

Solent Infant School



Special Educational Needs (SEN) Information Report

"This page is part of the [Local Offer](#) for Portsmouth. Under the Children and Families Bill which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0 – 25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area."

"Caring and Learning Together for a Brighter Future."

For Special Educational Needs and Disability (SEND):

Special educational needs provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our school has an Inclusion Lead, sometimes referred to as the INCO or SENDCO, who is responsible for the management of provision and/or support for identified children with SEND. They will also arrange training and support for Teachers and Learning Support Assistants to enable them to provide appropriate assessment and focused provision for children in their class with SEND. Further information about our rationale can be found in [Solent Infant School SEND Policy](#)

All teachers are teachers of children with SEND and, therefore, provide Quality First Teaching; this takes account of the particular individual needs of children with SEND within the classroom. The Solent Schools provide a range of **ordinarily available provision** for all children, including those with SEND from the totality of resources available to us.

[Click here](#) to view Portsmouth's Ordinarily Available Provision document

“WAVES OF INTERVENTION” AVAILABLE AT SOLENT INFANT SCHOOL

Throughout their time at Solent Infant School, children will receive varying levels of support according to their changing needs and circumstances. The information in the tables below is a guide to the ‘typical’ levels of provision as such levels of support and provision will vary across time for individual children, in response to their individual needs.

Solent Infant School provides a graduated response to each child dependent on the level of need. This is often referred to as the **“Waves of Intervention”**.

Wave 1: Quality First Teaching through differentiation;

Wave 2: Small group support for those children who are achieving *below* age-expected levels;

Wave 3: Focused, individualised programmes for pupils achieving *well below* age-expected levels.

“AREAS OF NEED” EXPLAINED

The ‘Code of Practice’ (January 2015) states that there are four main areas which cover SEND. These areas and their meanings, accompanied by the Waves of Intervention that Solent Infant School employs to address these areas are outlined on the following pages.

COMMUNICATION AND INTERACTION

Children may have a delay or disorder in one or more of the following areas:

Attention/Interaction Skills - may have difficulties ignoring distractions; needs reminders to keep attention; may need regular prompts to stay on task; may need individualised motivation in order to complete tasks; difficulties attending in whole class situations; interaction will not always be appropriate; may have peer relationship difficulties and may not be able to initiate or maintain a conversation.

Understanding/Receptive Language – may need visual support to understand or process spoken language; may need augmented communication systems; frequently misunderstands; repetition of language and some basic language needs to be used to aid their understanding.

Speech/Expressive Language – may use simplified language and limited vocabulary; ideas/conversations may be difficult to follow, with the need to request frequent clarification; some immaturities in the speech sound system; grammar/phonological awareness is still fairly poor and, therefore, basic literacy skills can be affected.

Whole School Approach Quality First Teaching	Targeted Support for Individuals or Small groups	Specialised Individual Support for Children with Additional Needs
(Wave 1 Intervention)	(Wave 2 Intervention)	(Wave 3 Intervention)
Teacher's awareness of a child's need; pre-teaching of topic-related vocabulary. Visual timetable. Memory bags. Clear verbal instructions. QFT approaches to develop use of language; resources; word banks; topic mats; verbal and visual instructions.	Speech and Language programme from the Speech Therapist. Social skills group. Intervention/ Action Plan with specific targets to boost progress.	Listening skills activities. Daily speech and language sessions following a speech and language programme from the Speech Therapist. Direct support from a Speech and Language Therapist. MABS Intervention. Makaton/PECS. Work stations. Application for an EHC Plan.

COGNITION AND LEARNING

Children may have difficulties with the skills needed for effective learning such as use of:

- language, memory and reasoning skills
- sequencing and organisational skills
- an understanding of number
- problem-solving and concept development skills
- fine and gross motor skills

Children may have a specific learning disability such as Dyslexia, Dyscalculia, Dyspraxia or Dysgraphia.

Whole School Approach Quality First Teaching (Wave 1 Intervention)	Targeted Support for Individuals or Small groups (Wave 2 Intervention)	Specialised Individual Support for Children with Additional Needs (Wave 3 Intervention)
Access to varied and stimulating curriculum. Individualised teaching approaches based on needs. Variety of teaching styles to stimulate all learning styles. Range of technology to support and aid learning. Setting groups with other needs. Small guided groups. Opportunities for independent work. Additional adult support (LSA) based on need. Booster-type sessions.	Small group phonics and reading support. Rapid Catch Up Little Wandle Letters and Sounds Revised. Small group targeted intervention linked to specific areas of learning linked to whole class outcomes. Individual or Group Action Plans. Booster-type sessions. Daily reading/ handwriting support. Intervention Plans. Tracking with DESTs (Dyslexia Early Screening Tests).	SEND Programme for Phonics – Little Wandle Letters and Sounds Revised. Precision Teaching. Advice and assessment from Educational Psychologist. Access to Specialist Teacher Advisor. Application for an EHC Plan. Pupil Passports.

SOCIAL, MENTAL AND EMOTIONAL HEALTH

Children may have difficulties with social and emotional development which may lead to or stem from:

- social isolation
- behaviour difficulties
- attention difficulties (ADHD) anxiety and depression attachment disorders
- low self-esteem
- issues with self-image

Whole School Approach Quality First Teaching (Wave 1 Intervention)	Targeted Support for Individuals or Small groups (Wave 2 Intervention)	Specialised Individual Support for Children with Additional Needs (Wave 3 Intervention)
Flexible groupings and learning groups reflect the needs of the children. Rewards and sanctions – whole school approach. Weekly “Star of the Week” in each class. Visual timetable and clear classroom routines. Small group activities. Whole school and class approach to Trickbox programme.	Small groups with a member of staff trained specifically on developing emotional literacy skills. Intervention/ Action Plans with appropriate targets. Social stories. Advice from MABS.	Emotional/ Social support on a 1:1 basis. Advice and assessment from the Educational Psychologist. Referral to MHST. ND Profiling tool. Meeting with the ND Team. Referral to CAMHS for assessment/ MABS for direct support. Application for an EHC Plan. Individual transition plan. Risk assessment.

SENSORY AND/OR PHYSICAL

Children may have medical or genetic conditions that lead to difficulties with:

- specific medical conditions gross/fine motor skills visual/hearing impairment
- accessing the curriculum without adaptation
- physically accessing the building or equipment
- over-sensitivity to noise/smells/light/touch/taste/ toileting/ self-care.

Whole School Approach Quality First Teaching	Targeted Support for Individuals or Small groups	Specialised Individual Support for Children with Additional Needs
(Wave 1 Intervention)	(Wave 2 Intervention)	(Wave 3 Intervention)
Audit of environment to consider necessary adaptations. Modification of organisation, routine and environment. Hand gym activities. Appropriate resources such as pencil grips. Access to the BEAM (Balance, Education and Movement) activities throughout the Reception Year PE curriculum.	Specific resources such as specialised pencil grips, sloping boards or foot blocks. Access to space for therapy. Access to BEAM in small groups. Extra sessions on larger play equipment such as the adventure playground and bikes. Photocopying learning tasks onto different coloured paper or in a different sized font.	1:1 fine motor skills sessions. Teodorescu handwriting programme. BEAM programme. Advice and programmes from the Occupational Therapist and/or Physiotherapist. Specialist nurses and specific training. LSA support for PE, Playtimes and Lunchtimes. Risk assessments.

FREQUENTLY ASKED QUESTIONS

At Solent Infant School, how are children identified as needing additional support?

Children are identified as needing additional support/ SEND through a variety of ways including some or all of the following:

- liaison with the Pre-School setting/ previous school
- concerns raised by parents/ carers
- child performing below age-related expectations
- concerns raised by the teacher, e.g., inappropriate behaviour or low self-esteem is affecting academic performance
- liaison with external agencies, e.g., Speech and Language Therapy
- health diagnosis through Paediatrician/ GP

What should I do if I think my child may have special educational needs?

Come into school and discuss your concerns with your child's Class Teacher. If you require further information, contact our Inclusion Lead, Mrs Becky McQuilken, and Head of School, Mrs Emma Curthoys, or the Executive Head, Mrs Lucy Wilby. An appointment can be made for you via the School's Main Office.

How will my child be supported in their learning?

Our Inclusion Lead has an overview of the support and progress of any child requiring additional support across the school. Your child's Class Teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is being made in every area of the curriculum. There may also be a Learning Support assistant (LSA) working with your child, either individually or as part of a group, for part of the school day.

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

All learning within the class is pitched at an appropriate level so that children can work confidently, be presented with some challenge and have any individual additional needs planned for. This is achieved through careful and planned-for *differentiation*.

How do we know if the strategies used are having any impact?

"Small step" targets are set by the Class Teacher and, when appropriate, after a discussion with our Inclusion Lead. Occasionally, these targets will be set after consultation with the Educational Psychologist, Speech and Language Therapist or the Occupational Therapist.

The progress your child makes towards achieving these targets will be shared with you in the form of a letter or a face-to-face meeting with the Class Teacher and/ or Inclusion Lead. New targets may then be set and future provision will be discussed and agreed upon.

How will you help me support my child's learning at home?

As well as meeting to review individual targets, you can also discuss your child's progress at a termly Parent-Teacher Consultation Meeting. Additional meetings can be booked in with your child's Class Teacher, when appropriate, and we can also offer advice or lend you resources to help you support your child's learning at home.

Your child may have their targets detailed on an Individual Action Plan, an Individual Education Plan (IEP) or, if your child has more complex and on-going needs, the targets will be described as part of their Education and Health Care Plan (EHCP) and prioritised on their Pupil Passport.

How will my child be able to contribute their views?

We value and celebrate each child's response to their learning. As part of the target reviews, we also ask the children to comment on their own progress; this is sometimes achieved through the completion of a simple survey called "This is Me" where the children comment about what they enjoy about learning and what they find tricky. If your child has their needs described in an EHC Plan, their views contribute to the Annual Review process itself.

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

We are an inclusive school and, as such, we welcome and celebrate diversity. All of the staff believe that children need to be confident in their own abilities in order that they may be happy and make academic progress.

The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class. Therefore, they would be the parents'/ carers' first point of contact. If further support is required, the Class Teacher liaises with the Inclusion Lead for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

At Solent Infant School, we have several members of staff who have had specific training on providing emotional literacy support; this type of intervention may occur on a 1:1 basis or in additional small group sessions. Mrs Clark is our Family Link Officer and the services that she can provide can be found on the [Family Support](#) page of the school website.

The school has a policy regarding the administration and managing of medicines on the school site. Parents/ carers need to contact the Office Team to discuss this and, if agreed, complete a form: "Parental Agreement for School to Administer Medicines". This may include medicines for life-threatening conditions or required for a long term illness such as asthma or diabetes. In some cases, a Care Plan may be put in place according to the directions of the School Nurse.

What specialist services and expertise are available at or accessed by Solent Infant School?

We work very closely with a range of external agencies - both in the form of direct support for your child and through specific training for members of staff. External professionals may include: Educational Psychologists, Social Services, Health Services (GPs, School Nurse, Paediatricians, Speech and Language Therapists, Occupational Therapists, Physiotherapists and Sensory Impairment Teacher Advisors) and Behaviour Support Services (MABS/[CAMHS](#)). We also liaise closely with the NDMT who can support us with referrals into CAMHS and have a link support worker with MHST.

How are the Governors involved and what are their responsibilities?

Our Governors are kept informed of any changes in SEND legislation, the changing needs of the children at our school and any resource implications that these changes may have. Our Governors are then also able to agree priorities for spending within the SEND budget with the overall aim of ensuring that *all children* receive the support that they need in order to make progress.

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 and we aim for all children to be included on school trips. We provide the necessary support to ensure that this is successful for all involved.

A risk assessment is completed prior to any off-site activity to ensure that nobody's health and safety is compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities (which will cover the same curriculum areas) are provided within school.

How accessible is the school environment?

Solent Infant School is accessed via a flight of steps from the main car park or via a sloping path from the pavement on Eveleigh Road. Once inside the school building, there is access to all classrooms on one level. Any additional resources which are required for the improvement of access to any specific area are agreed through discussions with the Occupational Therapist and the Head of School/ Inclusion Lead.

How will Solent Infant School prepare and support my child through transition times?

We encourage all new children to visit Solent Infant School prior to starting when they will be shown around the school environment. For children with SEND, we would encourage further visits to increase the familiarisation with the surroundings and with key members of staff. There may be the need for a "Social Story" to be written to ease the transition for children with high anxiety or with communication difficulties; there may also be the need for a series of transition meetings to be planned between the schools to alleviate any specific concerns.

We liaise closely with the relevant staff when receiving or transferring children to different schools ensuring that the appropriate paperwork is passed on and that specific needs are discussed and understood. If your child has a more complex need, then an Annual Review of the EHC Plan will be used as part of the transition process and staff from both schools will be invited to attend.

How are Solent Infant School's resources allocated and matched to children's special educational needs?

We ensure that the needs of all children who have SEND are met to the best of the school's ability with the funds available. The SEND budget is allocated on a needs basis. Therefore, the children with the most complex or on-going needs are given the most support – this may be through increased teaching assistance within the classroom or through the use of more specialised equipment and resources.

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

The Class Teacher alongside the Inclusion Lead will discuss your child's needs and what support would be most appropriate. Different children require different levels of support in order to bridge the gap and achieve age-expected outcomes. This will be reviewed and revised through on-going discussions with parents/ carers.

Who can I contact for further information?

Your first point of contact would be your child's Class Teacher to share your initial concerns. Following this, you may need to speak to our Inclusion Lead, Mrs McQuilken.

Alternatively, for external support and advice, you may also consider contacting one of the [Portsmouth SEND Information Advice & Support](#) Groups or the SEND Team at Portsmouth City Council. Mrs McQuilken can provide contact details for these organisations.

Who should I contact if I am considering whether my child should join Solent Infant School?

In the first instance, you can contact the Main School Office to arrange a meeting with the Executive Head, Mrs Wilby, or the Head of School, Mrs Curthoys, to discuss how the school could best meet your child's needs.

How is the SEND Information Report reviewed?

This SEND Information Report will be reviewed at least annually to reflect the changing needs of our children. Part of this review process will include contributions from parents/carers and governors through an online survey.

GLOSSARY

ANNUAL REVIEW - A formal meeting is held once a year to review the targets and provision set out in a child's EHC Plan. The parents/ carers, teachers and all specialist services involved with the child's care and provision are invited to attend a meeting or to contribute a report for the review process. This is a legal requirement.

AUTISTIC SPECTRUM DISORDER (ASD) - Autism is a complex developmental disability that typically becomes evident during the first three years of life and affects a person's ability to communicate and interact with others. Autism is defined by a certain set of behaviours and is a "spectrum disorder" that affects individuals in different ways and to varying degrees.

BEAM - BEAM (Balance, Education and Movement) is an intervention programme for improving a child's gross and fine motor skills. It is run in whole class sessions during the Reception Year and also in small group and 1:1 sessions in Years 1 and 2, when appropriate.

BOOSTER GROUP - This is when a small group of children work with the Class teacher or LSA on a specific area of learning, e.g. Literacy Booster in Year 1. The aim of these groups is to support those children who may need an extra boost to make the expected level of progress over an academic year.

CHILD AND ADOLESCENT MENTAL HEALTH SERVICE ([CAMHS](#)) - All children can suffer from anxiety, worries and emotional mood swings. If this is causing difficulties and tension at home and school, you can approach [CAMHS](#) for support. They can make assessments and offer support groups for both the child and the family group; the service can support children and young people up to the age of 18.

DIFFERENTIATION - When planning the children's learning, the teachers will plan different levels of work to suit different abilities. Differentiation may include an increase of support, an alternative method of recording ideas, access to specialist resources or an altered teaching sequence.

EDUCATIONAL PSYCHOLOGISTS (EP) - An Educational Psychologist is specially trained to assess a child's ability and capacity for progress. In the case of children with more complex and on-going needs, who are failing to make sufficient progress despite an increase of support, the EP might be called upon to investigate a child's profile of learning. They would then advise the teachers of the best intervention strategies to explore in order that more appropriate rates of progress are made.

EDUCATION, HEALTH CARE PLAN (EHC PLAN) - This is a legal document which puts in place and safeguards provision for children with the more severe or complex special educational needs. This has replaced the Statement of SEN.

EMOTIONAL LEARNING SUPPORT ASSISTANT (ELSA) - Many schools employ an ELSA; this is a member of staff who has completed specialist training in ways of supporting children to develop their emotional literacy skills. The 1:1 sessions that they provide typically last for 6 weeks and are tailored to the needs of the individual. Themes may include: anger management, self-esteem, loss and bereavement, and social skills.

INCLUSION LEAD - The Inclusion Lead has an overview of the needs and provision of children with additional needs from across the school. They work alongside parents/ carers and professionals to ensure that there is a graduated response to intervention and support. They also advise teachers on targets to boost children's key skills, organise whole-staff training and lead the half-termly information meetings for the [Lighthouse Group](#).

INDIVIDUAL EDUCATION PLAN (IEP) - An IEP is a target document compiled by the Class Teacher and/ or the Inclusion Lead describing the next steps in a child's learning. It sets out the targets that a child will be working towards and it may also identify the staff and resources that are required to ensure progress is made.

LEARNING SUPPORT ASSISTANT (LSA) - A Learning Support Assistant is a member of staff employed to work with the teachers to support the learning of the children in a class. They work under the guidance of the teachers.

Mental Health Service Team (MHST) – At Solent Infant School, we have a link support worker from the Mental Health Service Team who can offer support and advice for children presenting with Anxiety based behaviours. In consultation with the team, they are able to ascertain whether is appropriate to continue with school based support or to make a referral into MHST where the support workers will liaise with the family directly regarding support and next steps.

MULTI-AGENCY BEHAVIOUR SUPPORT (MABS) - Some children's behaviour can be challenging within the classroom or they may suffer from anxieties or low self-esteem. MABS is a resource that schools can call in to help teachers and parents/ carers to work together to help a child improve specific behaviours.

Neurodiversity Multidisciplinary Team (NDMT) and ND Profiling Tool – In Portsmouth, there is a new pathway for young people presenting with neurodiversity needs. CAMHS is no longer routinely open for referrals and professionals, including school Inclusion Leads, can work with families to complete the ND Profiling Tool. In completing the tool, strategies to support at home and in school can be identified. If the need arises, the Neurodiversity Multidisciplinary Team can be invited to take part in follow-up ND Profiling meetings for further advice.

OCCUPATIONAL THERAPIST (OT) - An Occupational Therapist is a medical specialist who is able to devise exercise programmes to help children develop the physical skills that they need in school. These could be gross motor skills such as developing the co-ordination needed for running, catching and balancing. They also work on the fine motor skills needed to control a pencil or brush when writing, drawing or painting. They will also provide and recommend equipment that will support a child in these areas.

PORTSMOUTH SEND INFORMATION ADVICE & SUPPORT - [Portsmouth SEND Information](#)

[Advice & Support](#) is an impartial service that supports parents/ carers through the identification process of SEND; they can also provide mediation between home and school to ensure that your child receives the most appropriate support within their educational setting.

PRECISION TEACHING - This is a nationally recognised teaching method used to develop a child's basic skills. It is generally delivered on an individual basis by an LSA who has undergone specific training.

PROVISION - This is the service/ support that a school provides for a child. This can be the general provision as provided for all children but it can also include small group and personalised (1:1) support.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) - Special Educational Needs is a term used to describe a child's needs which are greater than those typical of a child of the same age. These can be, but are not necessarily, caused by a diagnosed medical condition or disability.