



## SEN Information Report for Hiltingbury Infant School and Hiltingbury Schools' Language Resource Provision 2022-2023

<b>Name of School:</b>	Hiltingbury Infant School
<b>Name of Responsible Headteacher:</b>	Mrs Phillippa Longman
<b>Date Reviewed:</b>	November 2022
<b>Next Review:</b>	November 2023

### Illustrative Regulations for Committee Special Educational Needs (Information) Regulations Clause 65

#### Overview of school

Hiltingbury Infant School is a caring inclusive setting, with all pupils fully integrated in the life of the school. All staff and governors are committed to welcoming children of all abilities and believe that the school should be a happy, caring and secure place where all individuals are respected and valued equally. We believe that all children have the right to a broad, balanced, relevant and differentiated curriculum that is appropriate to their levels of ability. Our flexible curriculum is adapted and differentiated where necessary to meet the needs of the individual child.

We adhere to the three key principles for inclusion set out in the national curriculum:

- setting suitable learning challenges
- responding to all pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of individuals.

There is a sensitive and adaptable approach to learning styles and organisation in every classroom. Our aim and commitment is that children with SEND engage in a variety of classroom activities with children who do not have SEND, for their mutual benefit, both in curricular and non-curricular sessions. Activities may be adapted or planned separately as appropriate.

#### Introduction to school

Hiltingbury Infant School is a mainstream school with a Language Resource Provision. Staff at Hiltingbury Infant School are committed to the integration and inclusion of all pupils with a wide range of needs in all aspects of school life. We have an excellent relationship with staff at Hiltingbury Junior School, and work closely to ensure a smooth transition for all children.

Hiltingbury Schools' Language Resource Provision is specialist resourced provision for primary-age pupils with speech, language and communication needs, located within Hiltingbury Infant and Junior School. We offer 12 pupils aged between 4 and 11 who have an Education, Health, Care plan (formally known as a statement) for Speech Educational Needs with speech and language as a primary area of need. As well as having a place within the Hiltingbury Schools' Language Resource

Provision, children have a place in Hiltingbury Infant School or Hiltingbury Junior School and are a full member of a class within the school.

### Safeguarding

This school fully recognises its responsibility to safeguard and promote the welfare of all children at our school. Hiltingbury Infant School has a Safeguarding Policy which is available at the School Office and online.

### Equality and Inclusion

Our school ensures that we have regard to the Equality Act 2010. Hiltingbury Infant School has a Single Equality Scheme and Inclusion Policy which is available at the School Office and online. Hiltingbury Infant School is committed to the integration and inclusion of pupils with a wide range of needs.

### Definition of Special Educational Needs and the Kind of Special Educational Needs and Disabilities for which Provision is made

We recognise that all children are unique and learn at different rates. Many factors affect attainment, progress and overall achievement but a child with Special Educational Needs and Disabilities (SEND) will need support that is 'in addition to or different from' the other children in his/her year group.

This additional support for children may require short or long term interventions recognising a single need or a combination of areas of need, known as complex needs, listed below:

- Learning Difficulties (SpLD)

This refers to acquiring basic skills in school or difficulties with reading, writing, number work or understanding and processing information.

- Social, Emotional and Mental Health Difficulties (SEMH)

This refers to making friends, relating to adults or behaving properly in school and following school rules and expectations.

- Speech difficulties (SLCN)

This refers to difficulties in producing speech sounds.

- Language and Communication difficulties (SLCN)

This refers to children expressing themselves or understanding what others are saying. Difficulties may create a barrier to learning and the development of social skills and relationships.

- Autistic Spectrum Disorder (ASD)

This refers to difficulties with communication, socialising and flexible thinking.

- Physical Disability (PD)

This refers to a wide range of conditions which affect learning and skill development like difficulties in balancing, throwing and catching, developing handwriting and other physical difficulties which affect them in their everyday school life. (Some conditions may be temporary like broken limbs.)

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Medical or Health conditions

These difficulties may affect their wellbeing and safety, for example allergies. Other conditions may slow down a child's progress and/or involve treatment that affects his or her education (some may be temporary).

### How does the school know if children need extra help?

At Hiltingbury Infant School, we are committed to early identification of SEND to ensure your child's needs are met. We identify children with SEND through a variety of ways including:-

- Transfer liaison with nursery/preschools, previous schools and previous teachers to ensure a smooth transition
- Analysing a child's performance and considering whether he or she has achieved results significantly below expected levels for their age
- Using results from teachers assessments and standardised tests in reading, writing and maths
- Using results of special screening tests to identify any difficulties
- Discussing concerns raised by parents - this may be related to a range of issues involving learning, health, confidence or behaviour, family information and arrangements
- Discussing concerns raised the teacher(s) for example about progress, behaviour and self esteem
- Liaison with outside agencies for example the school nurse, occupational therapist, speech therapist
- Through a paediatric health diagnosis

### What should I do if I think my child has SEND and how will I raise concerns if I need to?

- If you have a concern about your child, you should contact your child's teacher as early as possible. Class teachers will liaise with the schools Inclusion Officer or Special Educational Needs Coordinator (known as the SENDCo) if necessary.
- At Hiltingbury Infant School we work hard to develop the partnership between home and school. We operate an 'open door' policy to ensure all concerns about children are dealt with in an efficient, informative and sensitive manner.

## How will school support my child and who will oversee, plan for and work with my child, and how often?

- Teaching children with SEND is a whole school responsibility. By this we mean that we use the expertise of class teachers, the Inclusion Manager, the Special Educational Needs Coordinator (SENDCo), Teaching Assistants (known as TAs), the Senior Leadership Team and the Head teacher.
- Our Special Educational Needs Coordinator (SENDCo) is responsible for overseeing the support of individual pupils on the Special Education Needs and Disability Register (SEND Register). She may refer your child to an outside agency for assessments and special programmes with permission from parents and carers.
- The class teacher has the responsibility to oversee, plan and regularly work with all children in their class including those who have special educational needs. This includes planning differentiated tasks and providing appropriate resources where necessary. The class teacher ensures that progress is being made in every area by assessing children regularly.
- Teachers' planning in Hiltingbury Infant School is flexible in order to recognise the needs of all children as individuals to ensure progression and relevance through differentiated tasks, matching your child's learning to your child's needs. Within school, all staff are involved in the best ways to support all pupils' needs, offering high quality teaching and regular assessment of their progress.
- The school has a trained team of Teaching Assistants (TAs) and a Higher Level Teaching Assistant, (HLTA) who may also work with your child individually or within a group setting during different times of the week. They are directed by the class teacher, and often in partnership with the SENDCo to deliver programmes, known as interventions, designed to meet your child's needs. Sometimes support is given within the classroom and at other times, it is given outside of class. We are particularly sensitive to ensure that children do not feel anxious about working outside the classroom and essentially do not miss activities or any particular lessons on a regular basis.
- Any extra support given to your child will be explained to parents and carers when support starts.
- The regularity and frequency of support given (ie how often a child receives one to one support or small group support) will depend entirely on the specific needs of your child.
- In addition to this, parents and carers with a child with SEND will have opportunities throughout the year to share SEN Support documents called Personal Plans, which are written by the class teacher (sometimes in collaboration with the SENDCo and other outside agencies, e.g. speech and language therapist, occupational therapist), to help address your child's specific needs or difficulties.
- The school holds a register of children with SEND, which is updated regularly in consultation with staff.

## Who will explain this to me?

- We operate an open door policy so if you have concerns at any time please speak to your child's class teacher to arrange a meeting which may include the Special Educational Needs Coordinator.
- We will contact you if screening tests indicate an area of concern.
- Your child's class teacher will also meet with you at a Parent Teacher meeting in the Autumn Term (or before if you have questions or concerns) and discuss how we will meet your child's needs. If your child has complex needs, we offer longer meetings, to ensure that we have time to discuss your child's progress in full. Further opportunities for Parent Teacher meetings are available in the Spring and Summer Term.
- If your child needs additional support, this will be discussed with you and the SENDCo (Special Educational Needs Coordinator) who may also attend the Parent Teacher meeting. If your child requires an SEN Support document (Personal Plan), this will be explained and shared with you. Advice and help on how to support your child will be offered at meetings.
- You will be informed of any additional support that is given throughout the year by your child's class teacher and/or the SENDCo, as and when the need arises.
- At Hiltingbury Infant School, we encourage parents to arrange a meeting with the class teacher or SENDCo for additional information or to discuss further support. Appointments to meet the class teacher and the SENDCo can be made via the School Office.

#### How are the governors involved and what are their responsibilities?

- Governors meet at least twice a term to discuss matters of importance relating to many different aspects of the school. One of their roles is to check that policies are up to date and this includes the SEND Policy.
- One of the governors is responsible for SEND and meets regularly with the SENDCo. They report any relevant information back to the full Governing Body. Governors receive training to help them in this role.
- Governors have an overview of the spending within the SEND budget, with the overall aim that all children receive the support they need in order to make progress.
- Governors are made fully aware of the Confidentiality Policy held in the school and adhere to this in their role.

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

- Hiltingbury Infant School offers a broad and balanced curriculum to meet the needs of all children. Planning is adapted to address the specific needs of children within a class, so that each child can engage in the National Curriculum.
- All tasks within a class are pitched at an appropriate level, so that all children are able to participate in tasks according to their specific needs. Typically, this may mean that in a lesson there would be three different levels of work set within a class, however work can also be further differentiated for individual children. This allows children to participate in all lessons, at their level with the appropriate challenge to achieve success.

### What are the school's approaches to differentiation and will that help my child?

- It is the class teacher's responsibility to plan differentiated work for all children so that your child's learning is matched to your child's needs. They will provide appropriate resources, support and/or activities.
- Differentiation may be achieved through the level of challenge set, the amount of support provided, through the use of additional physical resources, the time allowed to complete the task and choice of groupings with other children. In some cases, it may be appropriate to set an alternative task.
- Progress of all children is assessed and monitored carefully at Hiltingbury Infant School and tasks and targets are adjusted accordingly to meet the needs of children.

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

- We believe that your child's education should be based on a strong partnership between parents and school staff (which includes all teachers, teaching assistants, the inclusion manager and the SENDCo) and understand that effective communication on a regular basis is vital as we work as a team in developing your child's wellbeing, confidence and learning.
- We can offer support, advice and suggest resources and practical ways to help support your child at home. We have an 'open door' policy, where parents and carers are welcome anytime to make an appointment to meet with the class teacher, SENDCo and Head teacher. Appointments can be made through the School Office or directly with the class teacher.
- We supply a Reading Diary (a small blue A5 book) when your child joins our school (which is renewed on completion or if it is mislaid) which is a means of communication to discuss a child's reading enjoyment and his or her progression in reading skills. In some cases, according to the needs of individual children, we operate a daily Home School Book, which may be temporary to communicate positive aspects of your child's day.
- If your child has a Personal Plan it will record his or her individual targets. Through discussion, your child may identify some of his or her own targets which, if appropriate will be included in the Personal Plan.
- Your child's class teacher ensures that the Personal Plan is written in child friendly language and is shared with your child before they start working on their targets. All targets are small steps and they are designed to measure success in a short space of time. In this meeting the teacher, or teaching assistant who will work with your child on their special targets, will explain how often they will work on their targets and what they need to do to achieve their goals. Your child will be able to ask questions and will be helped to understand their role in this learning experience.
- Your child's teacher will share the Personal Plan with you and will explain how you can help and support your child at home. In these meetings the class teacher will ask you to sign the Personal Plan for our records and parents also keep a copy. A Review Meeting with the class teacher and/or SENDCo will be arranged to discuss progress (particularly with reference to the targets), to gather additional information or to discuss further support if needed.

- If your child has more complex SEND, they may be part of a Transition Partnership Agreement (TPA) or have an Education Health Care Plan (EHCP – formally known as a statement). This means that a formal meeting will take place annually, usually with outside professionals. In this meeting your child's progress will be discussed and a report will be written. Other termly multiagency meetings may take place for some children.
- All parents at Hiltingbury Infant School are invited to Parent Teacher Meetings which are held in the Autumn and Spring term and a school report is sent out during the Summer Term. A third Parent Teacher Meeting appointment is offered in response to annual reports, should parents/ carers or teachers feel a meeting is necessary.

### What opportunities will there be for me to discuss my child's progress?

- Meetings with your child's class teacher can be arranged at the convenience of both parties and we strongly encourage parents to contact teachers if you have any concerns about your child's wellbeing and their progress.
- We have an 'open door' policy and are flexible with opportunities to meet with teachers.
- Meetings with the Inclusion Manager/SENDCo can also be arranged for any additional information and advice. Appointments can be made through the School Office.

Parent Teacher meetings are offered termly (see above). Appointments for School Parent Teacher meetings are arranged through the Class Teacher. Dates for these appointments are listed in school and booking appointments can now be accessed online; instructions for this are provided in a letter.

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

- As a school we measure children's progress in learning against national expectations and age related expectations.
- Your child's class teacher continually assesses each child in his or her class. This highlights areas where children are improving and where there are areas of concern or difficulty and may indicate that increased support is needed. As a school we 'track' each child's progress from their entry in Year R through to the end of Year 2. At Hiltingbury Infant School we use a variety of methods to measure achievement, including the Early Years Foundation Stage (EYFS) development goals, Standardised Scores and Reading Ages.
- Children who are not making expected progress are identified by the class teacher on an ongoing basis and discussed with the Inclusion Manager/SENDCo where appropriate. Progress is also discussed at the half termly review meetings with the class teacher and Headteacher. In these meetings, a discussion takes place to analyse why a child has not made expected progress. We look closely at potential reasons for a child's difficulties and make a plan of how best to support the child to assist in their development and progression. If your child is one of these children whose progress is delayed, you will be notified.
- Our school Inclusion Manager/SENDCo also track children's attainment in key areas of the curriculum if they are on the SEND register. We regularly use a variety of assessment

methods/tools to assess progress in these areas. The impact of the support your child has received through their Personal Plan targets is measured to check that progress is being made through whichever programme/intervention is being used. This helps flag up any issues which may have arisen and may result in a new programme or an alternative approach being used.

- If your child has not met the target or part of the target from the Personal Plan, the reasons for this will be discussed with you. As a consequence, targets will be adapted or a new target written, using perhaps, different resources or a new approach or smaller steps.
- At Hiltingbury Infant School the Speech and Language Therapist will track achievement in speech, language and communication in order to renew targets. We also monitor targets set by other outside agencies for example Occupational Therapists or Physiotherapists.

### **How are resources allocated and matched to children's SEN needs?**

- Hiltingbury Infant School has an SEN budget and is committed to ensure that appropriate resources and support are available for children with SEND.
- Our dedicated team of teaching assistants, who are partially funded from the SEN budget, deliver specific programmes directed by our SENDCo and your child's Class Teacher to meet your child's needs.
- The school budget and resources are 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 need?**

- At Hiltingbury Infant School the Class Teacher works in partnership with the SENDCo. They discuss your child's needs and make a decision on the type of support and the frequency of the support that would be appropriate for your child.
- Children require varying levels of support in order to bridge the gap and achieve age expected levels.
- Parents and carers are also involved in on-going discussions with their child's Class Teacher or the school's SENDCo about their child's support and provision.
- Advice on how parents and carers can support their children at home is given by the class teacher and SENDCo.

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

- Detailed risk assessments are carried out before any school educational visit, off site activity or onsite activity outside the classroom go ahead, to ensure everyone's health and safety.
- Any child with SEND is considered carefully within the preparations and full details, ensuring their health and safety and access to the learning experience within the visits, are discussed and included on any documentation.



- Your child may require one to one support on these occasions and a familiar member of staff will accompany them.
- You may be invited to join your child on these visits.
- Risk assessments have to be checked and agreed by the Educational Visit Coordinator to ensure that risks are low enough for an educational visit to be viable.
- Inclusion across the curriculum means that at Hiltingbury Infant School we strive to include all children in every activity, however in the unlikely event that it is considered unsafe for a child to participate in an activity, alternative activities, which cover the same curriculum areas, will be provided in school.

### How do we know if programmes (called interventions) have had an impact?

- The school uses a variety of resources to evaluate the impact of the programmes (called interventions).
- We know if an intervention has had an impact on your child's learning by:-
  - reviewing the outcome of the Personal Plan
  - monitoring of classwork (seeing those skills being applied)
  - using standardised scores and teacher assessments in Reading, Writing and Maths to monitor termly progress.
  - calculating progress from the interventions
  - taking account of any verbal feedback received from teachers, TAs, parents, carers and your child
- Your child may be removed from the SEND register when they have achieved age expected levels or made sufficient progress.

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

- We are an inclusive school; we welcome and celebrate diversity. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in his/her class and therefore would be parent's first point of contact if there are any concerns. If further support is required, the class teacher liaises with the SENDCo or Senior members of staff for further advice or support. This may involve working alongside outside agencies such as Health and Social Services, CAMHS, Early Help Hub, the School Nurse or the Behaviour Support Team.
- Hiltingbury Infant School has two trained Emotional Literacy Support Assistants (ELSAs) who work under the direction of the Inclusion Manager/SENDCo, manager of the resourced provision and Headteacher. This team work with children who may need some extra emotional, communication or social support.

### What is the pastoral, medical, and social support available in the school?

- Teachers offer an 'open door' policy for children as well as parents. Children know they can talk to their teacher and other trusted adults in school if they have concerns.
- In our school we offer Emotional Literacy Support Assistance provided by trained 'ELSAs'. Some children require weekly one to one time with a qualified ELSA to help develop confidence in coping with range of personal, social or emotional needs. ELSAs meet termly with other ELSAs for training and support.
- We also offer some children an opportunity to develop their communication and social skills in a weekly small nurture group session called Time to Talk.
- All our TAs and most of the admin staff have the basic First Aid Training and a member of staff is always on duty at break times and lunchtimes.
- Children with significant medical conditions have Care Plans and Risk Assessments which are disseminated across the school. Photographs of children with medical conditions including allergies are readily available in the school office, the teachers PPA room and the relevant classrooms to ensure all staff are informed of actions to be taken.
- Hiltingbury Infant School holds regular Parent Forum sessions where various topics are presented by the school and questions raised by parents.
- At Hiltingbury Infant School all staff and pupils follow a clear reward system and Behaviour Policy. Our Behaviour Policy is available at the School Office and online.
- As a school, we are committed to supporting any child who may have behavioural difficulties and a child may require a Personal Behaviour Plan (PBP). We use a range of positive behaviour strategies to effectively manage a child displaying more challenging behaviours. Co-regulation, Micro-Scripts and Restorative Conversations are used to help children reflect on their behaviour. We encourage children to consider how they can behave differently next time to change and improve their behaviour by making 'good choices'. We work closely with the Primary Behaviour Support Team and Educational Psychologist Services for further professional advice.
- The attendance of every child is monitored daily by the School Admin Team. Lateness and absence are recorded and reported to the Headteacher, who contacts parents where there is a cause for concern.
- At our school, children with Special Educational Needs and Disabilities are given time with their class teachers and/or teaching assistants to discuss their targets from their Personal Plan.
- If your child has an Educational Health Care Plan, their views will be discussed and recorded before any Annual Review meeting.

#### How does the school manage the administration of medicines?

- Hiltingbury Infant School has a policy regarding the administration and managing of medicines on the school site which can be accessed in the school office.
- Parents need to contact the school office if prescribed medication is recommended by Health Professionals and needs to be taken during the school day. There is a procedure for the administration of medication in school.

- On a day to day basis the Admin or School Office staff oversees the administration of any prescribed medicines for the majority of children.
- Two members of staff have attended training on Supporting Pupils at School with Medical Conditions.
- As a staff at Hiltingbury Infant School, we have regular training and updates of conditions and medication affecting individual children, so that all staff are able to manage medical conditions.
- Many staff have annual training on how to administer asthma inhalers and epi-pens.

#### Who is the SEN Co-ordinator and how do I get in touch with them?

- The current Inclusion Manager/SENDCo is Mrs Fran Masters (Special Educational Needs and Disabilities Co-ordinator). She can be contacted through the School Office. Mrs Phillippa Longman is the Headteacher and Designated Safeguarding Lead.

#### Who is the Manager of the Language Resource Provision Unit?

- Miss Anna Scarr is the manager of the Hiltingbury Schools' Language Resource Provision. She can be contacted through the School Office.

#### What training have the staff supporting children with SEND had or are currently having?

- At Hiltingbury Infant School we are committed to supporting the professional development of all our staff. Throughout the academic year we have SEND staff meetings and regular training sessions which focus on specific areas of SEND provision and its development. Our training is provided by our own professional team and a range of external professionals.
- Attendance at external courses to develop expertise where identified.
- A strategic plan is in place to identify the needs of whole school training.
- The Inclusion manager or the manager of the resourced provision attend regular (half termly) meetings with other SENDCos from the local cluster of schools where possible. These meetings are chaired by an educational psychologist who is familiar with the school.
- Our SENDCo coordinates with external specialists who advise and support members of our staff who work with children with SEND (with parental consent).
- Our school has two trained ELSAs who receive support from an educational psychologist through attending ELSA Supervision Support meetings/ regular external training.
- Five of our teaching assistants have completed an accredited Speech, Language and Communication course called EKLAN. All our TAs and HLTAs have received training in delivering reading, spelling and phonics interventions. One of our TAs has attended the '1st class@numbers2' maths intervention course. Where appropriate teachers and TAs with training in the Makaton sign language use it to aid communication.
- Foundation Stage TAs are trained to carry out Dyslexia Screening tests.

- Teaching assistants meet regularly with our Inclusion Manager and their year group leaders and have access to these members of staff and the SENDCO to discuss issues relating to our children with SEND at any time.
- Our SEND Governor receives training as necessary.

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

- Within Hiltingbury Infant and Junior Schools there is a Language Resource Provision, the Hiltingbury Schools Language Centre (HSLC). If your child is **placed by the Local Authority** in the HSLC (See Hampshire Local Offer document - [hantslocaloffer](#)) they will have an Educational Health Care Plan and be integrated into mainstream classes. Alongside this, your child will receive additional specialist support from staff at the Language Resource Provision.
- Appropriate training is provided for all teaching assistants based in the Language Resource Provision.
- There is regular liaison between the Language Resource Provision Manager and our school Inclusion Manager/SENDCo.
- Hiltingbury Infant School is committed to promoting effective partnerships with outside agencies to ensure that adequate support is provided for children with SEND. External support services can advise teachers on new targets for Personal Plans and Education and Health Care Plans and provide practical support strategies. Parental consent is always needed if additional support is requested.
- External support services play an important role in helping our school identify, assess and make provision for our children with SEND.
- Meeting with Behaviour Support Workers, CAMHS, Educational and Clinical Psychologists, Specialist Teacher Advisors, Outreach Support Teachers, Physiotherapists, Social Services /Children's Services (including Locality Team and Social Workers), GPs, the School Nurse, Paediatricians, Speech and Language Therapists, Occupational Health, Physiotherapy, the County Inclusion Service and the area Principal Special Needs Coordinator and are held , when necessary, to ensure effective collaboration in identifying and making provision for our children with SEND.

#### How accessible is the school environment?

- Hiltingbury Infant School is committed to the integration and inclusion of pupils with a wide range of needs.
- Our school site is wheel chair accessible.
- It has a designated accessible parking space.
- Our school building is all on one level.

- Hiltingbury Infant School has an accessible toilet, which has a changing table. We also have a shower.
- Each classroom has an external door, which is used as a fire exit.
- We are an inclusive school and as such use all environments and spaces within school to best meet the diverse needs of individual children.
- Where there are constraints, everything possible is done to remove them for adults and children with SEND alike.
- Hiltingbury Infant School is a secure environment. Our main entrance door is fitted with a keypad and buzzer. The gates to access the campus are fitted with keypads.
- Our school's Accessibility Plan is available at the school office and online.

How are parents, carers and young people currently involved in your education setting?  
How can I get involved and who can I contact for further information?

- Hiltingbury Infant School is committed to the integration and inclusion of pupils with a wide range of needs.
- The Hiltingbury Schools Parent Teacher Association (HSPTA) meet regularly to discuss fundraising ideas for both the Infant and Junior Schools. Further information about the HSPTA can be obtained through the School Office and on their website.
- Hiltingbury Infant School has Parent Representatives on their Governing Body who are voted into office by our parents.
- Parents, carers and other family members are encouraged to help within school, for example by listening to readers. We require all Parent Helpers to go through the Disclosure and Barring Service (DBS) check, complete a volunteer application form, a Childcare Disqualification Declaration form, a Child Protection Declaration form and a Volunteers School Code of Conduct Agreement before volunteering in school. This helps to ensure the safety of our children. Further information about this procedure can be obtained through the School Office and Admin Staff.
- Hiltingbury Hub is a way for parents of children with SEND to have meetings within the school as a support network in the form of training and meeting together.

How will my child be able to contribute their views?

- Every child has a right to express their views on matters concerning school life. At Hiltingbury Infant School, we are committed to acting on our children's views and suggestions to improve life and learning at school. This is referred to as Pupil Voice.
- Personal, Development Learning (PDL) lessons take place regularly, where children can discuss matters relating to their lives and those of others.
- Our Subject Leaders (teachers) consult children about teaching, learning and resources available within their specific area of responsibility, with the aim of including their ideas and comments in future plans.

- At Hiltingbury Infant School we have a School Council. The School Council is democratically elected by the children each year, with two representatives from each class in Years 1 and 2 from the Autumn Term and Year R from the Spring Term. School Councillors take issues under discussion to their classes, then feedback at School Council Meetings.
- At our school, children with SEND are given time with their class teachers and/or TAs to discuss their targets from their SEN Support document Personal Plan.
- If your child has an EHCP, or a TPA their views will be discussed and recorded prior to review meetings. Then, if appropriate, your child will attend a short part of the meeting to share his or her views.

#### What arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school?

- If you have any concerns, parents are always encouraged to discuss matters with your child's class teacher and view our SEND policy, which is available from the School Office and online. Following this initial contact, the Inclusion Manager/SENDCo would become involved and further to this, the Headteacher and finally the Governing Body can be approached. External Agencies like Parent Partnership Network can also be contacted. Finally, Hampshire County Council complaints procedure can be pursued once all other channels have been explored.
- Please see the school's complaints procedure policy for further information. This can be accessed on our website or can be obtained in hardcopy from the school office.

#### How does the governing body involve other bodies, including health and social service bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEN and in supporting the families of such pupils?

The governor with responsibility for SEND liaises with the school's Inclusion Manager/SENDCo (Mrs Fran Masters) and the Manager of Hiltingbury Schools' Language Resource Provision (Miss Anna Scarr) to ensure all external agencies are involved to meet the needs of children with SEND. Where it is deemed appropriate the SEND governor will support the Inclusion Manager/SENDCo and in contacting external agencies in support of a particular child.

If you have any concerns, parents are always encouraged to discuss matters with your child's class teacher and view our SEND policy, which is available from the School Office and online.

#### Who can the school contact on behalf of the parents for additional advice in supporting children with SEN?

The external agencies below will provide additional advice in supporting your child with SEND:

- Your GP
- Our School Nurse
- The Parent Partnership Network
- Educational Psychologist
- SALT (Speech and Language Therapists)
- Occupational Therapy

- Physiotherapy
- Locality Team Early Help Hub
- CAMHs (Child and Adolescent Mental Health Services)
- Children's Services/ Social Services
- Outreach team from Shepherds Down Special School

### How will the school prepare and support my child/young person to join the school or transfer to a new school?

- Staff in our school aim for a smooth transition when any child joins Hiltingbury Infant School or transfers to a new school.
- We liaise closely with staff when receiving and transferring children, ensuring that all paperwork is shared and the needs of your child are discussed.
- When your child joins our school there is contact with their playgroup, nursery or previous school and support services in order to continue your child's provision with as little disruption as possible.
- All children from Playgroups and Nursery Schools have the opportunity to attend at least two sessions in our school, where they meet their new teacher and TAs and have the opportunity to become familiar with their new classroom.
- All children at our school attend a transfer afternoon at their new school during the second half of the Summer term, where they meet their new Class Teacher and classmates.
- We encourage all new children to visit the school prior to their start date and they are given a buddy from their class to help them settle in.
- If your child has SEND, we would encourage further visits to ensure a smooth transition and to enable your child to become familiar with his or her new teacher, TAs, classmates and surroundings.
- Some children with SEND may require extra support and social stories and photo books may be used to aid transition.
- If your child has SEND, we transfer all information, including his or her latest Personal Plans, Inclusion Partnership Agreements, Education And Health Care Plans and details of support and provision during the second half of the Summer term prior to their transition visit. This enables Class Teachers in junior schools to plan for your child's individual needs.
- Liaison meetings take place during the Summer term between SENDCos from both the Infant and Junior schools and the Year 2 and Year 3 Class Teachers to ensure a smooth transition.

### Where can I get further information about services for my child?

Parents and carers can gather further information about services for their children from the Hampshire Local Offer. Please note that our SEND information is provided as part of the Hampshire Local Offer.

The website link is [hampshire local offer](#)

### Questions and Queries

<u>Glossary of terms used in this report</u>	
ASC : Autistic Spectrum Condition	SENDCo : Special Educational Needs and Disability Coordinator
EHCP : Education and Health Care Plan	SEND : Special Educational Needs and Disabilities
ELSA : Emotional Literacy Support Assistant	SLCN: Speech, Language and Communication Needs
HI : Hearing Impairment	SpLD: Learning Difficulties
IEP : Individual Education Plan	SNA: Special Needs Assistant
IPA : Inclusion Partnership Agreement	TA : Teaching Assistant
PD : Physical Disability	VI : Visual impairment
SEMH : Social, Emotional and Mental Health Difficulties	

If you have any questions about this document, you are welcome to get in touch with the school on 02380 265414 or [adminoffice@hiltingbury-inf.hants.sch.uk](mailto:adminoffice@hiltingbury-inf.hants.sch.uk)