

Introduction

Our 'Special Needs and Disabilities Information Report' is designed to help parents and carers find out how we cater for children with 'Special Educational Need and Disabilities' or (SEND) at Sopley Primary School.

We regard a child with a 'Special Educational Need' (SEN) as one who requires a consideration which is 'additional to, and different from,' their peers, in order to make appropriate progress with their learning. We hope you will find the information you need in the report but please contact the school if you have any further questions.

Contents

1. What is Sopley Primary School like?	2
2. Who should I contact if I am considering this school for my child?	3
3. How does the school know that children may have special educational needs?	3
4. What can I do if I think my child may have additional needs or I have concerns? .	3
5. How will I know how well my child is doing?	3
6. How does the school know how well my child is doing?.....	4
7. How will you help me support my child?	5
8. How will the school share information with me?	5
9. How will the school ensure that my child is included in all aspects of school life? ...	5
10. How will the school match the learning to the needs of my child?	6
11. How will the school decide what and how much extra support my child needs?.....	6
12. How are resources allocated to match the needs of children?.....	6
13. How will school prepare and support my child in joining the school or moving to a new school?	7
14. How will my child be able to contribute their views and how will these views be taken into account in planning next steps at school?	7
15. How will school support my child's overall well-being?	7
16. What assistance is there to support behaviour, attendance and avoids exclusions? .	8
17. What specialist services and expertise can be offered by the school?	8
18. How accessible is the school and the school grounds and where can I find the school accessibility plan?.....	8
19. What steps do I take if I have a concern or complaint about SEND provision for my child or need further information?	9
20. How can I support my child?.....	10
Glossary	11

1. What is Sopley Primary School like?

Sopley Primary School is a small, rural school set within the beautiful surrounding countryside.

The natural environment promotes a feeling of calm and well-being within our school. The buildings are a combination of old and new, and our classrooms are attractively set up for each age range to inspire and motivate our young learners. The small number of children means we get to know our children - and their parents - well, and can care for their unique needs. For more information please see the brochure on our school website

<http://www.sopleyprimaryschool.org/prospectus/> .

We have a dedicated staff, who have high expectations of all of our learners and are committed to achieving the best outcomes for them, within our caring and supportive school. Our teachers are experienced in making adjustments to meet the needs of individual children. Amongst the teaching assistants (TAs) there is also a wide range of experience and expertise in the different areas of SEN.

2. Who should I contact if I am considering this school for my child?

Please contact the school office (01425 672343) who will arrange an appointment with the Heads of School, Mrs Andrea Hodgson or Mrs Elizabeth Knowles. The name of the **Special Needs Coordinator (SENCo)** at Sopley Primary School is **Mrs Helen Smith**. She can be contacted at the school via the school office and will support in the admission and induction of pupils as necessary.

3. How does the school know that children may have special educational needs?

At Sopley children may be identified as having a Special Educational Need (SEN) in a variety of ways. For example:

- ✓ a previous school or pre-school passing on information
- ✓ an issue raised by parents
- ✓ a concern raised by the class teacher
- ✓ routine screening carried out in school
- ✓ evidence in children's tracking data (test/assessment results over time)
- ✓ or communication by an outside agency.

4. What can I do if I think my child may have additional needs or I have concerns?

The first step would be to arrange a meeting with the class teacher to talk through the matter. If further action is required, the teacher will have a discussion with the SENCo. Then there will be a conversation with parents to feedback the findings and discuss the next steps. An appointment can be made with the SENCo at designated times by calling the office who will take a message for you to be called back.

5. How will I know how well my child is doing?

At Sopley, we keep a record on our 'Focus List' of our young learners who may be having difficulties with any area of school at any given time; this is so we can carefully monitor our

children and do our very best to meet their needs. If your child has Special Educational Needs, then there will be termly opportunities to discuss their progress and targets with the SENCo, for the coming term.

There are also other opportunities to find out how your child is getting on at school:-

For children in Y1-6

Autumn

- 'Drop in' session to see your child's work with the opportunity for an informal chat with the teacher.
- Formal learning review.

Spring

- Annual report

Summer

- 'Drop in' session to see your child's work with the opportunity for an informal chat with the teacher.
- Formal learning review.
- Results of statutory tests.

For children in YR

Spring

Formal learning review

Summer

Annual report

Throughout the year, your child may also be given reward charts or a certificate to celebrate good work or behaviour. Additionally, if it is appropriate, a home/school communication book can keep you informed about daily or weekly progress.

6. How does the school know how well my child is doing?

Your child's progress in learning is measured against National expectations. The class teacher continually assesses each child. Areas where they are improving, and where further support is needed are noted and any concerns are then discussed at the termly Pupil Progress meetings with teaching staff and the SENCo.

We also track progress administering assessments throughout the school year, using a variety of methods including the Foundation Stage Profile, teacher assessment, maths, reading and spelling tests. Children who are not making expected progress are picked up through regular monitoring by the SENCo and the Heads of School/Executive Head Teacher. If a child is having difficulties, then a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Our Special Educational Needs Co-ordinator (SENCo) at Sopley Primary School works with teachers, teaching assistants and others, who will monitor and, where necessary, carry out further assessments to inform about children's progress. From this information, we are able to identify highly personalised next steps and deliver interventions as necessary. Interventions and support are co-ordinated by the SENCo and recorded on the Focus List, which outlines provision in terms of time, resources and expertise. This is revisited on a regular basis, and updates made where necessary. Teaching Staff, TAs and the SENCo will discuss children on an on-going basis and will feed back to parents through the cycle described in (5), or at other times if appropriate.

7. How will you help me support my child?

Children's needs vary greatly, most parents can support their children by following our whole school approach which includes:

- ✓ Parent workshops on current teaching methods
- ✓ Parent workshops on ways to help at home
- ✓ Help Sheets on specific aspects of school life

We also direct parents to the Hampshire County Council website which has page of 'support and advice for parents and families' <http://www3.hants.gov.uk/childrens-services/families/parent-support.htm> with links to many useful organisations.

Children with more specific needs often need extra or different support from home. The school will assist parents by meeting with them individually. In some cases we will be able to direct parents to outside agencies or bring in specialists to advise us.

8. How will the school share information with me?

General information about day to day activities that the children are involved in is available on the school website. Information is also sent out by each class about forthcoming topics and events. A school newsletter is issued fortnightly and sometimes posters will appear on the school notice board with specific information. We also use a parent mailing (text or email) system to remind you of forthcoming events or emergency information. The school also values regular contact with parents and carers and has an 'open door' policy which means that parents may be able to meet with teachers at short notice after school.

If there is a specific issue regarding your child we may phone, write or email you on an individual basis or speak to you face to face whenever possible.

9. How will the school ensure that my child is included in all aspects of school life?

When activities outside the classroom, such as trips, clubs, sports days etc, are arranged, a full risk assessment of the site, activity and children's needs is carried out. Parents are contacted and appropriate adaptations, resources or expertise are put in place. Within the classroom we are, as far as possible, dyslexia and communication friendly. Current initiatives

and resources influence and support the accessibility of the curriculum for all children. The school building has been adapted for easy wheelchair access to all ground floor areas, including a disabled toilet and shower room.

10. How will the school match the learning to the needs of my child?

Although working towards the same objectives, the learning opportunities children experience at Sopley Primary School are differentiated and tailored to suit their needs. This can be achieved in a number of ways:

- The learning could be differentiated by task (by being given a slightly different activity to complete or problem to solve),
- The level of support a child receives during the lesson (from an adult or his/her peers),
- The resources supplied to support learning, or by outcome (the amount of work expected to be completed by the end of the lesson).
- Pre-learning of new vocabulary and concepts, visual prompts and an awareness of the language being used in class.

Any one, or a combination of these strategies, enable children to learn and achieve in a way that best suits their own learning style. Furthermore, Infant and Reception children tend to work in smaller ability groups, and where possible this is arranged in the Juniors, for example, literacy workshops.

11. How will the school decide what and how much extra support my child needs?

As a school we adopt a 'keep up' not 'catch up' approach to learning, but some children will still require different levels and types of support to help them either 'bridge a gap' in their learning, or overcome a barrier to their learning. Any concerns about a child's progress in the first instance, will prompt a discussion between the class teacher and the SENCo in order to identify any additional learning needs that a child might have. On occasions, parents might share any concerns they have with the class teacher which might also prompt a discussion with the SENCo. Following this, appropriate provision will be set up; this might simply be some extra 'focus' in the class, or it might involve working in an intervention group, in a more quiet space away from the classroom. The support a child receives will be monitored carefully to ensure it is effective and addresses the need; it will be discussed with parents (see 5).

Any on-going concerns about progress that are identified will result in further investigation and a change of provision where necessary. If appropriate further support and advice is invited from relevant outside agencies.

12. How are resources allocated to match the needs of children?

We ensure that the needs of all children with SEN are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving working on a 1:1 or in a small group with a teacher or a teaching assistant (TA), where a specific programme of work will be followed to address the targeted need. Subject to individual needs, the school will seek advice from, or liaise with, professionals from a range of outside agencies including the Speech and

Language Therapy (SALT) service, occupation therapy (OT) service, educational psychologists (EP), child and adolescent mental health service (CAMHS) etc.

13. How will school prepare and support my child in joining the school or moving to a new school?

Prior to starting school children are visited at home by the class teacher. Parents and children are encouraged to attend the induction afternoons to have another opportunity to talk with the class teacher and meet the class TAs. For parents it is also a chance to share information with the Heads of School/Executive Head Teacher, the class teacher and Governors and be introduced to the SENCo. Children in the Reception Year have a designated key worker. At the other end of the school in Year 6, transition to secondary education is overseen by the class teacher, Heads of School and/or SENCo. Relevant information is passed on about all children including those who have SEND or are anxious about the transition and would benefit from some initial nurture. As a group, children in Year 6 complete a flexible series of transition sessions to their next school, where individual concerns can also be addressed. Where a statement or Education Health Care Plan is in place, the Annual Review process ensures that all parties involved have an input and agree any necessary action, which is then put into being to facilitate a smooth transition.

14. How will my child be able to contribute their views and how will these views be taken into account in planning next steps at school?

Children are encouraged to reflect on their learning and targets in a simple way from reception year onwards so that they gain the skills to think about what they have done well and what they would like to improve. Children communicate their reflections in a number of ways according to the class they are in and the stage they are at - adults in school review these comments and they contribute to planning next steps.

Other examples of how children share their views at Sopley include:

- ✓ Pupil interviews, School Council and Circle Time

For children with special educational needs there will be additional opportunities to share their views including:

- ✓ Meetings with the SENCo or keyworker
- ✓ Prior to an Annual Review or Inclusion Partnership Agreement meeting
- ✓ Prior to a Transition Review

15. How will school support my child's overall well-being?

The ethos of the school is one which cherishes the individual and with the belief that self-esteem and well-being are key if children are to make the most of the learning opportunities available to them at school. To support this we have a rolling 'nurture' type programme, from Reception to year six that begins to make children aware of how their attitude and feelings can impact on their learning. Contained within the FRIENDS programme are skills and strategies to build confidence, self-esteem and resilience. Although the class teacher has overall responsibility for the children's physical and emotional care, they are well supported, with

systems in place to access the SENCo and Emotional Literacy Support Assistant (ELSA). If necessary other systems of support are organised to meet specific needs - e.g. pastoral, medical/administration of medicines, social support etc.

16. What assistance is there to support behaviour, attendance and avoids exclusions?

We have a wide ranging whole school approach to promote positive behaviour and attitudes and to foster inclusion. Parents can look at our behaviour policy on the website <http://www.sopleyprimaryschool.org/office/> or request a copy from the school office. There are other elements of practice that support the behaviour policy including:

- ✓ Rights, Respects and Responsibilities programme
- ✓ Individual class charters
- ✓ The FRIENDS programme (see section 15.)
- ✓ Class circle times to share and consider issues
- ✓ The 'Sopley Learner' card system which rewards good choices and behaviours
- ✓ Anti-bullying policy (currently under review)
- ✓ Equalities policy (including accessibility)

If extra support is needed children may have:

- ✓ Individual behaviour plans
- ✓ Behaviour risk assessments
- ✓ Incentive charts leading to a reward of the child's choice
- ✓ ELSA and other pastoral support
- ✓ Home school communication books

We will also seek specialist help from other agencies where needed including the Hampshire Behaviour Support Team (BST/Clifford Centre).

We work hard to avoid exclusions - our exclusion rates are consistently minimal.

Parents are expected to notify the school early in the case absence through illness.

As poor attendance has been shown to have a detrimental effect on children's achievement; absences are not authorised during term time except by the Heads of School/Executive Head Teacher, in exceptional circumstances.

If attendance is an issue we will work with individual families; depending on the particular circumstances we may seek help from other agencies.

17. What specialist services and expertise can be offered by the school?

The school has a range of experienced and qualified staff who support the wider school team by delivering training and providing advice on meeting a range of needs. SENCos in the local area meet regularly to share expertise and develop the way we work together. Where more specialist guidance may be required, Sopley Primary School may, where appropriate, consult colleagues either from the local authority advisory teams or from other specialist settings to support the work we do e.g. Educational Psychology Service, Behaviour Support Team.

18. How accessible is the school and the school grounds and where can I find the school accessibility plan?

Please contact the school office to discuss any queries in relation to accessibility.

The Federation of Burley and Sopley Primary Schools Equalities and Accessibility Policy (including Accessibility Plans) are available at http://www.sopleyprimaryschool.org/wp-content/uploads/2016/11/Jan-17-Federation-Equalities-and-Accessibility-Policies-including-objectives-and-reporting-HCC-model_school_equalities_policy_stat.pdf or from either school office.

19. What steps do I take if I have a concern or complaint about SEND provision for my child or need further information?

We encourage parents or carers who have a concern to come and talk to us. Appointments should initially be made with the class teacher via the school office.

If you are unable to resolve your concerns, then an appointment should be made with one of the Heads of School/Executive Head Teacher. In the event of continued concern, please contact the SEND Designated Governor who is Mr Andrew Mears, who can be contacted via the school office.

Any formal complaints should be made following the school's formal complaints procedure which can be found on the school website, or at the school office.

Parents can see the SEND Policy and Complaints Procedure at <http://www.sopleyprimaryschool.org/federation/federation-policies/> or they are available from the school office.

Support4SEND (formerly Parent Partnership) www.hants.gov.uk/support4send provides impartial advice, information and support to parents and carers of children and young people with special educational needs (SEN) throughout Hampshire. This includes a helpful leaflet 'What if I do not agree with decisions about SEN provision?' which is available at <https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send/leafletsandguidance>

Support4SEND can:

- listen to your concerns
- help you sort out the issues
- identify other people who can support you
- help you decide what to do next
- explain the law and your rights.

Support4SEND contacts

Phone 01962 845870

Email enquiries.support4send@hants.gov.uk

If you wish to appeal against local authority decisions regarding special educational needs, including a refusal to:

- assess a child's educational, health and care (EHC) needs
- make a statement of their special educational needs
- reassess their special educational needs
- create an EHC plan
- change what's in a child's special educational needs statement or EHC plan
- maintain the statement or EHC plan

Then guidance is available at <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

If you have a complaint about disability discrimination then guidance is available at <https://www.gov.uk/complain-about-school/disability-discrimination>

The **Hampshire Family Information Service Hub** (FISH) provides information about what is going on in your area, details on how to access services, organisations and activities in Hampshire, and the advice and support that's available

<https://fish.hants.gov.uk/kb5/hampshire/directory/home.page> this includes a link to **The Hampshire Local Offer** which details services and information for children and young people with SEN and/or disabilities

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

IPSEA <http://www.ipsea.org.uk/> is a national charity providing free legally based advice to families who have children with special educational needs.

20. How can I support my child?

- Ensure that your child attends school regularly.
- Help your child to be organised for each day, to be on time and well equipped.
- Support the school's policy and guidelines for behaviour.
- Support your child with any home learning, and encourage him/her to explore areas of personal interest in their free time.
- Share quality time with your child - where you can share his/her interests and discuss any worries your child might have at any time.
- Attend all parents' evenings and other opportunities to share your child's progress.
- Be aware of opportunities that involve your child in the life of the school.

A 'jargon buster' and information leaflets are available on the Support4SEND website
www.hants.gov.uk/support4send

Glossary

	Stands for.....	Means.....
BST	Behaviour Support Team	The Behaviour Support Team works to support children with behavioural, emotional and social difficulties in primary school and on transition from primary school to secondary school.
CAMHS	Child and Mental Health Services	Specialists who assess and advise to help children with their mental health issues.
COP	Code of Practice	The legal document which outlines how children and young people with SEN from 0-25yrs should be supported in their journey through school and college.
CYP	Child or young person	Used in the Code to mean child or student/pupil.
EP	Educational Psychologist	Specialists who help solve problems with staff and suggest strategies to support children in school.
EHC Plan	Education Health Care Plan	This will gradually replace existing SEN 'statements'. New assessments will now result in an EHC plan.
IPA	Inclusion Partnership Agreement	A Hampshire initiative to support children and young people who do not have a statement but may need regular review and planning.
IPSEA	Independent Parental Special Education Advice	IPSEA is a national charity providing free legally based advice to families who have children with special educational needs.
LSA	Learning Support Assistant	See TA - TA is the term we use at Sopley School.
OT	Occupational Therapy	Specialists who assess and advise to help children to adapt and manage everyday situations and environments.
SENCO	Special Educational Needs Co-ordinator	A person who manages both the overview and day to day running of special needs in a school.

Sopley School Special Educational Needs and Disabilities Information Report

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SALT	Speech and Language Therapy	Specialists who assess and advise to help children with their speech and/or language.
SEND	Special Educational Needs and Disabilities	Children who have a need which requires support which is additional to or different from the rest of the peer group.
TA	Teaching Assistant	Adults who work with teachers and children to support children with SEN or who need extra support.

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