



Southsea Infant School

2018



Southsea Infant School Report
For Special Educational Needs and
Disability (SEND)



Do you need to find specific information?

Click on the link below.



Communication and Interaction

Cognition and Learning

Specific areas of need

Social, Mental and Emotional Health

Sensory and/or Physical

Your frequently asked questions

At Southsea Infant School we believe that all pupils should be respected and valued.

We strive hard to ensure that we provide a culture of high expectations which ensures that all children achieve well and:

- have a wide and balanced curriculum which is differentiated to meet individual needs
- can learn and make progress according to their individual developmental trends
- are assessed using appropriate assessment tools and guidelines
- have equal access to opportunities, resources, provision and interventions.

Special educational 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 Manager who is responsible for the management of provision of support for identified children with SEND and the coaching and support of teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

All teachers are teachers of children with SEND and as such provide quality first teaching which takes account of the particular individual needs of children with SEND in their class.

The school provides a graduated response to each child dependent on their level of need. This approach is often referred to as the waves of intervention, the model of which is shown below.

Waves of Intervention Model



The 'Code of Practice' states that there are four main areas included in Special Educational Needs and Disability.

The 4 areas, their meaning and some possible interventions are as follows:

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Communication and Interaction

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

Attention / Interaction skills: Some children may:

- have difficulties ignoring distractions.
- need reminders to keep listening
- need regular prompts to stay on task.
- need individualised motivation systems in order for them to complete tasks.
- have difficulty attending in whole class sessions.
- have problems interacting with other children or adults
- have peer relationship difficulties.
- not be able to initiate or maintain a conversation.

Understanding / Receptive Language: Some children may:

- need visual support to understand or process spoken language.
- need augmented communication systems like Makaton or the Picture Exchange System (PECS)
- experience frequent misunderstandings with adults and other children
- repeat language they have heard without understanding it (echolalia).
- need instructions repeated and language simplified to aid their understanding.

Speech / Expressive Language: Some children may:

- use simplified language and limited vocabulary.
- be unable to express their ideas or hold a conversation without the need for frequent clarification.
- have some immaturities in their speech sound system.
- have difficulties with grammar / phonological awareness which affects their achievements in literacy.

<p>Wave 1 intervention</p> <p>Whole School Approach (Quality 1st Teaching & Ordinarily available provision)</p>	<p>May include:</p> <ul style="list-style-type: none"> • the effective inclusion of all pupils in high-quality everyday personalised teaching. • clear objectives that are shared with the children and returned to at the end of the lesson • careful explanation of new vocabulary • use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning. <p>work differentiated according to ability</p>
<p>Wave 2 interventions</p> <p>Targeted Support For Individuals or small groups (Ordinarily available provision)</p>	<p>Dependent on assessed may include:</p> <ul style="list-style-type: none"> • a Group or Individual Education Plan to address specific areas of need. • social use of language group. • an English or maths basic skills group. • a social skills group • additional reading with an adult or peer • speech and language group. • work differentiated according to ability • some groups support during lessons
<p>Wave 3 interventions</p> <p>Specialised Intervention for those with additional needs</p>	<p>Dependent on assessed need may include:</p> <ul style="list-style-type: none"> • an Individual Education Plan which sets personal targets on a regular basis. an individual visual timetable • Social stories • support from a Teaching Assistant at points throughout the day. • a specific programme written by the Speech and Language Therapy Service • use of specific aids or training(e.g. for visually impaired children) • work with and assessment by external agencies

Cognition and Learning

Some children may have difficulties with the skills needed for effective learning such as:

- language, memory and reasoning skills
- sequencing and organisational skills
- an understanding of number
- problem-solving and concept development skills
- fine and gross motor skills
- global delay which affects their learning in all areas
- a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia

<p>Wave 1 intervention</p> <p>Whole School Approach (Quality 1st Teaching & Ordinarily available provision)</p>	<p>Includes:</p> <ul style="list-style-type: none"> • the effective inclusion of all pupils in high-quality everyday personalised teaching. • clear objectives that are shared with the children and returned to at the end of the lesson • careful explanation of new vocabulary • use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
<p>Wave 2 interventions</p> <p>Targeted Support For Individuals or small groups (Ordinarily available provision)</p>	<p>Dependent on assessed need may include</p> <ul style="list-style-type: none"> • a Group Education Plan to address specific areas of need in reading, writing or numeracy. • additional guided group work with the teacher or T/A. • additional time given for some activities. • regular additional support from an adult to support the child's thinking about how to approach a task or activity. • Hands on learning
<p>Wave 3 interventions</p> <p>Specialised Intervention for those with additional needs</p>	<p>Dependent on assessed need may include</p> <ul style="list-style-type: none"> • an Individual Education Plan which sets personal targets reviewed on a regular basis. • support from a Teaching Assistant at points throughout the day. • regular additional reading with on a 1-1 basis with the Teaching Assistant or class volunteer reader. • a COPS (Cognitive Profiling System) test and follow up interventions to address areas highlighted e.g. memory games. • activities are broken down into smaller steps and presented visually for children to work through at their own pace.

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Social, Mental and Emotional Health

Some 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

<p>Wave 1 intervention</p> <p>Whole School Approach (Quality 1st Teaching & Ordinarily available provision)</p>	<p>Includes:</p> <ul style="list-style-type: none"> • the effective inclusion of all pupils in high-quality everyday personalised teaching. • clear objectives that are shared with the children and returned to at the end of the lesson • careful explanation of new vocabulary <p>use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning.</p>
<p>Wave 2 interventions</p> <p>Targeted Support For Individuals or small groups (Ordinarily available provision)</p>	<p>Dependent on assessed need may include:</p> <ul style="list-style-type: none"> • social skills group • careful attention to grouping and positioning of children to ensure positive outcomes and avoid clashes. • a Group or Individual Education Plan to address specific areas of need in reading, writing or numeracy. • regular additional support from an adult to support children's thinking about how to approach a task or activity and to minimise anxiety.
<p>Wave 3 interventions</p> <p>Specialised Intervention for those with additional needs</p>	<p>Dependent on assessed need may include:</p> <ul style="list-style-type: none"> • Social stories • specific Interventions outlined by Multi Agency Behaviour Service and /or Child and Adolescent Mental Health Service • An individual Education Plan which sets personal targets reviewed on a regular basis. • An individual Behaviour Plan which outlines the proactive and reactive interventions used in school and considers the risks for the child, other children and adults involved. • Support from a Teaching Assistant at points throughout the day. • The provision of a work station and aspects of the TEACH approach. • Time with Pupil Support Worker

Sensory and / or Physical

Some children may have medical or genetic conditions that lead to difficulties with

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

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<p>Wave 1 intervention</p> <p>Whole School Approach (Quality 1st Teaching & Ordinarily available provision)</p>	<p>May include:</p> <ul style="list-style-type: none"> • the effective inclusion of all pupils in high-quality everyday personalised teaching. • clear objectives that are shared with the children and returned to at the end of the lesson • careful explanation of new vocabulary • use of lively, interactive teaching styles which make maximum use of visual and kinaesthetic as well as auditory/verbal learning.
<p>Wave 2 interventions</p> <p>Targeted Support For Individuals or small groups (Ordinarily available provision)</p>	<p>Dependent on assessed may include:</p> <ul style="list-style-type: none"> • a Group Education or Individual Plan to address specific areas of need in reading, writing or numeracy. • additional guided group work with the teacher or T/A. • additional time given for some activities. • The Fine Motor Skills Programme • BEAM (Balance Education and Movement) • handwriting practice • adapted resources
<p>Wave 3 interventions</p> <p>Specialised Intervention for those with additional needs</p>	<p>Dependent on assessed need may include</p> <ul style="list-style-type: none"> • an Individual Education Plan which sets personal targets on a regular basis. • support from a Teaching Assistant at points throughout the day. • regular additional reading with on a 1-1 basis with the T/A • adapted resources • changes to the environment may be adapted on the advice of a physio or occupational therapist. • Work with specific aids or on specific training • Work on targets set by occupational or Physio therapists <p>work on developing independence, mobility etc</p>

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Please see below answers for some potential questions you may have about the school and how it provides for children with SEND.

How does Southsea Infant School know if children need extra help?

At Southsea Infant School children are identified as having SEND through a variety of ways. As a school we measure children's progress in learning against National and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. All children's progress is tracked from entry at Year R through to Year 2, using a variety of different methods including the EYFS and National Curriculum.

Children who are not making expected progress are regularly discussed in Progress Review meetings between the Class teacher and Head teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. In addition to this assessment over time the following is taken into consideration:

- Liaison with the child's previous setting.
- Information from professionals who have been involved in their care e.g. Educational Psychologist, Speech and Language Therapist, Portage worker., Specialist Teacher advisor
- Parental concerns
- A health related diagnosis from a paediatrician/doctor

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

Talk to us. Firstly contact your child's class teacher. If you require more information you are welcome to discuss your concerns with the Inclusion Manager or Head teacher.

How will Southsea Infant School staff support my child?

The class teacher will oversee, plan and work with each child in their class to ensure that progress in every area is made and, where appropriate, liaise with the teacher of the set within which the child works for English or Maths. There may be a Teaching Assistant (TA) 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. The Inclusion Manager oversees the support and progress of any child requiring additional support across the school.

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

All work within class is pitched at an appropriate level so that each child is able to access the curriculum according to their specific needs. In English and Maths children are currently working in sets where their abilities are more closely matched, particularly in Year 1 and Year 2. Within these sets work is often differentiated to further meet individual needs. In addition to this adult support from a teacher or TA is targeted towards the children for whom this will prove beneficial. Through these types of differentiation and support all children can access learning from a broad and balanced curriculum and can make progress at their individual level.

How does Southsea Infant School measure the success of interventions?

There are several systems in school which check to ensure that interventions and additional help is effective. Firstly, staff member in the different year groups discuss progress on an ongoing basis. This progress may be against academic, social, Speech & Language or any other objective. All teachers meet half termly with the Head teacher to review progress. Children who have not make the expected progress are discussed and strategies to support them identified. Additionally, teachers and the Inclusion Manager review targets regularly to assess their impact, revising and renewing as appropriate, The Head teacher and the Inclusion Manager meet regularly and discuss any specific issues.

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

The class teacher will arrange to meet with parents to discuss a child's needs, support and progress. Parents are also welcome to ask for such a meeting if they have any concerns. Additionally the Inclusion Manager will be happy to meet with parents, especially where there is a higher level of need.

We believe that your child's education should be a partnership between yourselves and teachers, therefore we aim to keep communication channels open and communicate regularly.

If your child has complex SEND they may have an Education, Health and Care Plan which means that a formal meeting will take place annually to discuss your child's progress and a report will be written.

If your child has an Individual Education Plan (IEP) individual targets will be devised. This is discussed regularly, progress assessed and revised or new targets set.

These are shared with parents at every opportunity and suggestions may be made about how these can be best supported at home. The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve the target by the time it is reviewed. Parents are sometimes invited into to school to take part in a Structured Conversation with a member of staff, a slightly longer than normal meeting where all parties work together to identify problems and put in to place agreed targets for home and school.

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How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has representatives from each class. Prior to school council meetings the teacher often facilitates a class discussion about the issues to be discussed so that all views can be shared. Children who have IEPs (Individual Education Plans) discuss and review their targets with their class teacher. If your child has an Education Health and Care Plan (or a Statement which will be converted to an Education, Health and Care Plan) their views will be sought before review meetings, and where appropriate, they will be supported so that they can attend the opening part of the meeting at least..

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

We are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem and confidence is crucial to a child's well-being. We have a caring, understanding team who are dedicated to looking after your child.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore they are the parents' first point of contact. If further support is required the class teacher liaises with the Inclusion Manager for further advice. It may be appropriate to involve outside agencies such as Health and Social Services, and/or the Behaviour Support Team and this will always be discussed with parents first and their consent sought.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office and complete the relevant paper work if medication is required to ensure a child's good health. On a day to day basis the Admin Staff generally oversee the administration of medicines. In specific circumstances, for instance for a child with diabetes or for one may require the use of an epi pen, other adults in the school will also be trained to deliver the necessary medication.

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

Our Inclusion Manager has worked with children with wide ranging special and additional needs for over twenty years. She has recently completed the NASENCo qualification.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs including: - Behaviour Intervention (MABS/CAMHS); Health including – GPs, school nurse, paediatricians, speech & language therapists; occupational therapists; social services including social workers and Educational Psychologists. Specialist Teacher Advisors and the Sensory Impairment Team

Resourced Provision Unit

There is a Communication and Interaction Inclusion Centre attached to Southsea Infant School and whilst this is a Local Authority provision, i.e. it is identified by the Local Authority as being an appropriate place for the education of specific children and not an option available through the normal admissions procedure, the school is in the fortunate position of being able to call upon additional advice and expertise when the need arises and in some instance to access specific resources.

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What training have the staff at Southsea Infant School had or are having?

As a staff we have regular training and updates about SEND issues, most recently centred around the changes to provision.

Many of our TAs have had specific training in delivering Speech and Language programmes. In addition they often liaise with visiting external agencies following their advice with regard to individual targets. Some are trained to deliver reading programmes whilst others have valuable experience in helping to develop social, fine and gross motor and phonic skills. We also have staff whose skills enable them support children with visual impairments. Our TAs meet half termly and some of these meetings are used to deliver further in house training.

How are Governors involved and what are their responsibilities?

Our Governor responsible for SEND, Emily Akass, meets regularly with the Inclusion Manager to discuss day to day issues and the impact of support programmes. The Inclusion manager provides reports to the Governors to keep them informed.

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

All children are included in the full school curriculum and we aim to include all children on school trips. We will provide the necessary support to ensure that this is successful.

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 alternative activities will be planned to ensure that, as far as possible, your child will not be disadvantaged in any way.

How will Southsea Infant School prepare and support my child to join the school and then transfer to Junior school?

We encourage all new children to visit the school prior to starting when they will be shown around the school. In Year R a programme of visits and meetings is organised before the start of the autumn term. For children with SEND we would encourage parents to meet with us to discuss individual needs so that additional visits to assist with the familiarisation of new surroundings and personnel can be planned if this will make the process more manageable. It will also help us to understand any specific requirements. Home visits are carried out before the start of the autumn term for those joining Year R and this often presents an ideal opportunity to share information which may help with the settling in process.

When staff are aware of issues which may arise or difficulties which might be encountered they can plan to ensure that the experience is a positive one.

When children are preparing to leave us for a new school, we liaise closely with the staff in the receiving school ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then a transition meeting will be arranged and staff from both schools will attend. It is sometimes helpful to put a transition plan into place which will allow for more visits than is usually the norm.

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

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 small team of TAs who are funded from the SEND budget and deliver programmes designed to meet the needs of children both in small groups and on a 1-1 basis. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving a TA.

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

The class teacher alongside the Inclusion Manager and Head teacher will discuss the child's needs and what support would be appropriate. Children will require different levels of support in order to bridge the gap to achieve age expected levels. There will be on-going discussions with parents about the support provided.

What support is there for improving behaviour, attendance and avoiding exclusion?

As a school we have a very positive approach to all types of behaviour with a clear reward and sanction system involving five basic rules that are understood by all children and is followed by all staff, both within the building and in the playground. All children receive regular reminders of expected forms of behaviour and those with additional needs may receive more on a group or individual basis. If a child has specific behavioural difficulties an IBP may be written alongside the child and parents to identify the specific issues and to put relevant support in place and set targets.

All parents sign a Home School Agreement on admission which outlines expectations

Parents are sometimes invited into to school to take part in a Structured Conversation with a member of staff, a slightly longer than normal meeting where all parties work together to identify problems and put in to place agreed targets.

Attendance of every child is monitored on a daily basis by the Admin staff. Lateness and absence are recorded and reported upon to the Head teacher. Good attendance is actively encouraged throughout the school and rewarded on a termly basis.

Who can I contact for further information?

Inclusion Co-ordinator: Katie Kithakye

Governor with responsibility for Inclusion: Emily Akass

What should I do if I feel that the content of the Southsea's SEND Information Report is not being delivered or is not meeting my child's needs?

Your first point of contact would be your child's class teacher to share your concerns. You could also arrange to meet Mrs Kithakye, our Inclusion Manager and Miss Cook the Head teacher.

Contact the Chair of Governors.
Look at the SEND policy on our website.
Contact Parent Partnership or the SEN team at PCC.

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

Contact the school Admin office to arrange to meet Miss Cook or another senior member of staff who will willingly discuss how the school could meet your child's needs.

How accessible is the school environment?

The School site has already been adapted to meet the needs of children with visual impairment. Because the building is on two floors connected by a fairly narrow stair case access by wheel chair is problematic although the management would be happy to discuss individual needs.

How is the School Report reviewed?

This School Report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents. All parents of children with SEND are invited to comment so that we can be sure we are matching provision to the needs of our pupils.

Portsmouth City Council Local Offer

The Portsmouth Local Offer and Information on SEND provisions in Portsmouth may be found at <http://www.portsmouthlocaloffer.org/>. Here you will also find a summary of Portsmouth's Ordinarily available provision.

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Report written in conjunction with parent representatives from YR and Y2, and Emily Akass, Governor with responsibility for SEND

Monitored by: Governing Body, Head teacher, Inclusion Co-ordinator

Glossary

SEND – Special Educational Needs and Disabilities.

EP – Educational Psychologist

SALT – Speech and Language Therapist

CAMHS – Child and Adolescent Mental Health Service

MABS – Multi Agency Behavioural Support

OT – Occupational Therapist

Ph.T = Physiotherapist

VI – Visual Impairment

Hi – Hearing Impairment

Gross Motor Skills – The function of larger muscles in whole body movement.

e.g walking, running, hopping, kicking etc

Fine Motor Skills - The function of smaller muscles in precise and smaller movement. e.g writing, drawing, cutting, threading etc

IEP – Individual Education Plan

IBP – Individual Behaviour Plan

E,H & C Plan – Education, Health and Care Plan.