

TAVISTOCK INFANT SCHOOL
SEND Information Report

Tavistock Infants is a mainstream three form entry infant school. We are a single storey school which welcomes all children to 'Achieve Happily Together' with us.

How does the school know if children need extra help and what should I do if I think my child has SEND?

At Tavistock Infant School the children are identified as having SEND through a variety of ways:

- Liaison with pre - school or previous school
- Child performing below age expected levels
- Concerns raised by parents
- Concerns raised by teacher e.g. behaviour or self- esteem affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician

How will I raise concerns if I need to?

- Talk to staff- class teacher first or SENCo (Mrs Valerie Francis), then HT (Mrs Joanne O'Connor)
- We have an open door policy and hope that parents will feel confident to approach us with any concerns they have.

How will school support my child?

- SENCo will oversee all support and progress of any child requiring additional support
- The class teacher plans differentiated work for each child with additional needs to ensure that progress is made in every area
- There may be an LSA working with your child either individually or in a small group. This may be support with activities within the classroom or may be a specific intervention programme. The class teacher will explain this to you and how regular the sessions will be.
- The SENCo will meet with parents of children on the Special Needs Register at least termly in addition to the usual class teacher discussions at parent consultation evenings.

How governors involved and what are their responsibilities?

- The SENCo reports to the governors every term to inform them of progress of children with SEND. Confidentiality is maintained at all times
- One governor, currently Olga Maljutina, is responsible for monitoring SEND provision and will meet regularly with the SENCo and then report to governors
- In collaboration with the Headteacher and the SENCo the governors agree priorities for spending within the SEND budget; the overall aim is that children receive the support they need in order to progress.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

- Work within the class is differentiated to enable all children to have access to the curriculum according to their specific needs.
- This differentiation allows all children access to the curriculum.

How will I know how my child is doing and how will you help me to support my child?

- We offer an open door policy and you are welcome any time to make an appointment with the class teacher or SENCo to discuss how your child is getting on. We can offer practical advice to help your child at home.
- We believe your child's education is a partnership between home and school. Therefore we keep communication channels open, especially if your child has complex needs.
- If your child is on the SEND register an Individual Education Plan (IEP) will be created with appropriate targets for your child. This is reviewed termly and a copy will be shared with parents. The targets are SMART (specific, measurable, achievable, realistic and time scaled). The expectation is that your child will achieve the target by the time it is to be reviewed
- If your child has complex special educational needs they may be part of an Inclusion Partnership Agreement (IPA) or have an Education, Health and Care Plan (EHC plan). This means a formal meeting will take place to discuss progress and a report will be written after the meeting.

How does the school know how well my child is doing?

- At school we measure children's progress in learning against national and age—related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. The children are tracked through various methods to give a fair reading of their progress.
- Children who are not making expected progress are picked up through regular review meetings with the class teacher and the Senior Leadership Team. In this meeting it will be discussed why individual children are not making expected progress and what further support will be given.
- When a child's IEP is reviewed comments are made against targets to show the child's progress. If the child has not met the target, the reasons for this will be discussed and the targets may be adjusted or adapted into smaller steps or a different strategy tried.

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

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to children's well-being. We have a caring and understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, health and social care of every child in the class. The class teacher is, therefore, the first point of contact for parents. If further support is needed the class teacher will liaise with the SENCo for further advice. This may involve working alongside external agencies e.g. Health and Social Services and/ or Behaviour Support Team (BST).
- The school has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENCo with vulnerable children and parents during the school day.
- The school has a Parent Support Advisor (PSA) who provides further support for parents and children as needed.

How does the school manage the administration of medicines?

- The school has a policy regarding this.
- Parents need to contact the class teacher if medication recommended by health professionals is to be taken during the day
- The school administration staff oversee and administer prescribed medication to specific children.
- Staff are trained regularly with updates on conditions and medications to enable them to manage a child's specific medical needs.

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

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and children
- If a child has behavioural difficulties, an Individual Behaviour Management Plan (IBMP) will be written alongside the child and parent to identify the specific issues, put relevant support in place and set targets. Exclusion levels are very low in school as a result.
- After any incident, we expect the child to reflect on their behaviour, in line with our school charters, with an adult. This helps to identify why the incident happened and what the child can do differently next time to change and improve behaviour.
- Attendance is monitored on a daily basis; lateness and absence are recorded and reported to the headteacher. All unexplained absences are followed up with a phone call home on the first day of absence. Good attendance is actively encouraged throughout the school.

How will my child be able to contribute their views?

- We are a Rights Respecting school where we value and celebrate each child's views on all aspects of school life. This is usually carried out through the School and class Councils which have open forums for any viewpoint to be expressed.
- Children with an individual education plan or a behaviour management plan are involved in setting their own targets.
- There is an annual questionnaire where we actively seek the views of parents and children
- There is an opportunity to speak at any time to the PSA or SENCo
- If your child has an IPA or an EHC plan, their views will be sought before any review meetings

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

- Our SENCo has completed the National Accreditation Award training and attends regular training updates
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs. These include: behaviour intervention, health- GPs, school nurse, clinical psychologist, paediatricians, speech and language therapists, occupational therapists, social services- locality teams, social workers and educational psychologists.

What training have the staff had in order to support children with SEND?

- All staff are trained, both teaching and non-teaching, to support a child with SEND. This training is regularly updated. In addition we have a number of staff trained in specific interventions to support SEND or emotional and behavioural difficulties.
- All staff have had training in delivering phonics programmes.

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

- All children are included in all parts of the school curriculum including educational visits off the school premises. Additional staff will support children if necessary to enable all children to safely take part in all activities.

How accessible is the school environment?

- The school site is accessible for all; ramps, disabled toilet and fire exits are all accessible

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

- We encourage all new children to visit the school prior to starting for a tour of the school. For children with SEND we encourage additional familiarisation visits.
- We run Woodpeckers which is a family learning group open to all new entrants. These sessions provide an opportunity for children and parents to meet school staff.
- When children are preparing to leave us, we arrange extra visits to our local junior schools to help with transition.
- We liaise closely with staff in other schools to make sure all paperwork is passed on and all needs are discussed and understood
- If your child has complex needs then a review will be arranged for a transition meeting which involves all parties concerned.

How are the school's resources matched to SEND needs?

- The needs of children with SEND are met as fully and to the best of the school's ability as far as school funds allow.
- Staff teams are funded from the budget to deliver programmes designed to meet the needs of SEND
- The SEND budget is allocated on a needs basis; those most in need are given most support

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

- The class teacher and the SENCo will discuss those needs and how they are to be best met
- Individual children will require varying amounts of support in order to reach age-expected levels

How do we know if it has had an impact?

- By reviewing children's targets on IEPs and making sure they are being met
- The child is making progress academically against national/age related levels
- They are narrowing the gap with their peers
- Verbal feedback from teachers, parents and/or pupils
- Children may move off the register if they have caught up or made sufficient progress

Who will I contact for further information?

- First point of contact is your child's class teacher. You could also arrange to meet Mrs Valerie Francis (SENCo)
- Look at the SEND policy on the website
- Contact Parent Partnership www3.hants.gov.uk/parentpartnership
- Contact IPSEA (independent Parental Special Education Advice) www.igsea.org.uk
- Contact the school's admin office on 01252 616778 if you wish your child to join Tavistock Infant School. We will always be pleased to make an appointment to discuss your child's education needs