starting school. During the school year there may also be some children for whom there are reasons for concern. Any areas of concern are discussed with parents as soon as they arise.

The following criteria indicate cause for further assessment, review or observation;

- A child has transferred from their previous school and is already receiving support at SEN Support level
- Reading/Writing /Maths tracking significantly below that of their **expected progress**
- Quality first teaching is failing to close the gap in a child's attainment and they are not making progress
- Involvement of outside agencies
- Impairment of sight or hearing
- Diagnosis of a Social/communication disorder
- Complex speech and Language difficulties

Funding

SEND in school is funded according to the current Local Authority formula. This funding supports the employment of assistants and additional materials. When available, the school is able to draw on the expertise of:

- The Educational Psychology Service
- Occupational Therapists
- Physiotherapists
- Education Welfare Officer
- Social Services
- Behaviour Support Services
- Speech and Language Therapy
- Outreach workers e.g. Springwell support.
- Family Support Worker
- Specialist teachers of children with visual or hearing impairment.
- Additional expenses are met from the general school budget.

Parent voice

- We encourage parents and carers to be involved in every aspect of their child's progress.
- There are 2 parent evenings every year, in the Autumn and Spring terms, in which parents and carers can discuss their child's needs and achievements.
- There is also an opportunity to share your child's learning every half term, either before or after school. Parents are encouraged to come into their child's classroom, see their child's work and chat to the class teacher.
- We believe that frequent home-school communication is very important. Parents are able to contact the class teacher through the school office, and arrange an appointment to discuss any aspect of their child's needs.
- Any concerns about a child's wellbeing or progress are shared with parents as soon as possible.
- Parental consent is always sought before outside agencies are involved.
- Parents are involved in supporting their children in the achievement of their targets. IEPs are shared every term and annotated IEPs will be sent home through the year to reflect on the targets.
- We hold parent drop-ins during the academic year to gather parent views about Inclusion at Shirley Infant School.

Pupil voice

- Pupils are involved in setting targets for their learning needs.
- The class teachers use pupil conferencing to discuss how children feel about themselves as learners, and the help they would like to receive. They also discuss any worries or concerns the children may have.
- Children with an Education Health and Care Plan (EHCP) use their learning log as a celebration of their successes. This includes examples of 'Wow work', photographs of them joining in with class activities, and records of progress towards their targets. There will also be annotations referring to English, Maths or Reading books.

3. LEADERSHIP AND MANAGEMENT OF SEND

The distributed leadership model

Roles	Role	Responsibilities
SEND governor	<ul style="list-style-type: none"> Strategic overview support and challenge 	<ul style="list-style-type: none"> Meet with SENCo on a <u>half-termly</u> basis. Provide written records for each visit. Provide support and challenge to SLT in relation to SEND Provide regular updates to whole Governing Body in relation to SEND Triangulate sources of evidence in order to understand progress the school is making towards school improvement for SEND.
Headteacher	<ul style="list-style-type: none"> Strategic responsibility of SEND School intent for SEND implementation and impact 	<ul style="list-style-type: none"> To understand the role of the SENCO and hold senior leaders and SENCo to account for the quality of SEND provision through routine review meetings Ensure the SEND Policy and Information Report are current and reflect provision Ensure effective communication with parents in order to keep them informed about inclusive practice within the school and in regard to the individual SEND provision and progress of their child. Act as a role model for all staff in regard to inclusive behaviour and expectations Ensure the quality of education meets the needs of all pupils including those on the SEND register
SENCo (and other SLT)	<ul style="list-style-type: none"> <u>Co-ordination</u> of SEND provision and deployment of staff. Monitoring of SEND provision. Data analysis and evaluation of impact. Integral focus on SEND in all lesson observations. 	<ul style="list-style-type: none"> Ensure all staff comply with systems for SEND. Ensure accurate and ongoing identification of need to inform provision Monitor the quality of SEND provision within lessons. Quality assures planning for SEND learners and <u>provide</u> feedback to teachers. Lead pupil progress meetings and support and challenge in relation to pupil progress. Analyse data and use information to inform planning. Lead self-evaluation of provision for SEND. In-class informal support in modelling strategies and use of resources Planned coaching of staff who require more intensive support for planning, teaching and provision All Statutory duties outlined in national and local guidance
	<ul style="list-style-type: none"> Modelling and coaching for staff – Teaching & Planning 	<ul style="list-style-type: none"> Actively work with parents to co-produce and review support plans, referrals and statutory paperwork Lead, manage, monitor and evaluate the use of the graduated response model in school. Keep the SEND register up to date with regular reviewing and managing the entry and exit criteria
Year leaders / Phase Leaders	<ul style="list-style-type: none"> Monitoring of pupil progress <u>within year group</u>. Monitoring of high-quality inclusive teaching and provision for SEND <u>within year group</u>. Oversight of TA deployment and intervention across year <u>group</u>. 	<ul style="list-style-type: none"> Support teachers to complete class Provision Map. Quality assure Provision Map as part of year group meetings. Check <u>Provision Map</u> are completed within agreed timescales. Quality Assure IEP targets are SMART, focused and fit for purpose Review and oversee graduated approach class lists. Check on high quality teaching for SEND pupils
Class teachers	<ul style="list-style-type: none"> Delivery of inclusive teaching. Target setting. Monitoring progress of individual students. Monitoring of interventions. 	<ul style="list-style-type: none"> Ensure teaching strategies are in line with essential and best practice as outlined in the Teaching & Learning Handbook Oversee delivery of interventions. Make explicit links to interventions to support pupils in applying learning. Identify pupils' strengths and barriers to learning and record within Pupil Passport. Set long term outcomes and SMART targets for pupils. Contribute to <u>annual</u> review process in writing and through attendance at <u>meeting</u>. Contribute to statutory assessment where applicable. Liaise with external agencies, including completing any written documentation. Provide differentiated work which meets the individual needs of learners. Implement provision for pupils with SEND, including resources and equipment. Provide planning for support staff to give them time to prepare for lessons. Facilitate time for support staff to prepare specific resources. Complete shared planning in good time for teachers to personalise for their class. Identify pupils for concern and contribute to the assess, plan, do and review cycle.
		<ul style="list-style-type: none"> Create climate for SEND pupils to achieve success Ensure the classroom environment is SEND friendly, supports focus and concentration and engagement
Support staff	<ul style="list-style-type: none"> Delivery of interventions. Collation of data against targets/outcomes. 	<ul style="list-style-type: none"> Deliver structured interventions following delivery protocols. Record and track delivery of interventions. Record progress towards intervention targets and communicate with class <u>teacher</u>. Support year leader in collating documentation in preparation for SENCo. Read and be familiar with planning in order to be prepared for delivery. Scaffold pupils' learning and encourage independence using the scaffolding pyramid Support the teaching of SEND pupils under guidance of the class teacher Feedback to the teacher of support given in lessons to inform future planning

The role of the SENCo

- To provide support, advice and information for colleagues in the identification and assessment of children's needs.
- To promote the use of available expertise and resources within the school.
- To monitor and support the setting of individual targets and reviews, progress made, in discussion with colleagues.
- To track the overall progress of children with special educational needs.
- To engage the support of relevant outside agencies.
- To establish liaison with other professionals.
- To coordinate the support offered to the child.
- To have regular meetings with Teaching Assistants to support their role and identify professional development needs.
- To liaise with parents involving them in their child's learning and progress.
- To be available to take part in termly reviews.
- To co-ordinate EHCP annual reviews.
- To advise the Inclusion Lead where there are significant problems.
- To work with the Inclusions Lead to prepare information for Integrated Assessments and Annual Reviews.
- To prepare reports for EHCP submissions, PHIG requests, and CAHMs referrals.
- To order and provide resources to enable effective work to take place.
- To monitor and improve teaching and learning.
- To be accountable for good progress.
- To report to the Head Teacher.
- To provide professional development for Teachers and Teaching assistants.
- Identify and monitor pupils with EHC plans.
- Liaise with outside agencies.
- To liaise with and support teachers to develop and implement strategies to support pupils with social emotional, mental health or behavioural needs, regularly review and update plans.
- Deploy and manage adults within the inclusion team including: ELSA, SALSA, family support worker.
- To liaise with parents involving them in their child's learning and progress.
- Prepares reports for EHCP submissions, PHIG requests, and CAMHs referrals.
- To prepare reports for Governors as requested and present to the Local Governing Committee.
- Liaises regularly with the Governor responsible for SEN.

The Role of the SEN Governor: Mrs C Fayle

The SEN Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school
- Work with the Head Teacher and SENDCO to ensure that the school publishes its SEN Information Report at least annually

Monitoring and evaluation cycle for SEND

- Once a pupil has been identified as causing concern, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class and/or provide advice to the staff members.
- The child's class teacher, in agreement with the SENCo, will identify appropriate strategies and interventions designed to 'narrow the gap' and ensure that these are delivered consistently and regularly so that impact can be measured and monitored. These interventions will be identified on a Provision Map.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- An 'Assess, Plan, Do, Review' model will be applied over several cycles to test out the child's response, before considering if a child may have SEND. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.
- If a child has significant and complex Special Educational Needs or Disabilities, which cannot be met by the usual support that is available to them in school, an application will be made for assessment for an Education, Health and Care Plan. This will be done in liaison with the 0-25 team from the Local Authority. If the assessment is successful, an Education Health and Care Plan with long and short term targets will be drawn up.
- Children who have an Education, Health and Care Plan will have a learning log. This will list the long-term targets set out in the plan as well as short-term targets for the current school year. It will also record the child's progress towards these targets, including photographs and pieces of work.
- The EHC plan will be reviewed annually at a review meeting, including the child, parents/carers, class teacher, 1:1 TA and SENCo. This meeting will enable parents and staff to discuss the progress the child has made towards the targets named in their EHC plan. It will allow the child to hear their adults' views on how well they are doing. It will also enable discussion of targets for the following year.

4. GRADUATED RESPONSE

All children are part of the graduated response as stage 1 is Universal Provision.

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> · High quality first teaching · Personalised learning targets · Carefully planned scaffolding, including practical, visual, concrete resources · Assessment for learning and constructive feedback 	<ul style="list-style-type: none"> · Pupil aware of learning targets · Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team 	Class Teacher & Phase Leader

If it is identified by the class teacher, those working with a child or at Pupil Progress meetings that they need more than the universal provision, then stage 2 is implemented or if needed stage 3. Children working within stage 2 and 3 are not children with special educational needs. The stages are fluid and children need to be frequently reviewed to ensure provision is correct.

2	Early intervention support (Not on SEN Register)	In addition to Stage 1: · Support within class through small groups and individual support (e.g. cut away, workshops)	· Pupil aware of learning targets · Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team	Class Teacher, Phase Leader & SLT
3	Targeted, additional support (Not on SEN Register)	In addition to Stages 1 - 2: · Investigation of strengths and needs · Early intervention and personalised provision · Inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment · Additional group or individual programmes · Evidence based interventions delivered individually or in small groups between 8-20 weeks.	· SENCO made aware (Concern sheet completed with parents, detailing evidence of intervention, impact and outcomes) · Pupil aware of learning targets · Reviewed at Pupil Progress meetings with SENCO · Intervention records completed weekly to record progress	Class Teacher, Phase Leader, SLT & SENCO

If through professional discussion it is decided that targeted, additional support has not helped a child to make progress then they will move to stage 4 (targeted, intensive additional support) and this is when a child is added to the Children with Special Education Needs or Disabilities register.

4	Targeted, intensive additional support (SEN register)	In addition to Stages 1 – 3: · Multi-professional planning and coordinated support may be in place e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS. · Individual Education Plan · Identified on school provision map, reviewed at least termly Consideration of a request for EHC assessment	· One Page Profile & IEP · Progress meeting with SENCO · SENCO monitoring provision · Intervention identified on the whole school provision map.	Class Teacher SENCO
5	Provision over and above Stage 4 (SEND register – EHCP or application)	In addition to Stages 1 – 4: · Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) · Multi-professional support · Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention	· Annual Review Meeting and Report · One Page Profile & IEP · SENCO monitoring provision · Intervention identified on the whole school provision map.	Class Teacher SENCO

Children on the SEN register

The names of children whose needs cannot be met by the normal classroom provision, after receiving targeted, additional support are placed on the special needs register as **SEN Support** as identified in the SEN Code of Practice.

If a child has significant and complex Special Educational Needs or Disabilities, which cannot be met by the usual support that is available to them in school, an application will be made for assessment for an Education, Health and Care Plan. This will be done in liaison with the 0-25 team from the Local Authority. If the assessment is successful, an Education Health and Care Plan with long and short term targets will be drawn up.

Children who have an Education, Health and Care Plan will have a learning log. This will list the long-term targets set out in the plan as well as short-term targets for the current school year. It will also record the child's progress towards these targets, including photographs and pieces of work.

Staff training for SEND

Teachers and teaching assistants both receive regular training during professional development meetings and during inset days.

Learning interventions such as: Precision teaching, Paired reading, Colourful Semantics

Teaching skills such as: Effective questioning


Behaviour support skills such as: Trauma informed teaching

5. INTERVENTIONS

We offer a range of interventions at Shirley Infant School, here are some examples below of what we offer:

Sensory and physical				
Intervention name	Intervention focus	Length of intervention	Led by	Assessment
Clever bodies	Gross motor skills - develop core muscles to support a child's understanding of self.	Depends where you start on the intervention.	TA to carry out sessions.	Included in the pack with examples.
Sensory Circuits.	A short sensory motor circuit prepares children to engage effectively with the day ahead. Behavioural clues such as fidgeting, poor concentration, excessive physical contact or lethargy can indicate that a child is finding it difficult to connect with the learning process.	To be incorporated into a child's day to support with focus and concentration.	CT or TA	
Dough disco	Fine motor skills - building up muscles in fingers and shoulders. Use playdough - size of playdough can vary according to need	3 times a week 6-8 weeks	CT or TA	Increased pencil control Child using a tripod grip when holding a pencil Clearer letter formation with correctly formed letters Increased control when pushing, pulling, moving malleable material

Communication and interaction				
Intervention name	Intervention focus	Length of intervention	Led by	Assessment
Colourful semantics	Aimed at helping children to develop their grammar but it is rooted in the meaning of words (semantics). Colourful semantics reassembles sentences by cutting them up into their thematic roles and then colour codes them. Who What Where When	6 weeks 3 times a week	TA or CT	Intervention record using a target set by the class teacher as the focus for assessment. Conversations with peers and adults - child to be using fuller sentences Photos of activities in book with comments about the session (EYFS and KS1)
Time to Talk (book) by Alison Schroeder KS1	Created to teach and develop social interaction skills and improve oral language skills for children aged between 4-6 years old. Focus: Eye Contact Taking turns Let's Practice sharing Greetings Awareness of Feelings Giving Following Instructions	Up to 40 sessions. Children should be seen 3 times per week.	Whole class Year group Class Small group	Included in the book.

Milo and Hamish	ELSA provision Different modules we can choose based on needs for groups	10 weeks 1 hour once a week Can be 1-1 or in a small group	CT ELSA referral window is opened in order for timetable to be created	
Zones of regulation and own tool kit		Daily	CT/TA	Child will be using their own tool kit when in the different emotion zones. Child will be able to use their tool kit to communicate their emotion.
Lego Play	It uses children's love of Lego play, as well as their strengths and interests, to develop communication and social skills. This intervention employs the use of three key roles 'Engineer' 'Builder' and	2-3 times a week 6-8 weeks	CT / TA	Increase in social, communication skills. Increase in turn taking

Reading Comprehension for Key Stage 1	A series of 24 comprehension exercises that are designed to give children systematic practise in answering multiple choice comprehension questions and to help develop reading with understanding. Exercises 1-8 - starting level Exercises 9-16 - middle level Exercises 17-24 - harder	6 weeks 15 minutes 3-4 times a week	TA / CT	Increased understanding of what has been read.
Number box	Children who have receptive and expressive language difficulties may take longer to understand and use the complex maths vocabulary.	10 minutes 14 weeks	TA	

6. ASSESSMENT OF PUPILS WITH SEND

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 SENCo (Special educational needs coordinator). Year/Phase Leaders hold regular team meetings where they assess children's progress, plan their next steps in learning, and decide on new targets. 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 SENCo is informed and in consultation with the class teacher extra provision is arranged. This is called the 'Assess, Plan, Do, Review' cycle.

If through professional discussion it is decided that targeted, additional support has not helped a child to make progress then, in consultation with parents, they may be added to the Children with Special Education Needs or Disabilities register. Every child on the register has an Individual Education Plan (IEP), which shows the child's targets and the provision they are receiving. This is reviewed and updated every term, shortly after half term. Parents are given a link to access their child's IEP online, and are also able to see past IEPs, so that they are aware of their child's progress and how they are meeting their targets.

Children with an Education, Health and Care Plan (EHCP) are required by law to have an annual review. This review takes place every 12 months, but can be called sooner if parents or teachers feel it is necessary. Parents, the class teacher, the child's 1:1 if appropriate, and the SENCo use this meeting to discuss and review the child's progress towards their targets and to set targets for the next year. The Review paperwork is then sent to the SEN team of Southampton City Council, who have a statutory duty to monitor the progress of all children with EHCPs.

Each child with an EHCP will also have a learning log, which will be shared with parents. 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.

If a child is working below a key stage 1 level they would be assessed using the appropriate assessment tool. At Shirley Infant School we use a range of additional assessments including Building blocks for children not making expected progress within KS1&2 and the Engagement Model for children working pre key stage 1. These assessment tools support teachers to plan for their children. Parents would be informed about the use of these assessment tools for their children.

7. SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Under the Equality Act (2010) schools have a duty to make reasonable adjustments for children with physical, sensory or medical needs that prevent them from accessing the curriculum. Parents are requested to complete an online medical form. This will constitute their Individual health care plan and will be shared as necessary with members of staff. Parents will be asked to update this every year, to ensure that we have the most up to date information. We are committed to make adjustments as far as is reasonably possible, as the school is on the first and second floor of an Edwardian building. All the classroom ceilings have been lowered to improve the environment for children with a hearing impairment. The Inclusion team at the school work closely with other professionals to support children with physical or sensory needs. We receive advice from experts such as teachers of the hearing impaired or partially sighted. This allows us to adjust the classroom environment, and use appropriate technology, to allow children with sensory impairment to participate fully in the curriculum. A child with medical needs will not necessarily be placed on the SEN register unless their needs prevent them from accessing their learning.

8. ADMISSIONS AND TRANSITION

At the end of each year teachers review the targets and Learning Log and pass these and any behaviour monitoring to the next teacher.

Transition programmes are arranged for children needing support in transition to / from Infant School. This is done in a range of ways; social stories can be written to help children 'get to know' their new setting and what to expect alongside additional transition visits. We pride ourselves on transition being based on relationship building and adult predictability to create a secure base for a child.

Transition for all at Shirley Infant School includes the following:

- PSHE lessons in school to prepare for change and new beginnings.
- Visit(s) to junior school during the second half of the summer term.
- Games and activities at junior school to make children familiar with key staff and school sites.
- Visits from key junior school staff to meet children and share an activity or story.

Additional transition opportunities at Shirley Infant School includes the following:

- Social stories
- Transition groups with school ELSA
- Extra transition visits to junior school to meet key members of staff and become familiar with the school site.
- Visits from key staff to build relationships with children.
- Drop in to a classroom to see different teachers and TAs teaching.
- Exploring different classrooms
- A get to know you page about the new Teacher / TA.

Admissions

We strive to give every child the appropriate care and education. Any parent with an admission query is welcome to contact the Head Teacher or SENCo. Liaison and discussion will then take place with the Local Authority to establish ways in which any application can be supported. Shirley Infant School is committed to meeting the learning and social needs of children with disabilities. We adhere to the city council's admissions and equal opportunities policy, which sets out clear criteria for deciding the entitlement of equality of opportunity for all pupils irrespective of gender, race or disability.

A parent with any query related to SEND after discussion with the class teacher is welcome to make an appointment with the SENCo.

9. ACCESSIBILITY

There is wheelchair access across the Infant School as it is a ground floor. This floor contains the school hall, which is used for end of term performances, assemblies and other community outreach events. In the Junior School there is a joint school community room where parent/teacher meetings can take place, this is on the ground floor. There is a disabled toilet in the lobby.

10. SCHOOL TRIPS

We make every effort to include all pupils fully in school life, including 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.

11. LOCAL OFFERS

Shirley Infant School and Southampton City Council both have a single place for you to find up to date Information about Services and Support for children and young people with Special Educational Needs and disability. The link to the school SEND information report, as well as to the Southampton City Council local offer are below, and can also be found on the School website

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>

12. SUPPORT FOR FAMILIES

Shirley Infant School has a family support worker, whose role is to support families to enable their children to come into school happily, safely and successfully so that they can access their learning. They are able to signpost families to outside agencies that may be able to offer support.

The Special Educational Needs & Disability Information Advice & Support Service (SENDIASS) is also available to support families. Its aim is to empower children and young people with special educational needs/disabilities and their parents/carers to make informed decisions about education, health and social care.

<https://www.southamptonsendiass.info/>

This policy will be reviewed annually by the Head Teacher, SENDCo and SEND Governor. It can be made available in alternative formats if required.

14. COMPLAINTS PROCEDURE

A parent who feels that the Local Offer is: not being delivered, or not meeting their child's needs should contact their child's class teacher in the first instance.

If this fails to answer your concern, contact the Special Educational Needs Coordinator (SENCo). Either ring the school on 02380 771434, or e-mail office@shirleyschools.co.uk

If you have any query related to SEN after discussion with the class teacher and SENCo you are welcome to make an appointment with the Head teacher.

If you are not happy with the outcome of this appointment, please follow the Complaints policy and procedure, which is available on the school website.

Special Educational Needs & Disability Policy Glossary

SEND	Special Educational Needs and Disability
Learning Log	Individual targets are written for those children with complex needs, identifying specific targets to be worked on and listing the resources needed to achieve those targets. They also hold examples of children's work and are designed to show progress and celebrate children's successes.
SENCo	Special Educational Needs Co-Ordinator. Responsible for the school's day to day operation and application of the SEND policy. Performs liaison between pupils, parents, teachers, outside agencies and the governing body.
SEN Support	Children for whom the help and advice of an external agency is sought, or following significant early intervention which has not resulted in progress. The children at SEN support status have complex and/or long term needs.
SALT	Speech and Language Therapist/Therapy
IBP	Individual Behaviour Plan. Document detailing strategies for managing challenging behaviour, shared with parents and key members of staff.
ELSA	Emotional Literacy Support Assistant. Provides support for children with emotional, social and behavioural needs.
CAMHS	Child and Adolescent Mental Health Services. Specialist services that provide assessment, treatment and support to young people with emotional, behavioural and mental health difficulties
PHIG	Primary Heads Inclusion Group. A service that offers further support and advice.