



Special Educational Needs and Disabilities (SEND) Information Report

Parsonage Farm Nursery and Infant School is a mainstream school. We provide a broad and balanced curriculum for all children, within a caring and secure environment. We set suitable learning challenges that encourage high expectations and respond to children's diverse learning needs, ensuring every child succeeds. Some children have barriers to learning that may mean they require provision that is additional to or different from their peers.

How does the school know if a child needs extra help?

At Parsonage Farm Nursery and Infant School the children are identified as having Special Educational Needs and Disabilities (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 member of staff e.g. behaviour or self- esteem affecting performance.
- Liaison with external agencies. E.g. Speech and Language.
- Health diagnosis through Paediatrician.□

How will I raise concerns if I need to?

- Firstly, talk to your child's class teacher.
- Make an appointment to speak to the Special Educational Needs Co-Ordinator (SENDCo) (Miss Kath Greenway).
- We have an open door policy and hope that parents will feel confident to approach us with any concerns they have.

How will the school support my child?

- The Headteacher and SENDCo will oversee all support and the 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 a Learning Support Assistant (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 be available to meet with parents of children on the Special Educational Needs Register at least termly in addition to the usual class teacher discussions at parent consultation evenings.
- The SENDCo is always available for extra meetings if necessary.

How are the School Governors involved with pupils with SEND and what are their responsibilities?

- The SENDCo reports to the governors regularly to inform them of the progress of children with SEND. Confidentiality is maintained at all times.
- There is a SEND Governor, Mrs Rhian Sayles, who is responsible for monitoring the provision for children with SEND. She meets regularly with the SENDCO in school and then reports to governors.
- In collaboration with the Headteacher/SENDCo 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?

- All work within class is differentiated to enable all children to access the curriculum according to their specific needs.
- There may be several different levels of work within the same lesson and different levels of adult support provided to different groups of children.
- Some children may require one to one support from an adult for part of a lesson.

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

- We offer an open door policy and you are welcome at any time to make an appointment with the class teacher or SENDCo 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) may 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 annually 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 in a range of ways to give an accurate assessment 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 these meetings we will discuss 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 is available to support and develop my child's overall well-being?

- We are an inclusive school, welcoming and celebrating 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 SENDCo for further advice. This may involve working alongside external agencies - for example, Health and Social Services and/ or the Primary Behaviour Service.
- The school has two ELSAs (Emotional Literacy Support Assistants) who work under the direction of the SENDCo with vulnerable children.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration of medicines.
- Parents need to contact the office staff if medication recommended by health professionals is to be taken during the day.
- The school administration staff oversee and administer prescribed medication to children.
- Staff are trained regularly with updates on conditions and medication affecting children so that all can help to manage medical situations.
- Any child with specific medical needs will have a Health Care Plan, written by the SENDCo with support from parents and outside agencies where appropriate.

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 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. The Headteacher will meet with parents where there is a concern about attendance.

How will my child be able to contribute their views?

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any viewpoint to be expressed.
- Children with an individual education plan or a behaviour management plan are involved in setting their own targets, where appropriate.
- There is an opportunity for all children to speak at any time to their class teacher, LSA or the SENDCo. Some children may need support from the ELSA to express their views and understand different feelings.
- If your child has 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 SENDCo is the Headteacher and is a fully qualified and experienced teacher and attends regular SEND briefings and updates.
- The school has two trained Emotional Literacy Support Assistants who attend regular supervision meetings and training courses.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs. These include: Behaviour Support Team, 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.

How will my child be included in activities outside the classroom, including school 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 facilities and fire exits are all accessible.
- Parents with a disability may park in the Staff Car Park.

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

- All children are invited to a series of induction visits before starting their Nursery or Reception year.
- Each Nursery child has a visit to their home from the Nursery staff.
- The Year R teachers visit children (not in our Nursery) at their preschool and talk to their key worker.

- The school SENDCo meets preschool staff to discuss the needs of any children with SEND joining the school. All preschool settings are asked to provide information that will help our school to provide the appropriate support for each child.
- Part time attendance can be arranged for some children in their reception year if appropriate.
- We encourage any children who transfer mid year to visit the school and come to a taster session before starting. Additional days can be arranged to help a child to feel prepared for the move.
- Our Year 2 children attend taster days in preparation for their junior education. We arrange extra visits for those children who have additional needs, supported by our ELSAs or class teachers.
- We arrange for Junior School teachers to visit the Year 2 children in their class at Parsonage Farm.
- 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 an Inclusion Partnership Agreement (IPA) will be written and a transition meeting will be held to discuss the support that needs to be in place for them. The Junior School SENDCo will be in attendance and a shared plan will be written.

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

- The needs of children with SEND are met to the best of the school's ability and as far as the budget will allow.
- Staff teams are funded from the budget to deliver programmes designed to meet the needs of SEND children.
- 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 SENDCo will discuss a child's needs and how they are best to be met.
- Individual children will require varying amounts of support in order to reach age-expected levels.
- Some children will have programmes of activities from external agencies that they will need to work on with an adult at school. (E.g. Occupational Therapy and Speech and Language Therapy.)

How do we know if the allocated provision 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 SEND register if they have made sufficient progress.

Who will I contact for further information?

- The first point of contact should be your child's class teacher. You could also arrange to meet Miss Kath Greenway (SENDCo & Headteacher)
- Look at the SEND policy on the website.
- Contact Hampshire SENDIASS (Special Educational Needs & Disability Information, Advice & Support Service)
- Contact IPSEA (Independent Parental Special Education Advice)

Where can I get further information about services for my child?

- *Link to Hampshire County Council's Local Offer - icon on front page of Parsonage Farm website or <https://fish.hants.gov.uk/localoffer>*

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