



**Hampshire  
LOCAL OFFER**

## SEND Information report.

Gomer Infant School is a mainstream school. Our guiding principle is one of Inclusion allowing all pupils to join in the everyday activities of the school as far as possible. We acknowledge that many children at some point in their education need support that is additional or different to that given to their peers in order to make progress. The principles of the schools Teaching and Learning Policy apply to all our children and we aim to ensure that:

- All children are encouraged, valued and accepted equally and have a right to learn and participate fully in the curriculum.
- All children receive a broad, balanced and relevant curriculum which is differentiated to meet individual needs and which enables all children to reach their potential.
- The views of the child and parents/carers are sought and taken into account when making provision for the child.

### HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

At Gomer Infant school children are identified as having Special Educational Needs (SEND) through a variety of ways including the following:-

- Liaison with pre- school/previous school
- Child performing below age expected levels
- Concerns raised by parent/guardian
- Concerns raised by teacher for example when emotional needs are affecting child's performance
- Liaison with external agencies eg: speech therapy
- Health diagnosis through paediatrician

- Diagnostic screening and assessments carried out in school
- Specialist teacher advisory service

### HOW WILL BOTH YOU AND I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

#### WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S PROGRESS?

- We offer an open door policy where you are welcome any time to make an appointment via the school office to meet with either the class teacher, INCLUSION LEADER, Mrs S-J Aspland or Home School Link Worker (HSLW), Mrs D. Russell, and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- If your child is on the SEND register they will have an Individual Education Plan (IEP) which will have individual targets. This is discussed on a termly basis at parent's evening and parents are given a copy of the IEP. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may be part of an IPA (Inclusion Partnership Agreement) or have a Statement of SEND or an Education, Health and Care Plan (EHCP), which means that a formal meeting will take place to discuss your child's progress and a report will be written which will detail how your child will be supported.

#### HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING

- As a school we measure children's progress in learning against National expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 2, using a variety of different methods including Early Years Foundation Stage Profile (EYFSP), National Curriculum and diagnostic testing, standardised assessments of maths, reading, spelling, vocabulary and phonics.
- Children who are not making expected progress are picked up through pupil progress meetings with the Class teacher, Head of

School/Executive Head Teacher and Inclusion Leader. In this meeting a discussion takes place concerning why individual children may be experiencing difficulty and what further support can be given to aid their progress. Parents will be kept informed of their child's progress at parent's evenings or earlier if necessary.

- When the child's IEP is reviewed comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- If your child is following a particular intervention programme they will be assessed before, after and during the programme to ensure they are making expected progress. By doing this any difficulties can quickly be addressed.

### HOW WILL SCHOOL SUPPORT MY CHILD?

#### WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD AND HOW OFTEN?

- Our Inclusion Leader oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with all children including those with SEND in their class to enable the expected progress to be made.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group; if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.

#### WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with parents at least once a term (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information you can arrange an appointment, through the school office, with the school Inclusion Leader to discuss support in more detail.

#### HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The Inclusion Leader reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEND and meets regularly with the Inclusion Leader. They also report to the Governors to keep all informed.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make 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 pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Typically this might mean that in a lesson there would be different levels of work planned for groups within the class, however on occasions work may be individualised.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

### HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The class teacher alongside the Inclusion Leader will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.
- There will also be on-going discussions with parents
- We ensure that all children with SEND have their needs met to the best of the school's ability with the funds available.
- We have a team of LSAs who are trained to deliver programmes designed to meet children's needs. A proportion of the SEND budget funds the cost of this provision.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

#### HOW DO WE KNOW IF IT HAS HAD AN IMPACT?

- By reviewing children's targets on IEPs and ensuring they are being met

- By monitoring the child's progress at least half-termly against national/age expected levels.
- Verbal feedback from the teacher, parent and pupil.

### WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

#### WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Inclusion Leader for further advice and support. This may involve working alongside outside agencies such as Health and Social Care Team, and/or the Primary Behaviour Service.
- The school also has trained ELSAs (Emotional Literacy Support Assistant) and EFA (Emotional First Aiders) who work under the direction of the Inclusion Leader, with vulnerable children during the school day. The school also has a HSLW (Home school link worker) who works with and supports parents.

#### HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES

- The school has a policy regarding the administration and managing of prescription medicines on the school site.
- Parents need to contact the Admin staff if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the Admin Staff generally oversee the administration of any medicines.
- Staff receive regular training and updates of conditions and medication affecting individual children so that key staff are able to manage medical situations.

#### WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE

- As a school we have a very positive approach to behaviour management and the behaviour policy is followed by all staff.

- Each class annually works to develop their own Respectful behaviours charter.
- If a child has SEND that affects their behaviour an Individual Behaviour Management Plan (IBMP) is written. Consultation with the child and their parents/guardians helps to identify the specific issues and reasons for behaviour. This enables school to identify relevant support and set achievable targets. Exclusion from school would be considered in cases of continued unacceptable behaviour however, as a result of the support we give we have a zero rate of exclusions.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult, sometimes completing a reflection form. This helps to identify why the incident happened and plan strategies to support the child.
- Children with an IBMP may have incidents recorded on an ABCC chart (Antecedent, Behaviour, Consequence and Communication) to allow both the class teacher and the learning support assistant to identify situations that are regularly difficult for the child.
- Attendance of every child is monitored on a daily basis by the Admin department. Lateness and absence are recorded and reported upon to the Leadership Team. Support may be offered to families through the HSLW.

#### HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Gomer Infant school values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through the Pupil Voice group (Gomer Meeting Group) which allows the children to discuss any issues or viewpoints on behalf of their class to be raised. Children are encouraged to use the class suggestion boxes for ideas/issues that they would like the pupil voice group to consider.
- Children who have IEPs (Individual Education Plans) discuss and set their targets with their class teacher.
- There is an annual pupil questionnaire where we actively seek the viewpoints of children especially concerning being able to speak to an adult if they have a worry.
- If your child has an IPA (Inclusion Partnership Agreement) or Statement of SEND or an Education, Health and Care Plan their views will be sought before any review meetings.

#### WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We have two learning support assistants who are trained ELSA (Emotional literacy support assistant) and additional LSA's who are EFA (Emotional first aid) trained who receive regular support from the school Inclusion Leader.
- 2 LSA's have had training in delivering Speech & Language programmes from Speech & Language therapists.
- All of our LSAs have had training in delivering reading and spelling / phonics interventions.
- 1 LSA is trained in delivering the maths intervention, First class @ Number
- We are currently training an ECaR (Every Child a Reader ) teacher.

### WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our Inclusion Leader is fully qualified and has specific training in Dyslexia, Autism and Hearing Impairment.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Primary Behaviour Support; Health including - GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

### HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- The school site is wheelchair accessible with an easy access toilet large enough to accommodate changing. The school is all on one level and entrances have been levelled off.
- We liaise with EMTAS (Ethnic minority and travellers Achievement Service) who assist us in supporting our families with English as an additional language.

### 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 school trips. We will provide the necessary support to ensure that this is successful. This may at times require us to seek advice and support from parents.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then the activity or trip will be modified to allow the child to participate as fully as possible, this may mean asking a parent will be asked to accompany their child.

## **HOW ARE PARENTS INVOLVED IN THE SCHOOL? HOW CAN I BE INVOLVED?**

Partnership with parents plays a key role in enabling pupils to achieve their potential. All parents are valued as partners in their child's education and we encourage you to play an active role. You will be invited to take part in events and work alongside your child, this might be:

- writing and maths workshops
- reading days
- art events
- helping in school
- attending celebration assemblies
- Stay and play sessions
- having lunch with your child
- joining Parents of Gomer School (POGOs)

We will keep parents informed through publishing news letters on our web site, sending letters home and through text messages.

## **HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERING TO A NEW SCHOOL?**

- We encourage all new children to visit the school prior to starting. Children and their parents are shown around the school.
- For children with SEND we would encourage further visits to assist with the transition to their new school. There may be an IPA (inclusion partnership agreement) written to detail any support which may be required when joining the school or transferring to a new school. The IPA meeting will include parents, staff from both current and new school and any other professionals who may be involved with your child.
- The Head of School/Executive Head and the Inclusion Leader also liaise with pre-school staff and may visit the children in their current setting.
- The class teacher and the learning support assistant arrange home visits for those children who will be due to start school in year R.



- When children are preparing to leave us for a new school, typically to go to the juniors, we arrange transition days to give the children an opportunity to meet their new class teacher. For children that we anticipate transition to be unsettling we arrange additional visits usually with the learning support assistant.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

#### WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

- Contact the school Admin office to arrange to meet the Acting Executive Head teacher Mrs Debby Marshall. The Acting Head teacher Mrs Emma Lloyd or the Acting assistant Head teacher/Inclusion Leader Mrs Sarah-Jayne Aspland, who would be happy to discuss how the school could meet your child's individual needs.

#### WHAT STEPS SHOULD I TAKE IF I HAVE A CONCERN ABOUT MY CHILD'S PROGRESS OR THE SCHOOL'S SEND PROVISION ?

- Talk to us - firstly contact your child's class teacher who may seek advice from the Inclusion Leader or Head of School/ Executive Head Teacher.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.
- The schools Complaints Policy is available on our website.

#### WHERE CAN I GET FURTHER INFORMATION ABOUT SERVICES FOR MY CHILD?

- Look at the SEND policy on our website; alternatively ask for a paper copy at the school office.
- Contact Parent Partnership - [www3.hants.gov.uk/parentpartnership](http://www3.hants.gov.uk/parentpartnership)

This SEND Information Report forms part of Hampshire's Local Offer which provides information about services available for children and young people from birth to 25 years who have SEND.