



# **Woolston Infant School**

## **Special Educational Needs Information Report & Local Offer**



# Woolston Infant School

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support children with Special Educational Needs and their families. At Woolston Infant School 'The Local Offer' has been developed in consultation with staff, Governors and other professionals. Within the Green Paper there are questions which reflect parents concerns and/or interests. You will find these questions and their answers in the following document.

## **Woolston Infant School Vision Statement**

At Woolston Infant School we believe that everyone matters. We will provide a happy, caring, and safe learning environment in which children can develop their academic, personal and social skills. We will ensure that all children have the opportunity to reach their full potential through a curriculum that is creative, challenging and fun.

We will develop partnerships within school and the wider community. Parents will be encouraged to actively share in their child's learning and wider school life.

We aim for our children to become independent, healthy and responsible members of the community equipped with the skills and attitudes to be lifelong learners.

Woolston Infant school is a mainstream school which serves the needs of its community. We strive to support all children to enable them to achieve their full potential. We are committed to providing a high-quality education for pupils with a wide range of needs.

The school is committed to including pupils with a variety of needs including:

- Communication and language
- Social interaction
- Cognitive and learning
- Social & emotional
- Sensory and / or physical

The school does not have eligibility criteria.

All children are different and have different needs. Your child will receive support which is appropriate to their needs. This is called our Graduated Response to support.

All children benefit from high quality teaching from their class teacher. This is called 'Universal Provision' Further supported is graduated from this point

	What is available for all pupils?	What is available for targeted pupils?	What is available for individual pupils?
Teaching Approaches	<ul style="list-style-type: none"> <li>All teachers are teachers of children with Special Educational Needs and Disabilities (SEND)</li> <li>Teachers make differentiated provision within each lesson.</li> <li>Consistent routines and systems in each class</li> <li>Regular assessment for learning and setting 'next steps' of learning</li> </ul>	<ul style="list-style-type: none"> <li>Assessment for Learning is used to support planning for different levels of attainment.</li> <li>Small groups may be supported by the teacher or teaching assistant as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks are adapted to meet individual children's needs.</li> <li>Careful planning and reviewing of individual support for pupils with Individual Education Plans (IEPs)</li> <li>Individual support programmes in place to meet the needs of individual pupils both within and beyond the lesson.</li> <li>Support is put in place for pupils who are not making progress, and this is reviewed regularly and adapted to suit ongoing needs.</li> </ul>
Learning & Curriculum	<ul style="list-style-type: none"> <li>Pupils have full access to The National curriculum and Religious Education. Children in Year R will have full access to The Early Years Foundation Stage Curriculum</li> <li>The curriculum will be adapted to take account of the needs of all pupils.</li> <li>Termly parents' evenings for all pupils</li> <li>A predictable, appropriate learning environment is provided in all classes.</li> </ul>	<ul style="list-style-type: none"> <li>The school identifies children who are not making the expected progress. Through pupil progress meetings and moderation different solutions are identified.</li> <li>Children may be 'cut away' to work with an adult during a lesson to re shape the learning task.</li> <li>Children are regularly assessed and interventions for small groups put in place to support their learning.</li> <li>Children are assessed regularly, and parents are always informed of any concerns regarding their children's progress.</li> </ul>	<ul style="list-style-type: none"> <li>IEPs are written with learning targets which are reviewed regularly.</li> <li>IEPs are shared with parents at parent evenings and at other times and include ideas on how to best support learning at home.</li> <li>The school responds to any concerns raised by parents.</li> </ul>

Support	<ul style="list-style-type: none"> <li>• Woolston Infant School is an inclusive school where all teachers are teachers of pupils with SEND and the whole school community respects the rights and needs of others.</li> <li>• Every class has a learning Support Assistant to support the learning needs of the children in the class.</li> <li>• All staff receive coaching on strategies for Quality First Teaching</li> <li>• All staff receive training which is aimed at maximising the achievement and progress of all children</li> </ul>	<ul style="list-style-type: none"> <li>• Regular opportunities to access individual and small group work to develop independence and organisational skills and small learning targets and celebration of achievement.</li> <li>• The needs of children are addressed through additional transition meetings and activities between current and receiving school to ensure there is a clear understanding of the support that is required.</li> <li>• There is a structured programme to develop cognitive skills and literacy and numeracy with plenty of opportunities for overlearning and consolidation of concepts.</li> <li>• The school has a range of support strategies including speech, language and communication programmes, ELSA support and nurture support.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with SEND may also be supported by external agencies to assist staff in meeting their needs and for staff training to deliver effective intervention programmes, including.</li> <li>• Education Psychology</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Speech &amp; Language Therapy</li> <li>• Visual / Hearing Impaired support</li> <li>• Special School Outreach</li> <li>• An individual Education Plan or Education Health and care Plan will have specific targets which will be reviewed and shared with parents.</li> </ul>
Environmental & Physical	<ul style="list-style-type: none"> <li>• Woolston Infant School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include members of the school community.</li> <li>• Outdoor areas are used to support learning and enhance the curriculum.</li> <li>• Parents are welcomed and encouraged to visit the school to discuss individual needs prior to application.</li> </ul>	<ul style="list-style-type: none"> <li>• Woolston Infant School prepares children for change and provides support to manage new and challenging situations at times of transition between year groups within the school and when moving to Junior School.</li> </ul>	<ul style="list-style-type: none"> <li>• Through multi agency working the school supports children with disabilities and with any specialist equipment or adaptations that may be needed</li> <li>• The SENCo coordinates multi-agency working to support children with disabilities which includes providing any specialist equipment or adaptations that may be needed.</li> </ul>

Behavioural & Emotional	<ul style="list-style-type: none"> <li>• Woolston Infant School works hard with families to meet the needs of all pupil's social, emotional, and behavioural development.</li> <li>• Personal, social, and emotional development is taught to all children using a variety of strategies including real life situations.</li> <li>• The school has a positive and consistent behaviour policy with clear rewards and sanctions</li> </ul>	<ul style="list-style-type: none"> <li>• If children require additional focussed support with their social, emotional, and behavioural development staff may offer additional support and use class circle time to discuss issues in a respectful environment, including friendship, play skills &amp; self-esteem and supporting pupils to regulate their emotions.</li> <li>• Nurture group offers a short term focussed intervention strategy which addresses barriers to learning arising from social/emotional and/or behavioural difficulties in an inclusive and supportive manner.</li> </ul>	<ul style="list-style-type: none"> <li>• The school has an Emotional Learning Support Assistant who works with children on an individual basis.</li> <li>• Children are supported in a range of aspects of emotional literacy including social communication, anger management, self-awareness, self-regulation.</li> <li>• The school can also support children in difficult situations including loss, bereavement, family break up</li> </ul>
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## Frequently Asked Questions

### **How do you know if my child needs extra help ?**

#### **What should I do if I think my child has Special Educational Needs?**

Woolston Infant School is committed to early identification of Special Educational Needs. It is decided on an individual basis based on a range of evidence gathered through our usual monitoring processes and from evidence of other agencies. If this suggests that your child is not making progress it may be that your child needs some additional and/ or different provision beyond the classroom adaptations. This is reviewed regularly and if you have concerns you can speak to your child's class teacher or contact the SENCO. We will always ensure that you know of our concerns and are part of this assessment process with us. If you are concerned about your child's learning and feel they may have a special educational need/disability, we would encourage you to speak to your child's class teacher or SENCO.

#### **How will the school staff support my child?**

All staff are trained to work with children with Special Educational Needs. Lessons are adapted to meet the needs of all learners. If your child has an Individual Education Plan this will be overseen by the class teacher in conjunction with the SENCO. Depending on the intervention required, some children will work in a small group for additional support, some children will have individual intervention programmes. Some pupils require the support of a Learning Support Assistant or Emotional Learning Support Assistant to ensure that your child is included in the school community. It may be

appropriate for your child to have some individualised support. As a school, we follow a simple cycle to assess, plan, do and review when monitoring the impact of the things we have put in place for your child. This means that with everything we do to support your child we will check regularly whether it is working and then plan future actions on what we find.

### **How will the Curriculum be matched to my child's needs?**

All children are included in the curriculum. All teachers plan their lessons to ensure that there is appropriate differentiation for all children to access their learning and make progress. If your child has more complex needs they may need a highly personalised curriculum. Planning and provision is monitored by the Senior leadership Team. Sometimes teachers will alter their learning environment to make sure your child can access learning fully.

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

Woolston Infant School recognises the importance of working together with parents. There are parent evenings each term when parents can discuss their child's progress and future targets. A short report is sent home in the autumn term, including targets, a more in depth report in the spring term and a summary in the summer term. If your child has an IEP you will also have an opportunity to discuss their targets. Your child's class teacher will also be happy to meet with you at any mutually convenient time. If your child has an Education, Health & Care Plan an annual review is held with all agencies in accordance with the guidance in the Code of practice. Sometimes there may be things we can do at home and in school to support your child. Wherever possible, we want to work with you so home and school can give the same learning messages for your child.

### **What support will there be for my child's overall wellbeing?**

The school employs an ELSA (Emotional Literacy Support Assistant) who can provide pastoral and social support. The school has good links with health through the School Nurse. The school works in partnership with the Education Welfare Officer and can support families with attendance and punctuality. The school has other partners in Children's Services who can support the whole family and signpost any other support services a family may need. The school has a mental health lead who can support pupils and refer them to the Mental Health Support Team. All children have a trusted adult within the school they can speak to. This will often be their class teacher or a teaching assistant.

### **What specialist services and expertise are available at, or accessed by the school?**

We have strong links with a range of professionals to support children with a range of needs and to support staff, including

- Educational Psychology
- Occupational Therapy
- Speech & Language Therapy
- Physiotherapy
- Emotional Wellbeing Development Officers
- Social Services
- Jigsaw

- Child and Adult Mental Health

The school also accesses Outreach support from Southampton Inclusion Partnership (SIP).

We have a SALTA (Speech and Language Teaching Assistant) who works solely at our school. We also have regular support from a SALSA (Speech and Language Support Assistant) and NHS speech therapists.

### **What training is provided for staff supporting children with Special Educational Needs?**

All staff receive regular updates, support and advice from our SENCO to ensure they are aware of current Special Educational Needs.

They have regular training to ensure that they are up to date with current thinking and guidance.

The school also receives training from professionals with expertise in special educational needs. Staff also receive training from staff working in special education.

If a child requires Occupational Therapy, Speech Therapy, or Physiotherapy training will be provided to staff working with your child.

Our School Nurse also provides staff training on asthma, choking, epi-pens and other medical needs as appropriate.

Our list of training is never complete. When training is needed, we will provide this where necessary.

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

We allocate support and resources according to need. Additional interventions are funded to support children's progress. If your child has an Education Health & Care Plan we ensure that the provision specified in part 3 is provided.

We make every effort to include all pupils on school trips. Trips are planned with all individual needs catered for.

All children are involved in PE lessons and where necessary children with physical SEND can take part through adaptations.

Some pupils require the NHS ABC programme to improve their core strength and gross motor skills. These children attend daily sessions with an experienced member of staff.

### **How accessible is your school?**

Woolston Infant School is an open plan building all on ground level. All doors are accessible for wheelchair access. Although there are steps at the rear of the school the playground is accessible from 2 other entrances. The school has a disabled toilet facility.

If you are considering Woolston Infant School for your child an assessment may need to be made to ensure that it is accessible and safe for your child.

### **How will my child be included in activities outside the classroom, including school trips?**

We make every effort to include all pupils in our activities. We may need to make some adaptations to include your child and you may be asked to accompany your child. An individual risk assessment may be required.

If your child has significant and complex needs they may need additional support to attend an after school club. Please discuss this with the school first.

### **How do we make sure your child is involved in their education?**

At Woolston Infant School, we work hard to make sure all children understand what they need to do to make progress in their learning. With SEND

children, it is particularly important that the targets we set for them are appropriate, ambitious and we aim to make them actively involved with how they might achieve these targets. For instance, a child with an Individual Behaviour Plan (IBP) might be involved in designing a chart to track their positive behaviour. Each SEND pupil has an Individual Education Plan (IEP) where we capture their voice and opinions.

#### **How will the school prepare and support my child to join the school and then transfer to a new school?**

The school holds an Open Evening for perspective parents in the Autumn term. There will be an opportunity for you to see the school and talk to members of staff, asking any questions you may have. As part of the preparations for all children joining Year R classes there are 2 visits with parents and a class visit. Woolston Infant School staff liaise closely with Pre School settings to ensure that there is a smooth transition and that the school is aware of your child's needs. The school provides written information in it's prospectus and 'Starting School Brochure'. Further information can be accessed from our website.

[www.woolstoninfantschool.co.uk](http://www.woolstoninfantschool.co.uk)

Prior to starting school there is a home visit with your child's classteacher and learning Support Assistant.

Each year as your child moves to a new class there are frequent opportunities for visits to their new class and an information booklet for parents.

When children transfer to Junior School the school liaises with the next school about each child's individual needs and a suitable transition programme is put in place. Additional transition visits can be put in place if needed.

Extra transition visits and programmes are arranged as necessary.

#### **What should I do if I have a concern about the Schools Special Educational Needs provision?**

In the first instance please contact The SENCO or the Headteacher. For details please contact the school office.

**Please also see Southampton City Council's Local Offer**  
[www.southampton.gov.uk/learning/supportforlearning](http://www.southampton.gov.uk/learning/supportforlearning)