

Scantabout Primary School SEN Information Report

Overview

1. The kind of special educational needs for which provision is made at the school.

Scantabout Primary School is a maintained Primary School for pupils aged between 4 and 11 years which offers a broad, rich and balanced curriculum for all. All Hampshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need(s) or a disability being met in a mainstream setting wherever possible, where families want this to happen.

Safeguarding

In order to ensure the safety of children, the school has adopted the government's policy on "Keeping children safe in education: information for all school and college staff" (2018). The school uses the latest safer recruitment guidelines as posted on the Hampshire LA website. The headteacher is the Designated Safeguarding Officer (DSL) and has completed the necessary training and refresher training. The Deputy Head has also completed DSL training. All staff have at least three yearly external training on safeguarding and at least annual refresher training.

The Inclusion Leader / Special Education Needs Co-Ordinator is Alison Lloyd (DHT)

Regulation	Question	What would this mean for me and my child?
2. Information in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs	How does your school know if children need extra help?	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. • Work is differentiated to ensure your child is supported or challenged as necessary. • Your child's teacher will carefully check on your child's progress and will decide if your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • Progress will be checked using a range of measures, including: <ul style="list-style-type: none"> ○ regular marking and assessment of your child's work ○ discussions with your child about his/her learning ○ results of more formal tests and assessments ○ the progress your child is making in achieving set targets, especially in reading, writing and maths • The school also has meetings every term between each class teacher and senior staff members to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected

	What do I do if I think my child has special educational needs?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should initially speak to your child's class teacher. • Your child's teacher will discuss your concerns and then may speak with the Special Educational Needs Coordinator (SENCO) • You will be involved throughout the process as the school values your views and encourages your input. • You can also arrange to speak with the SEN governor if you wish.
<p>3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC plans, including</p> <p>3a) How the school evaluates the effectiveness of its provision for such pupils</p> <p>3b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. • Details of how teachers monitor the progress of pupils is outlined in section 2 above. • The school has meetings every half term between each class teacher and senior staff members to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress we will make a decision about whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress we will discuss with you: <ul style="list-style-type: none"> ○ any concerns you may have ○ any further interventions or referrals to outside professionals to support your child's learning ○ how school and home can work together, to support your child. ○ writing and regularly reviewing a Personal Plan (PP) to identify how your child should be supported • If you have concerns about your child's progress you should initially speak to your child's class teacher. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO or Headteacher. • If you are still not happy you can speak to the school SEN Governor.
3c) The school's approach to teaching pupils with special educational needs	How will the school staff support my child?	<p>The class teacher is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCO as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable

		<p>them to be included and make progress.</p> <ul style="list-style-type: none"> • Ensuring that all staff working with your child in school are supported in delivering the planned learning for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEN Policy is followed in their classroom and for all the pupils they teach with any SEN. <p>The Special Educational Needs Coordinator (SENCO) is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist. • Updating the school's SEN Provision Maps and Register (systems for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs. • Providing specialist support for teachers and support staff in the school so they can help your child to make best progress. • Supporting your child's class teacher to write Personal Plan (PP). • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. <p>A Teaching Assistant (TA) may be allocated to a pupil or a group of pupils with exceptional special educational needs and/or disabilities.</p>
<p>3d) How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p>How will the curriculum at your school be matched to my child's needs?</p>	<ul style="list-style-type: none"> • The school offers a broad, balanced and rich curriculum for all of its pupils, based on the current National Curriculum • The teacher will have the highest possible expectations for your child and all pupils in their class. All teaching is based on building on what your child already knows, can do and can understand. • Work is differentiated to ensure your child is supported or challenged as necessary. • The school will make reasonable adjustments as necessary to ensure your child can access the curriculum.

		<ul style="list-style-type: none"> • If necessary, access arrangements such as additional time or a scribe will be assigned for statutory tests. In some cases, where children are working below the level of a test, they will be disapplied from the tests. This means they will not have to sit the tests. A National curriculum level will then be assigned based on teacher assessment.
<p>3e) Additional support for learning that is available to pupils with special educational needs</p>	<p>How is the decision made about what type of and how much support my child will receive?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO. • The school also has meetings every term between each class teacher and senior staff members to ensure all children are making good progress. • If your child is then identified as not making progress we will make a decision about whether to monitor this or set up an intervention group and will inform you. • Teachers may put in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access learning • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself better understand your child's particular needs. • The specialist professional will work with your child to understand their needs and make recommendations which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group ○ A group or individual work with the outside professional ○ The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. • If necessary, access arrangements such as additional time or a scribe will be assigned for statutory tests. In some cases, where children are working below the level of a test, they will be disapplied from the tests. A National curriculum level will then be assigned based on teacher assessment.

		<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Hampshire web site: www.hantslocaloffer.info • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support. • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need a significant number of weekly hours of support in school to make good progress. If this is the case they will write an Educational Health Care Plan (EHC Plan). If this is not the case, they will ask the school to continue with the support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
<p>3f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum</p>	<p>How will my child be included in activities outside the school classroom, including school trips?</p>	<ul style="list-style-type: none"> • The school encourages learning outside the classroom and all children regularly spend time in the school grounds. Where necessary reasonable adjustments are made to ensure all pupils are able to access our outdoor environment. • The school carries out risk assessments before going on any educational visit. These are approved by the Educational Visits Coordinator (EVC) and the Headteacher. They are also seen by a governor and, where the activity is a residential or adventurous activity, approved by the Local Authority. • The risk assessment for any visit would identify how the needs of any pupil with SEN would be catered for. This might be to ensure there are sufficient adults on the visit or that access arrangements are appropriate for the child. • The school ensures that medication such as inhalers or insulin are taken on school visits and that the staff accompanying the visit are aware of the medical needs of all children and able to administer any medication. • In the case of residential visits, we ask parents to complete a form outlining any dietary, medical and other needs. Where necessary we liaise with the residential establishment to ensure they can cater for the needs of your child. We encourage you to speak with us and, if

		<p>necessary, with the residential establishment, to allay any concerns in this regard.</p> <ul style="list-style-type: none"> The school also encourages all pupils to play a full and active part in extra-curricular activities, including sporting, musical and craft based activities. Reasonable adjustments would be made where necessary for SEND pupils to take part in these.
3g) Support that is available for improving the emotional and social development of pupils with special educational needs	What support will there be for my child's overall wellbeing?	<p>All staff members in school play an important role in pastoral support and can be approached by any child at any time for help and advice.</p> <p>Your child's class teacher in consultation with the SENCO might decide your child would benefit from working with the Early Literacy Support Assistant (ELSA), this is Mrs Nikki Smith. This could be a one off session or a planned course of sessions. It could be as an individual or as part of a small group. Areas covered by these sessions include:</p> <ul style="list-style-type: none"> Friendship issues Anger management Improving self esteem Developing self-help strategies <p>The school will always inform you and seek your permission before including your child in a one to one session with the school counsellor.</p> <p>All staff are first aid trained on a three year rolling programme. There is always a member of staff available to administer first aid when needed.</p> <p>We aim to always have two members of staff who are trained in Meeting the Needs of pupils with Medical Conditions and two members of staff who are trained in administering medicines. Parents are required to fill in a form if they want the school to administer prescribed medicines. Non prescribed medicines are normally only administered by the child's parents.</p> <p>Where a child has specific needs such as insulin injections or help with toileting, a plan is put in place for that child in consultation with the parents.</p> <p>Children with allergies or who need inhalers are encouraged to take responsibility for their own medication. However photographic lists of all children with known allergies are displayed in the staff room, medical cupboard and individual class registers. Further details are in our Supporting Pupils with Medical Conditions policy, available on our website at www.scantabout-pri.hants.sch.uk or from the school office. Please also refer to our first aid policy for further information.</p>
4. In relation to mainstream schools, the name and contact details of the SEN coordinator.	Who is the special educational needs coordinator (SENCO) and how can I get in touch with them?	<p>The Inclusion Leader/SENCO is Deputy Headteacher Miss Alison Lloyd. They can be contacted through the school office in the usual way.</p>
5. Information about the	What training is	<ul style="list-style-type: none"> The SENCO's job is to support the class teacher in planning for children with SEND.

<p>expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p>provided for staff supporting children with special educational needs?</p>	<ul style="list-style-type: none"> • The school has a strategic plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as dyslexia. • Whole staff training can be used to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the Behaviour Support Team or Shepherd's Down Special School • The SENCO attends local SENCO circle meetings to discuss current best practice. The SENCO also attends the annual SEN conference organised by the LA. • The school has a trained counsellor, specialising in family issues. <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO</p>
<p>6. Information about how equipment and facilities to support children with special educational needs will be secured.</p>	<p>How accessible is your educational setting (indoors and outdoors)?</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical disability, including wheelchair users. • We ensure that equipment used is accessible to all children regardless of their needs. • The school has two accessible toilets. • The school has a disabled parking bay, although families with disabilities may also use other parking spaces within the school grounds. • The school encourages learning outside the classroom and all children regularly spend time in the school grounds. Where necessary reasonable adjustments are made to ensure all pupils are able to access our outdoor environment.
<p>7. The arrangements for consulting parents/carers of children with special educational needs about, and involving such parent and carers in, the education of their child</p>	<p>How are parents/ carers currently involved in your school? How can I get involved and who can I contact for further information?</p>	<p>Scantabout Primary School is committed to working with parents and carers. The school has many opportunities for parents/carers to meet with teachers on a formal and informal basis. These include:</p> <ul style="list-style-type: none"> • Meet the teacher afternoons (Autumn term) • Open sessions • Parent consultation evenings (Autumn and Spring term) • Curriculum evenings • Parents' Forum meetings (termly) • School events such as Christmas and Summer Fayres, Easter Egg Hunt etc. <p>We inform parents about all these events and much more in our regular newsletters which can be received electronically or in paper version. The website also has electronic versions of all recent newsletters as well as other useful information. www.scantabout-pri.hants.sch.uk</p>

		<p>We welcome parents into school to help with their child's learning. This can be</p> <ul style="list-style-type: none"> • Occasional one off sessions • Regular commitments, for instance, to hear readers • Accompanying classes on school visits, including swimming <p>If you would like to get involved please see your child's class teacher or Mrs Hilary Blaker in the school office. Where parents help in school on a regular basis we ask that they complete a DBS check to ensure their suitability to work with children.</p> <p>The school has an active PTA called the Scantabout School Association (SSA). All parents are members of the SSA and are encouraged to attend committee meetings and get involved with the wide range of fund raising and fun activities planned each year. For more information about the SSA, please see their section on the school website. www.scantabout-pri.hants.sch.uk</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p>How are young people currently involved in your school?</p>	<p>We set targets for all pupils in reading, writing, maths and science. Pupils are involved in this process as follows:</p> <ul style="list-style-type: none"> • They discuss their targets with teachers on a regular basis • They are involved in signing off targets in consultation with their teachers • Pupils regularly discuss their next steps in learning with teachers and teaching assistants • Pupils regularly assess their own work and make suggestions for improvement • Pupils regularly make choices about their learning in class <p>All children are encouraged to play a full and active part in school life. Children with SEN are encouraged to take on responsibilities within the school such as membership on the School Council, participation in school teams and musical groups, taking on responsibilities such as office duty and young leaders.</p>
<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with special educational needs concerning the provision at the school.</p>	<p>What steps should I take if I have concerns about the school's SEND provision?</p>	<ul style="list-style-type: none"> • If a parent/carer has any concerns about anything that is happening in school they should come and speak to the class teacher in the first instance. If the problem is not resolved we encourage parents to see the SENCO or Headteacher. • Schools also have a governor with special responsibility for SEN matters. In this school the SEN governor is currently Rahul Bhome. Parents can make an appointment to meet with the SEN governor if they wish to do so. • If the concern is not resolved parents can make a formal complaint to the governing body. The school's complaints policy is available to parents on request and further information is available in our prospectus on the website as above. • Further details are in our SEN policy, available on our website at www.scantabout-pri.hants.sch.uk or from the school office.

<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils</p>	<p>Who can the school contact for additional advice to support pupils with special educational needs?</p>	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you understand your child's particular needs better.
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.</p>	<p>Who can I contact for additional advice to support my child with special educational needs?</p>	<p>Support Services include: Parent Partnership at www3hants.gov.uk/parentpartnership CAMHS at www.sussexpartnership.nhs.uk</p> <p>The Local Authority's local offer and additional information can be found at www.hantslocaloffer.info</p> <p>You may also wish to contact your own GP for additional support and guidance</p>
<p>12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education.</p>	<p>How will the school prepare and support my child to join the school or transfer to a new school?</p>	<p>Scantabout Primary School is committed to working with parents and carers. We involve parents/carers from before the time their child starts school through providing an opportunity to visit the school and through a new parents' evening. We include parents/carers in the induction process which includes sessions in school and home visits. The home visits are a particularly useful opportunity for parents to discuss any concerns they have with the class teacher.</p> <p>We recognise that 'moving on' can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. If appropriate an Inclusion Partnership Agreement (IPA) meeting will be held ○ We will make sure that all records about your child are passed on as soon as possible. • When moving classes in school: <ul style="list-style-type: none"> ○ Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. ○ If your child would be helped by a book to support their understanding of moving on, then it will be made for them if suitable.

		<ul style="list-style-type: none"> • In Year 6 <ul style="list-style-type: none"> ○ The SENCO will liaise with the receiving secondary school to discuss the specific needs of your child with the SENCO of that school. ○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school. ○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
13. Information on where the local authority's local offer is published	Where can I get further information about services for my child?	The Local Authority's local offer and additional information can be found at www.hantslocaloffer.info

PEOPLE INVOLVED WITH SEN PUPILS IN THIS SCHOOL	ROLE
Mrs Tina Thomas	Headteacher
Miss Alison Lloyd	Special Educational Needs Coordinator / Deputy Head Teacher
	SEN Governor
Mrs Hilary Blaker	School Admin Officer
Mrs Nikki Smith	Early Literacy Support Assistant (ELSA)

GLOSSARY OF TERMS	
IEP	Individual Education Plan
IPA	Inclusion Partnership Agreement
PLP	Personal Learning Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder