



# Kempshott Infant School

## Special Educational Needs and Disability (SEND)

### Information Report

This Information Report complies with Section 69 of the Children and Families Act 2014.

#### Introduction

Kempshott Infant School is a 3 form entry mainstream infant school. At Kempshott Infants, all teachers are teachers of all children, including those with SEND (Special Educational Needs and Disabilities). As such, all teachers deliver quality first teaching which takes account of the specific, individual needs of pupils with SEND within the classroom.

Special educational provision is provision that is *'additional to or different from'* that made generally available within the classroom (SEND Code of Practice, 2015). This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of quality first teaching.

At Kempshott Infant School, SEND provision is recorded in the form of an individual, personalised learning plan (PLP) with targets that are regularly reviewed and monitored. SEND support may also include the involvement of external agencies. Some children may require a higher level of support and will have an education, health and care plan (EHCP). More can be read about EHCPs [here](#).

According to the [SEND Code of Practice \(2015\)](#) SEND can be categorised in to 4 main areas of need:

- 1. Speech, Language and Communication needs** (this includes social communication differences such as autism)
- 2. Cognition and Learning needs** (this includes specific learning difficulties such as dyslexia)
- 3. Social Emotional and Mental Health** (this includes ADHD)
- 4. Physical and Sensory needs** (this includes sensory processing differences and physical disabilities)

Some children may have needs in just one area while others may have multiple needs across more than one area.

At Kempshott Infant School, we have a dedicated Special Educational Needs Co-ordinator (SENDCo), Laura Gandy, who is responsible for the management of SEND provision and support within the school. The SENDCo will also support staff to enable them to provide appropriate assessment and provision for their pupils with SEND.

## Frequently Asked Questions:

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| <p><b>How does the school know if children need extra help?</b></p>   | <p>At Kempshott Infant School, children are identified as having SEND through a variety of ways. Including:</p> <ul style="list-style-type: none"> <li>• Liaison with previous setting.</li> <li>• Child performing below age related expectation, discussed during pupil progress meetings.</li> <li>• Concerns raised by parent.</li> <li>• Concerns raised by teacher, for example: if emotional regulation is affecting progression or wellbeing.</li> <li>• Liaison and assessment from external agencies e.g. physical need.</li> <li>• Diagnosis from a paediatrician.</li> <li>• Specific school assessments e.g. speech and language screening/dyslexia screening.</li> </ul>   |
| <p><b>How will I raise concerns if I need to?</b></p>   | <p>Talk to us.<br/>Contact your child's class teacher about your concerns. Or you may wish to speak to the SENDCo during a SENDCo Surgery appointment. SENDCO Surgeries for parents are available twice a term (see newsletters for dates). Appointments to see the SENDCo, Mrs Laura Gandy, can be made by contacting the school office on 01256 461795 or by emailing her directly at <a href="mailto:SENDCo@kempshott-inf.hants.sch.uk">SENDCo@kempshott-inf.hants.sch.uk</a></p> <p>If this does not resolve the concern, please see our Complaints Procedure explaining how parents can lodge a complaint. The Complaints Procedure is available from the school office or on our website.</p>  |
| <p><b>Who will plan and oversee the support my child receives?<br/>Who will work with my child and how often?</b></p> | <ul style="list-style-type: none"> <li>• The class teacher will oversee and plan the learning opportunities for each child with SEND in their class to ensure that progress is made.</li> <li>• The SENDCo oversees the progress of identified SEND pupils that require support that is '<i>additional to or different from</i>' the general quality first teaching in the classroom.</li> <li>• There may be a learning support assistant (LSA) working with your child either individually or as part of a group. These sessions will be explained to you when support starts.</li> <li>• The Emotional Literacy Support Assistant (ELSA) may work with your child if their need is related to social, emotional or mental health.</li> </ul>  |
| <p><b>Who will explain the support to me?</b></p>   | <ul style="list-style-type: none"> <li>• The class teacher will meet with you at least once a term (this could be part of Parent's Evening or a PLP review) to discuss your child's needs, support and progress.</li> <li>• For further information, the SENDCo is available to discuss support in more detail.</li> </ul>   |
| <p><b>Will the curriculum be adapted to match my child's needs?</b></p>   | <ul style="list-style-type: none"> <li>• All learning within class is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically all children are working towards the same objective, however, they may be assisted to do so through the careful planning of resources and adult support.</li> <li>• In some cases, children with significant needs may have an EHCP that states that a child requires a 'personalised curriculum'. In this instance the class teacher will work with the SENDCo to plan a curriculum that is broad and balanced and helps the child to meet their own learning targets.</li> <li>• Advice and input from outside agencies and services are shared with the relevant class teacher and LSA and incorporated into PLP targets and classroom practice.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>Additional input through specific programmes and interventions may be put in place such as: <ul style="list-style-type: none"> <li><a href="#">The Nessy Reading and Spelling programme</a></li> <li><a href="#">The Solent Therapy Pack motor skills programmes</a></li> <li><a href="#">The Language Link programme</a></li> <li><a href="#">5 minute box</a></li> </ul> </li> <li>An individual speech and language programme delivered by the Solent Speech and Language Therapy Team.</li> <li>The class teacher alongside the SENDCo will discuss the individual child's needs and the type of support and differentiated planning or resources that will be appropriate.</li> <li>Adaptations to the teaching and learning environment are made to ensure that children with SEND have full access to the curriculum.</li> </ul>   |
| <p><b>How will we know if the support offered has had an impact?</b></p> | <ul style="list-style-type: none"> <li>Children's targets are reviewed termly through PLP reviews or an Annual Review of an EHCP.</li> <li>We ensure the child is making progress academically against national / age expected levels and the gap is narrowing between them and their peers.</li> <li>We listen to verbal feedback from the child, the parent and teacher. Children are moved off the SEND register when they have made sufficient progress.</li> <li>Pupil progress meetings are held termly with class teachers and the senior leadership team.</li> <li>Assessments are carried out before and after a specific intervention programme to track outcomes.</li> <li>The SENDCo reports to the Head teacher and governors termly to inform them about the progress of children with SEND and how resources are used. This report does not refer to individual children and confidentiality is maintained at all times.</li> <li>One of the governors is responsible for SEND and meets regularly with the SENDCo. They also report to the governors to keep them all informed.</li> <li>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.</li> <li>As a school we use standardised tests and assessments e.g. Salford Reading Test, Language Link assessment.</li> <li>The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.</li> <li>As a school, we track children's progress from entry at Year R through to Year 2, using a variety of different methods.</li> </ul> |
| <p><b>How will I know how my child is doing?</b></p>                     | <ul style="list-style-type: none"> <li>You are welcome to make an appointment to meet with either the class teacher or SENDCo and discuss how your child is getting on. The twice termly SENDCo surgeries also offer a good opportunity to meet with the SENDCo if you have further concerns about your child (see the newsletters for details).</li> <li>If your child has SEND, they will have a Personal Learning Plan (PLP) which will have individual/group targets. This is discussed with you on a regular basis and parents are given a copy of the PLP.</li> <li>When the child's PLP is reviewed, comments are made against each target to show what progress the child has made.</li> <li>If your child has complex SEND they may have a Transition Partnership Agreement in place from their previous setting or they may have an EHCP. For children with an EHCP, a formal meeting will</li> </ul>  |

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|  | <p>take place to discuss their progress and a report will be written at least annually.</p>  |
| <p><b>How will I be supported to help my child?</b></p>  | <p>Class teachers will be happy to support you with ideas for how to support your child. We can offer advice and practical ways that you can help your child at home. If you would like to discuss this further, you can make an appointment with the SENDCo.</p>  |
| <p><b>What support is available for my child's overall wellbeing?</b></p>                        | <ul style="list-style-type: none"> <li>• The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for advice and support. This may involve working alongside outside agencies such as Health or Children's Services, Hampshire Educational Psychology and/or the Primary Behaviour Support Service (PBS). If appropriate a referral may be made to the Child and Adolescent Mental Health Service (CAMHS).</li> <li>• The school has an LSA who is trained as an Emotional Literacy Support Assistant (ELSA), who works 1:1 with children providing emotional support, under the direction and supervision of the Educational Psychology team and the SENDCo.</li> <li>• If you have any concerns regarding your child's pastoral, medical or social/emotional needs then please make an appointment to see the SENDCo.</li> <li>• Additional social skills activities may be incorporated into a child's PLP if appropriate e.g. a specific social skills programme, or games focused on turn-taking/sharing etc. These sessions are carefully tailored to the child and are neurodiversity affirming.</li> </ul> |
| <p><b>How does the school manage and administer medicines?</b></p>                               | <ul style="list-style-type: none"> <li>• The school has a policy regarding the administration and managing of medicines on the school site. This is available to parents <a href="#">here</a>.</li> <li>• Parents need to contact the school and fill out a form if medication is recommended by health professionals to be taken during the school day.</li> <li>• On a day to day basis the office staff oversee the administration of any medicines.</li> <li>• As a staff we have regular training and updates on conditions and medication affecting individual children so that all staff are able to manage medical situations.</li> </ul>  |
| <p><b>What support is there for behaviour, avoiding exclusion and increasing attendance?</b></p> | <ul style="list-style-type: none"> <li>• If a child has significant social, emotional or mental health needs, an Individual Support Plan (ISP) is written to identify the specific issues, put relevant support in place and keep everyone safe. These are often written with guidance from external agencies such as Primary Behaviour Support or Educational Psychology.</li> <li>• Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head Teacher. We recognise that there are many factors beyond families' control that are taken into account when monitoring attendance. If you have any concerns regarding your child's behaviour or attendance then please make an appointment to see the SENDCo.</li> <li>• If appropriate, we may support a family to access support via the <a href="#">Early Help Hub</a>.</li> </ul>  |
| <p><b>How will my child be able to contribute their views?</b></p>                               | <p>The class teacher or classroom LSA will share targets and review progress with those children who have PLPs or ISPs. If your child has a TPA or an EHCP their views will be sought before any review meetings.</p>  |

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|  | <p>Children’s views may be sought using signs, pictures or Augmented Alternative Communication (AAC) if they do not communicate using mouth words.</p>   |
| <p><b>What specialist services and expertise are available at or accessed by the school?</b></p> | <ul style="list-style-type: none"> <li>• Our SENDCo is a qualified teacher with over 20 years of experience supporting children with SEND in a variety of educational settings. Our SENDCo holds her NASENCO Qualification.</li> <li>• The SENDCo attends relevant training sessions and courses, SENDCo update meetings and conferences, in addition to local school SEND network meetings.</li> <li>• Two members of the Senior Leadership Team are trained as Designated Safeguard Leads (DSL) in school: Mrs N. Potter &amp; Mrs A. Birkett.</li> <li>• One member of staff is a Designated Teacher (for Looked After Children), Mrs Laura Gandy.</li> <li>• As a school we work closely with any external agencies that are relevant to individual children’s needs within our school including: <ul style="list-style-type: none"> <li>- <a href="#">The Hampshire Primary Behaviour Service</a></li> <li>- The Health Service including: GPs, school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational therapists and physiotherapists</li> <li>- Children’s Services including: locality teams, social workers</li> <li>- <a href="#">Hampshire Educational Psychology</a></li> <li>- <a href="#">Specialist advisory teachers</a></li> <li>- <a href="#">Maple Ridge Outreach Service for children with social communication differences</a></li> </ul> </li> </ul>   |
| <p><b>What training have the staff received or are receiving?</b></p>                            | <ul style="list-style-type: none"> <li>• LSAs receive training in order to carry out specific interventions and assessments e.g. Language Link Groups, Nessy Reading and Spelling, Solent Therapy Pack, COPs assessment.</li> <li>• Our SENDCo attends regular network meeting under the supervision of the educational psychologists.</li> <li>• Our trained ELSA attends regular meetings under the supervision of the educational psychologists.</li> <li>• The SENDCo delivers regular SEND updates to all staff via INSET training and staff meetings.</li> <li>• We have an LSA trained to deliver 1:1 speech and language programmes under the guidance of the school’s link speech and language therapist and the SENDCo.</li> <li>• We have three Higher Level Teaching Assistants (HLTAs).</li> <li>• Teachers and LSAs attend training courses for specific areas of SEND e.g. neurodiversity, speech, language and communication needs and emotional and mental health needs.</li> <li>• Staff receive regular specific training through staff meetings and INSET days. Focuses in recent years have been on de-escalations for children with social, emotional and mental health needs, supporting neurodivergent children and sensory processing differences. These are sometimes accessed through our links with external agencies such as PBS or the Educational Psychology service and sometimes delivered by private, well reputable companies.</li> </ul> |
| <p><b>How accessible is the school environment for disabled children?</b></p>                    | <ul style="list-style-type: none"> <li>• Our policy on equal opportunities and disability is to ensure that there is no discrimination against any group within our community, be it because of sex, religion, race, colour or disability. With this in mind, the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they</li> </ul>   |

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|  | <p>receive than people without a disability. Meeting these requirements is consistent with the school's Single Equality Plan.</p> <ul style="list-style-type: none"> <li>• All teachers follow the SEND policy to ensure that all barriers to learning are minimised.</li> <li>• Risk assessments are carried out to respond to particular needs as and when they arise. Areas both inside and outside conform to Health and Safety guidelines.</li> <li>• During the summer of 2022, the school was made wheelchair accessible by adding ramps and we now have a disabled toilet and hygiene room on site.</li> </ul>  |
| <p><b>How will the school prepare my child for joining the school or for moving on to their next school?</b></p> | <ul style="list-style-type: none"> <li>• We encourage all new children to visit the school prior to starting.</li> <li>• We can write social stories and provide transition photo booklets and extra visits with specific children if transition is likely to prove difficult.</li> <li>• When children with SEND are preparing to leave us for a new school, typically to move on to Key Stage 2 education, we arrange additional visits and transition support.</li> <li>• We liaise closely with the staff when receiving and transferring children to and from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.</li> <li>• If your child has complex needs then a transition partnership agreement (TPA) meeting will be held before any big transition. If they have an EHCP, then a review will be used as a transition planning meeting to which we will invite staff from both settings.</li> </ul> |
| <p><b>Who can I contact for further information?</b></p>   | <ul style="list-style-type: none"> <li>• The first point of contact will be your child's class teacher.</li> <li>• You can also contact the SENDCo, Head Teacher or SEND Governor if you have further concerns.</li> </ul> <p>You might also wish to:</p> <p>Look at the school's SEND and related policies on our <a href="#">website</a>.</p> <p>You can also contact the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) via the <a href="#">website</a> , email: <a href="mailto:hampshiresendiass@coreassets.com">hampshiresendiass@coreassets.com</a> or telephone: 0808 1645504 or <a href="#">IPSEA</a> (Independent Parental Special Education Advice)</p>   |
| <p><b>Who should I contact if I am considering whether my child should join the school?</b></p>                  | <p>Contact the school admin office to arrange a meeting with the Head Teacher and come for a school tour either in or out of school hours.</p>  |

The Kempshott Infant School SEND Information Report is a part of Hampshire's Local Offer. Since September 2014, every Local Authority is required to publish information about services they expect to be available for children and young people with special educational needs (SEND) and/or disabilities aged 0-25 years. This will be known as the Local Offer.

The Local Offer website will put all the information about education, health and care services, leisure activities and support groups in one place, making it easier for families to access and use a vast range of information and resources.

Hampshire's Local Offer can be found on the [Hampshire Local Authority website](#).

