

Littlehaven Infant School Local Offer 2017



How does the school know if my child needs extra help and what do I need to do if I think my child may have Special Educational Needs and/or a Disability?

At Littlehaven Infant School, children are identified as having special educational needs and/or a disability (SEND) through a variety of ways. These may include:

- Liaison with pre-school setting, (such as Jack and Jill) or their previous school setting
- Tracking performance against their age expected levels
- Concerns raised by a parent or carer
- Concerns raised by class teachers
- Liaison with external agencies
- Health diagnosis through paediatrician

If you have any concerns, please come and talk to us. You can contact your child's class teacher initially, the Inclusion Manager or the Head teacher. A positive relationship with parents is really important to us and we will always try to be open and honest.

How will Littlehaven support my child?

The class teacher will oversee, plan and work with each child with SEND in their class. Our Inclusion Manager will liaise regularly with the class teachers and monitor the progress of identified children. Your child may sometimes have a teaching assistant working alongside them to support their learning. This may be on an individual basis or may be part of a group. We will explain more about this if the help is more regularly timetabled. For example, your child may need additional support in specific areas and need timetabled individual or small group intervention. We will let you know if we feel this needs to take place.

The class teacher will be available formally to meet with parents at least on a termly basis, for example, as part of a Parents' evening. At this time, they will be able to discuss with you your child's needs, the support that they are giving to your child and the progress that has been made. In addition, we operate an 'open door' policy and if you would like additional time, please talk to your child's teacher or contact the school so that this can be arranged. If you would like to talk specifically to the Inclusion Manager or the Learning Mentor they can also be approached in this way to.

The Inclusion Manager reports to the Governors and talks to them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. Our Governor that has responsibility for SEND is Sarah Willis and this Governor meets with the Inclusion Manager regularly and will also report to the Full Governing Body. 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?

All work within class is pitched at an appropriate level so that children are able to access it whatever their needs might be. This means that in many lessons there will be different levels of work set for the class. This is called differentiation. The benefit of differentiation is that all children can access a lesson and learn at their own individual level.

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

As a school we measure children's progress in learning against national expectations and age related expectations. The class teachers regularly assess each child and note areas where they are improving and where further support is needed. This process starts on entry to school. We use the information that is shared with parents from the pre-schools and use this, together with teacher assessment, as a baseline to track your child's progress.

A positive home and school partnership will help your child's education to be successful, so it is really important that we work together. We will always offer advice and practical ways for you to be able to help your child at home. Each pupil will have a home and school communication diary, which will be brought home each day so that comments from parents and teacher can be shared and responded to when needed.

If your child is on the SEND register, this will be discussed with you and their progress will be carefully monitored. They may have an Individual Learning Plan (ILP) which will have specific targets for your child to meet during the following school term when it will be reviewed during a meeting with parents, your child's teacher and the Inclusion Manager. Class teachers will discuss the progress made against your child's ILP with you at the earliest opportunity and will encourage your involvement in setting new targets. You will receive a copy of the ILP. If your child has not met the target, we will discuss why this may have happened and adapt the target to ensure that it is more achievable. We value children being able to express their views on all aspects of school life and we will discuss ILP targets with your child to help them understand what they need to do in order to make progress.

Your child may have more complex SEND needs. This may mean that they have an Education and Health Care Plan (EHCP). This means that each year when the plan needs to be reviewed we will hold a more formal meeting in order to discuss your child's progress. A report will be written by school and we will ask you for your thoughts. You will be invited to attend this meeting and will receive copies of all of the reports from any external agency linked to your child's support before the meeting takes place so that you have time to prepare and think about questions that you might like to ask.

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

We are an inclusive school; we welcome and celebrate diversity and we are fully committed to developing "the whole child." We have a caring, understanding and experienced team looking after your child. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. They are your first port of call with any concerns or issues in this regard. If further support is required the class teacher will liaise with the Inclusion Manager who may feel that to seek the support and advice of outside agencies is an appropriate course of action. You will be fully informed in the event of our school seeking advice or support from external agencies and we will ask for your permission before we contact the relevant teams.

The school also have a Learning Mentor, Mrs Rayner, who works to support those children who would benefit from additional emotional support.

We have a positive approach to the management of all types of behaviour, with a reward system that is followed by all staff and pupils. This is part of our Behaviour Policy.

If a child has behavioural difficulties, an Individual Behaviour Plan (IBP) may be implemented. This may be written with your child and yourselves to identify the specific issues, put support in place and set targets. If a behavioural incident takes place, we will encourage a child to reflect on their

behaviour, thinking about why it happened and what they can do next time to avoid it happening again. Incidents will be logged in order to identify any patterns of behaviour.

Attendance of every child is monitored on a daily basis by our school office. Lateness and absence are recorded and reported upon to the Head Teacher.

What specialist services are available or can be accessed by the school?

As a school, we work closely with any external agencies that we feel are relevant to individual children's needs. These will include for example; The Learning and Behaviour Advisory Team, The School Nurse, Speech and Language Therapists, Family Link Workers, Social Services, Educational Psychologists, Child and Mental Health Services and The Child Development Centre. We also liaise with EMAS (Ethnic minority Achievement Service) who assist us in supporting our families with English as an additional language.

What training are the staff supporting children and young people with SEND had or are having?

We regularly assess the training needs of staff and match it to the support that your child may need. Some of our Teaching Assistants have had recent training in delivering Speech and Language programmes from our locality Speech and Language therapist and we have a number of staff trained to deliver various Numeracy and Literacy interventions.

At Littlehaven we have a number of staff who are Team Teach trained. This is a method used for the positive handling of children should the need ever arise. Additionally, we have a number of qualified first aiders on site. Staff will receive specific training for an individual child if and when such training is appropriate.

We have a policy for the administration of prescribed medication during the school day and parents should initially contact the school office for further information. All relevant staff receive regular training on how to administer any prescribed medication.

How will my child/young person 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 will provide the necessary support to ensure that this is successful. A risk assessment is always carried out prior to any off-site activity. If it is deemed unsafe for your child to participate, then appropriate and relevant work will be set.

How accessible is the school?

A disabled bathroom is located within the entrance area of the school.

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

We encourage all new children to visit our school prior to starting where they will be shown around the school. For children with SEND we may encourage additional visits in order to ensure that the child is comfortable and familiar with their new school surroundings. For children who are moving on to a new school, such as Northolmes Junior School, we run transition groups for vulnerable pupils who may find the move more difficult. This will involve group sessions with the Learning Mentor and additional visits. Year Two class teachers will also follow a programme within class time to help children to share any concerns. Individual Social Stories may also be shared with children if we anticipate that transition might be difficult.

We liaise closely with staff from other schools when receiving and transferring children, ensuring that all relevant paperwork is passed on and all needs are discussed and understood.

If your child has an Education and Health Care Plan the review meeting will be used as a transition meeting for which staff from both schools will be invited to attend.

How are the schools resources allocated and matched to children's special educational needs?

We ensure that the needs of all children with SEND are met to the best of the school's ability. We run a number of literacy and numeracy catch-up interventions and we work hard to deliver the appropriate programmes designed to meet the need of your child. These are closely monitored and the effectiveness of the support that our pupils are given is fed back to parents, staff and Governors.

How is the decision made about what type and how much support my child will receive and how will I know if it has had an impact?

The Class Teacher, alongside the Inclusion Manager, 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. We will meet with parents regularly and keep you informed of how your child is progressing. Children may be removed from the SEND register if it is no longer necessary for them to be on there.

How are parents involved in the school? How can I be involved?

As a school we welcome and seek additional involvement in school from parents. It may be that we need additional adult help for a school trip or to support children in school with reading or cooking activities, etc. We currently have a team of parents who regularly come into school to undertake simple tasks around the school. We have a parents association (Friends of Littlehaven) in school who meet to organise fund raising activities and social evenings. Please contact your child's class teacher if you feel that you might be able to help in any way.

Who can I contact for further information?

Your first point of contact would be your child's class teacher. You could also arrange to meet our school Inclusion Manager Jacqui Phillips.

There are also other agencies like 'Parent Partnership' and West Sussex Parent Forum, or IPSEA (Independent Parental Special Education Advice) – www.issea.org.uk. Alternatively, you could seek further advice from Our Locality 'HUB' – <http://compasssupport.org/index.html>. This website will provide information concerning the type of additional help and support that is available to children with SEND within our locality.

Please note that this Local Offer will be reviewed and updated regularly.

Updated September 2017