



1. Introduction:

Knights Enham Nursery and Infant School is a mainstream Infant School in Andover. We offer education for children from 2 years to 7 years. The school currently has 1 two year old class, 1 nursery class, 2 reception, year one and year two classes. The classrooms offer a rich learning environment for all children which is enhanced with a high ratio of staff to support children's learning.

The school offers children the safety and security to pursue their learning and will begin their learning from the children's starting point.

2A. How does your education setting know if children need extra help?

At Knights Enham Nursery and Infant School children are identified as having special educational needs and disabilities (SEND) through a variety of ways, usually a combination of the following:

- Liaison with previous schools/ settings.
- Children performing significantly below age expected levels.
- Using the Special Needs criteria for SEND support.
- Concerns raised by parents/ carers.
- Concerns raised by teaching staff.
- Liaison with external agencies such as the Speech and Language Therapist or Occupational Therapist.
- Health diagnosis through the Paediatrician, School Nurse or CAMHS.

2B. How will I raise my concerns if I need to?

- Talk to us- Contact your child's class teacher about your concerns.
- We pride ourselves on building positive relationships with parents/ carers. We are open and honest with parents/carers and hope they are able to do the same.

3A How will you both you and I know how my child/ young person is doing and how will you help me to support my child/ young persons learning?

- The class teacher will oversee, plan and work with each child with special educational needs and disabilities in their class to ensure that progress in every area is made. The class teacher may support the children by planning for personalised learning for the children. This can be seen by all staff on the planning.
- The special needs co-ordinator, (SENCo) oversees the progress of any child requiring additional support across the school.
- If the teacher sets targets for the child over and above the curriculum then the children will be supported through discrete teaching time to meet these targets. This is called individual provision and this will be discussed with you and can be found in the child's individual file.
- Children with SEND are supported in class and all the staff in the class supports the children to meet their individual targets. These can be found on a provision map in the classroom or in the child's individual file.
- The children may also be offered a 'RAP- Rapid Action Plan' which is a 6 week intervention to support children's learning. A RAP may be offered to children with SEN support for a short, rapid intervention in an area of the curriculum, e.g. phonics or reading.

3B. Who will explain this to me?

- The class teacher will meet with you on a regular basis to discuss your child's needs, support and progress. (These meeting might be at teacher parent meetings.) The teacher will discuss targets that have been successfully achieved and new targets set or support that you can give at home.
- Parents/ carers can ask for a meeting with the class teacher at anytime and an appointment can be made through the class teacher or the school office.

3C. How will the education setting staff support my child/ young person progress?

- Through the planning of the focused task, the activity is differentiated so that all children in the class are able to access the task according to their specific needs. This will be evident on plans.
- All children with special educational needs and disabilities will have access to the appropriate resources needed to help them make progress.
- Children with SEND are set targets as part of their individual provision. These are set by the class teacher and offered to the children through the curriculum by staff in the classroom.
- If a child has significant behaviour difficulties, an individual behaviour management plan (IBMP) is written to identify the specific issues, put support in place that is consistent and set targets. We will also involve external agencies to support the school in using strategies and resources to help support the child and parents/ carers, e.g. Primary Support, Early Help or Outreach Support.
- The SENCo and Year group leader's reports to the Headteacher regularly to inform her about the progress of children with special educational needs and disabilities and how resources are used.
- The school offers children individual support and group support through Intervention Programmes. Our current programmes support children in reading, phonics, fine motor control, gross motor control, language groups and speech and language groups.

3D. How will the curriculum at your education setting be matched to my child/ young person needs?

- All children that require SEN support are discussed closely between the SENCo and the class teacher.
- Individual provision will be made so that the child has extra provision to support him/ her to meet their targets. This may be in the form of a RAP (rapid action plan), personalised learning, 1: 1 with an adult or small group work or an intervention programme.
- Teachers' planning is differentiated to match the children's needs. This is evident on planning, monitoring of children's targets, if the child is taking part in RAP this will be recorded or in the child's personal file.

3E: How is the decision made about what type of and how much support my child/ young person receive?

- The class teacher and SENCo will work closely together to plan, implement, deliver and assess the curriculum at the child's ability. They will discuss SEND support with parents/ carers and keep them updated and informed about the child's progress.
- The children may be supported with a Rapid Action Plan. This is a short 6 week intervention for a group of children in an area that is of concern to the class teacher, e.g. phonics, maths, spelling.
- Knights Enham also offers a reading intervention programme called 'Reading Recovery' for children in year one and two. This is delivered by a qualified teacher for 12 weeks every day and it has proven effective in supporting early readers to make good progress.
- We offer children in Year One a phonics programme called SIDNEY to support early sound and blending work. This is a 1:1 intervention.
- The school has embedded Language Link into the curriculum. This supports children with early language, understanding and communication. This has been very effective in increasing children's vocabulary and language which supports children's early reading and writing.
- In Year Two we offer small language group intervention three times a week to support children's understanding of language.
- Speech, Language and Communication needs are supported across Foundation Stage and Key Stage One with an LSA supporting the targets set by the Speech and Language Therapist and working with the children 1:1 or in a small group.
- The school had a full time ELSA and FEIPS support for all children. Her name is Ms Young and she works closely with staff to support the emotional and social needs of the children. Staff can refer a child to Ms Young and she can work with the child with parents' permission in a small group, in the classroom or 1:1 depending on the child's level of need.
- The school has two practitioners trained in THRIVE. This supports children with significant social and emotional interruptions across the school.
- The school has very good relationships with external agencies and can invite these agencies in to support children with SEND. This is with support from parents/ carers.
- Children take part in the phonics test in year one and SATS at the end of year two.

3G. What support will there be for my childs/ young person's overall well- being?

- 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/ carers 'first point of contact.' If further support is required the class teacher liaises with the SENCo for further advice and support. They may work alongside outside agencies such as Health and Social Services, Primary Behaviour Support Service and Educational Psychologist.
- All staff are aware of vulnerable children in their class and can support their needs. Sometimes they may need support of the SENCo, ELSA, Behaviour Support or Outreach but this is always discussed with the parents/carers first.
- If a child has a medical need or physical need that is supported with medication, specialist equipment or resources then the class teacher will discuss a health care plan with the parents/carers to support the child's need in school. The SENCo will also contact Hampshire Service to support children with needs such as: hearing impairment and visual impairment.

4. What training is provided for staff supporting children and young people with SEND?

- The SENCo is Mrs Gemma Hill who can be contacted through the school office on 01264 352 151. The SENCo is fully qualified and accredited.
- The children are offered quality first teaching by all staff in the year group. The school is staffed with teachers, Higher Level Teaching Assistants and Learning Support Assistants with expertise in certain areas like speech and language, emotional support and 1:1 support.
- We have two members of staff who currently work with our children with speech and language targets in Foundation Stage and KS1. They have both undergone advanced training and are very experienced.
- We have a qualified teacher who leads the intervention, 'Reading Recovery' reading programme. The programme is daily for 30 minutes. The programme supports reading using sounds and blending.
- The school offers all children a language enriched environment with opportunities to broaden the children's language and vocabulary. This is embedded into our 'blue curriculum' with speaking, listening and understanding forming the foundations of our curriculum alongside social and emotional development. This is supported by 'language link' which is part of the curriculum to support all children but especially children with special educational needs and disabilities. Language provision is part of the daily curriculum for all children. The statistics show that this is supporting children with difficulty in listening and understanding. This may be supporting the

children with past tense or association or it could be the opportunity for new vocabulary to be introduced.

- Knights Enham Infant School offers children with physical/ sensory difficulties personalised learning and resources that may be required to support the children's learning at school and behaviour at home like, sensory balls, wobble cushions and weighted vests. Alongside physical equipment we also offer fine motor programme (Clever Hands) and a gross motor programme (ABC).
- From Foundation Stage to Year Two the curriculum is supportive and accessible for all children. The opportunity of Discovery time in Foundation Stage has been a fantastic learning resource to the curriculum and supports all the learning and progression of children with special educational needs and disabilities. It can offer specific opportunities for children with SEND. It is an opportunity where the adult can follow and prompt the children's learning and challenge their thinking. Discovery Time offers the children 'continuous provision' in the form of workshops (inside and outside), e.g. maths workshop, construction area, creative bar and many others. On top of the continuous provision the curriculum offers tasks for the children to complete in each area, these are called a challenge or provocation. These are related to the theme which normally lasts 6-8 weeks. For children with special educational needs and disabilities they are supported in the discovery time with a variety of challenges and provocations as well as an opportunity to follow their own learning. The activities can also be targeted to support individual children, e.g. threading for children with fine motor difficulties, modelling good language, counting to ten or modelling play etc.
- All the children are also offered cooking once a fortnight in small groups. 'Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity.' (National Curriculum.)
- Children in KS1 are offered the fantastic opportunity of taking part in 'Forest School.' These are planned sessions outdoors in our fantastic woodland trail and garden.
- 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, School Nurse, Speech and Language Therapists, Occupational Health, EMTAS and Educational Psychologist.

5. How will my children be included in activities outside the classroom?

- All children in KS1 are offered a variety of after school clubs. These are offered by staff, e.g. trampolining, construction, cooking and sewing are just a few.
- Breakfast club is also offered to children before school. This is offered from 8.00- 8.40am and the children have breakfast, which forms a social part of the club and a little community within the school.
- Children in reception, year one and year two are offered swimming lessons at the local leisure centre once a week for half a term.
- All children are included in all parts of the school curriculum and we aim for all the children to be included on school trips. We will ensure we provide the necessary support for all children to participate on trips. We always have one trip every half term. It might be to the local supermarket or a large trip to the London History Museum. We invite visitors into the school to work with the children.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

6. How accessible is your education setting?

- In the car park there are two allocated disabled bays plus there is access to the front of the building through the main entrance gate.
- The school has a disabled toilet and shower area.
- The school environment is wheelchair accessible with no steps and the doors are wide enough to accommodate a wheelchair or frame.

7/8. How are parents/ carers of children with SEND and involving parents/carers in the education of their child?

- The school provides an opportunity to meet your class teacher every term, but you can also make an appointment to meet with either the class teacher or SENCo to discuss how your child is getting on. They can also offer advice and practical ways that you can help your child at home.
- Your child may have individual provision targets. These will be discussed with you on a regular basis. These targets will be reviewed regularly, updated and discussed with you.

- If your child has complex needs then they may have an Education, Health and Care Plan (EHCP.) This means that an annual review will take place to discuss your child's progress and a report will be written.
- Any SEND children who have individual provision or individual behaviour management plans (IBMP) discuss their progress and their targets with their class teacher.

9. What steps should I take if I have a concern about the schools SEND provision?

- We take pride in our positive relationship with our parents so we would hope that if you had any concerns that you would contact your child's class teacher

10. How will the school prepare and support my child to join the school, transfer to a new school or transition to the next stage of life?

- Year group team leaders will complete getting to know you papers.
- We encourage all new children to visit the school prior to starting.
- We always welcome the children into their new class by introducing the children and the adults to them.
- We offer a buddy for the child if they feel they require a friend.
- We also encourage the child to be celebrated in celebration assembly with welcoming them to the school and soon after for the child to be the star of the class.
- When the child leaves us usually at the end of year two we have close relations with the Junior school. We ensure that the teachers handover verbally and all the paperwork is passed onto the school.
- We begin transition from year two to the Junior school after Easter.
- For children who transition from class to class we begin transition in Summer Term one.
- If the child needs further support we may organise for early visits to the school with the Emotional Support Worker who will show the children their classrooms and teachers. We may also offer the children social stories or transition books to support the child in their new school.
- If your child has complex needs, then an Inclusion Partnership Agreement or Education Health Care Plan will be used at a transition planning meeting.
- If we have organised an Inclusion Partnership Agreement then we will meet with staff in the Autumn Term of year three to review support and discuss any concerns.

11. Where can I get further information about services for my child/ young person?

- The first point of contact should be your child's class teacher.
- You may also contact the SENCo (Mrs Hill) or Headteacher (Mrs Barry).
- Outside of school you can contact parent partnership
www.hants.gov.uk/parentpartnership
- You can also find information about what Hampshire can offer on
www.hantslocaloffer/info

12. Who should I contact if I am thinking about enrolling my child?

- Contact the school admin office to arrange a meeting and a tour of the school.
- You will then be offered a visit around the school with the year group team leader. This will give you the opportunity to ask any questions and complete out the paperwork.

