

Talavera Infant School SEND Information Report

Talavera Infant School is a mainstream infant school catering for children aged 4-7. We support children with a variety of additional needs through high quality inclusive teaching and focussed interventions.

How does the school know if children need extra help and what should I do if I think my child may have Special Educational Needs or a Disability (SEND)?

At Talavera Infant School, children are identified as having SEND through a variety of ways:

- Liaison with pre-school or previous school
- Child attaining below age-related expected levels
- Concerns raised by parents
- Concerns raised by teacher
- Liaison with other agencies eg. Speech and Language Therapy Service
- Health diagnosis by paediatrician
- Assessments to identify difficulties and guide provision.

How will I raise concerns if I need to?

If you are concerned about your child's development or progress, you should arrange to see their class teacher. You may also wish to seek advice from the Special Educational Needs Coordinator (SENCo) or the Headteacher.

The school operates an 'open-door' policy and we will endeavour to address your concerns quickly or refer you to the appropriate support where necessary.

How will the school staff support my child?

- The SENCo coordinates additional support for children with SEND.
- Class teachers ensure that classroom activities are inclusive and accessible. Learning is planned carefully for next steps to aid progress.
- Our school has a team of Learning Support Assistants (LSA's) working with children individually and in small groups. This support may take place in class or through specific intervention programmes. You will be informed of any support that your child is receiving by the class teacher.
- Class teachers will invite parents for meetings at least termly. You may be invited to additional appointments for updates or if support is changing.

How are governors involved and what are their responsibilities?

- The SENCo reports to the governors every term to inform them of the progress of children with SEND. Confidentiality is maintained at all times.

- One governor is responsible for SEND and will meet with the SENCo regularly.
- In collaboration with the Headteacher and SENCo, the Governing Body agree priorities for spending within the SEND budget.

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

- At Talavera Infant School, we plan to meet the learning needs of all children as individuals. This includes target-setting and carefully planned activities to ensure progression. Within a lesson, the teacher will address the needs of children working at different levels through questioning, different tasks set to their ability and needs, resources and adult support.

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

- All children are assessed using EYFS and age-related expectations (ARE) at the end of each half term. In addition, children with SEND are monitored against age-related expectations for reading and spelling.
- Class teachers attend 'Pupil Progress meetings' every half term to discuss assessments with the Senior Management Team. Strategies are suggested and agreed for children who are not making good progress.
- The SENCO monitors the progress and provision for all children with SEND. The effectiveness of interventions and teaching is tracked through learning walks and data analysis and a report is made to the Governors at the end of each term.
- Children with SEND are given an Individual Education Plan (IEP). Within this document, targets and associated support are listed. These are reviewed termly and parents are invited to consultation meetings to discuss progress and next steps.
- For children who require a lot of additional adult support to access learning, it may be appropriate to apply for an Education Health Care Plan. Formerly known as a Statement of SEND, this takes the form of an assessment by all agencies involved in supporting the child culminating in an action plan for targeting support. It is monitored by the county SEND Service.

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

- Support is coordinated by the SENCo in discussion with the class teacher.
- Parents are kept informed of the provision for their child through the IEP which clearly states the timings and frequency of support.
- If it becomes apparent that the needs of the child have changed, a meeting will be held to discuss any planned changes to support. Parents, class teachers, SENCO and any outside agencies involved may be invited to a meeting to complete an action plan or update the child's IEP.

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

- All children receive equal access to extra-curricular activities and school trips. Sometimes this may require additional risk assessment, adapted timetable, transport or adult support.

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

- All children are supported in their physical and emotional well-being through curriculum work in class.
- We follow the Jigsaw curriculum for PSHE which promotes discussion of emotional needs and encourages children to develop a range of strategies to cope.
- Children with behavioural or emotional needs beyond which can be met through the regular curriculum will have a targeted IEP to address these needs.
- The school has two Emotional Literacy Support Assistants (ELSAs) and one TALA (Therapeutic Active Listening Assistant) who work with children who are identified as requiring some individual support.
- The school has an effective Nurture Group. The group work on social and emotional skills as well as raising self-esteem and encouraging independent learning skills.

What training have the staff supporting SEND had or what training are they having?

- Class teachers receive regular training and updates on good practice for meeting the needs of all children.
- The Emotional Literacy Support Assistants and Therapeutic Active Listening Assistant have received full training. They also have access to regular supervision and updates.
- Some of our staff have completed the 'Team Teach' physical intervention training.
- All of our classroom Teaching Assistants and LSAs attend regular training opportunities in school. The focus of these training sessions includes strategies for supporting children's learning and behaviour in class. This includes some specialist training for those supporting children with Autistic Spectrum Conditions such as Gina Davies' Bucket Time.

What specialist services and expertise are available at or accessed by the school?

- Educational Psychology Service
- School nurse
- Speech and Language Therapy Service
- Primary Behaviour Support

- Occupational Therapy Service
- Specialist Teacher Advisors for Visual Impairment, Hearing Impairment and Physical Disabilities
- Parent Support Advisor
- Music Therapy
- Special School Outreach

How accessible is the school for children with SEND?

Alongside the school's Accessibility plan, we look at how we can increase the extent to which pupils with SEND can participate in our curriculum and how we can continue to improve the physical environment and curriculum delivery for pupils with SEND.

We do this by trying to:

Ensure children can participate in the curriculum by:

- Differentiating planning and the delivery of lessons to meet a range of learning needs.
- Using assistive technology and visual aids to support access to learning.
- Providing regular staff training on inclusive teaching strategies and specific needs such as Autism Spectrum Conditions, speech and language difficulties, and sensory impairments.
- Deploying Learning Support Assistants to provide targeted support and facilitate access to the curriculum.

Ensure children can access the physical environment of the school:

- The school site is fully accessible with ramps, wide doorways, and accessible toilet facilities.
- Ongoing review of classroom layouts and furniture to ensure ease of movement and access for all pupils.
- Regular audits of the school environment to identify and address any barriers to accessibility.

Communicating information to children by:

- Using simplified language, visual timetables, and symbol-supported communication for pupils with communication needs.
- Providing information in alternative formats (e.g., large print, audio) upon request.
- Collaborating with external specialists to ensure best practices in accessible communication.

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

- Newsletters detailing learning and how to help at home.

- Project outcome events to share and celebrate learning.
- Parents evenings
- Regular progress meetings
- Parent information sessions to share strategies for supporting maths and reading.

Who can I contact for further information?

- The school SENCo is Mrs McAlindin. She can be contacted through the school office on 01252 323137 and is available to answer any further questions.
- The SEND policy is available on the school website.
- Information regarding the Hampshire Local Offer is available at:
<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>