

**Liss Infant School**  
**Special Educational Needs Information Report**

At Liss Infant School we celebrate the fact that every child is unique and that all children have diverse strengths and needs. We will make all reasonable adjustments to our curriculum and to our learning environment in order to meet the needs of individual children.

In this report, you will find information about the provision that we are proud to offer at Liss Infant School, to support children with Special Educational Needs and Disabilities (SEND).

<p><b>What kinds of Special Educational Needs does Liss Infant School make provision for?</b></p>	<p>Liss Infant School is a mainstream, two form entry Infant School with the capacity for 180 pupils in 6 classes.</p> <p>At Liss Infant school we make provision for children with SEN in each of the four categories identified in the 2014 SEN Code of Practice.</p> <p><b>Communication and Interaction</b></p> <p>We work closely with the NHS Speech and Language Service and with Alex Kelly Ltd, a Speech therapy, social skills and communication consultancy. Speech and language therapists from both establishments visit us regularly to work with individual children and to provide our teaching and support staff with training and guidance in supporting children with speech and language difficulties. This includes children who find it difficult to understand what others are saying or who have difficulties with speaking fluently or forming sounds, words or sentences.</p> <p>We also use a screening and intervention program called “Language Link”, which supports us in identifying and diagnosing children with speech and language needs, so that they can be referred, if appropriate, to one of the speech and language therapists.</p> <p>We make provision for children with social communication difficulties. These are children who may have difficulties with social interaction or imagination and who find it harder to make sense of the world. We run small social skills groups for these children, including Therapeutic Story Writing and we also access outreach support from local Special schools and the Education Psychology Service.</p> <p><b>Cognition and Learning</b></p> <p>At Liss Infant School we are experienced in supporting children with Cognition and learning difficulties through high quality teaching and effective differentiation. Children with cognition and learning difficulties include those with Dyslexia, (specific difficulties with Reading or Spelling), Dyscalculia, (specific difficulties with Maths), Dysgraphia (specific difficulties with Writing) or Dyspraxia, (specific difficulties with coordination). We also support children with moderate learning difficulties.</p>
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	<p>Two members of our SEN Support staff run intervention programmes such as Precision Teaching, SIDNEY (dyslexia intervention) Boosting Reading Potential and Catch Up Maths interventions (where appropriate for the needs of the children). We support children by breaking down tasks and activities into smaller, achievable chunks and by providing appropriate resources including the use of technology and multi-sensory activities. We also provide additional adult support, within and beyond the classroom.</p> <p><b>Social, Emotional and Mental Health</b></p> <p>Some children require additional support with their social and emotional development and this can often impact upon their ability to regulate and manage their behaviour. We have two trained Emotional Literacy Support Assistants who provide individual support for specific children and they work under the supervision of the Hampshire Education Psychology Service. We also work in close partnership with the Hampshire Primary Behaviour Service and, if appropriate, they allocate a member of their team to work in school with specific children. We involve outside agencies such as Child and Adult Mental Health Services (CAMHS) and Primary Behaviour Service, who support individual children. We subscribe to the Hampshire Education Psychology Service and we also have a home school link worker who supports families with a range of issues related to their children.</p> <p><b>Sensory and/or Physical</b></p> <p>We work closely with outside agencies and Specialist Teacher Advisors in Hampshire where appropriate to provide support for children who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or our environment to make lessons and learning opportunities accessible. We hold regular meetings with these agencies and with parents to review the support measures that we have in place.</p>
<p><b>How will Liss Infant School identify and assess my child's Special Educational Needs?</b></p>	<p>At Liss Infant School, children are identified as having Special Educational Needs in a variety of ways, which include:</p> <ul style="list-style-type: none"> <li>• Liaison with your child's previous school or nursery</li> <li>• Information or concerns raised by parents/carers</li> <li>• Concerns raised by your child's class teacher</li> <li>• Liaison with outside agencies, including Speech and Language Therapy Services, Education Psychology and Occupational Therapy Service</li> <li>• Health diagnosis through paediatrician or other medical professional</li> </ul>

At Liss Infant School, the progress and attainment of all children is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether children are making expected progress. If your child's class teacher has concerns about your child's progress and development, they will discuss these concerns with you and also with the Special Educational Needs Coordinator (SENCo).

Children with identified SEN will have an Individual Education Plan (IEP), which sets out three key targets for the half-term. The plan will explain what your child must do in order to help them achieve their targets and who will support them. The IEPs are reviewed every half term to ensure that good progress is being made and as soon as targets have been achieved and embedded in classroom learning we will set new ones. We will share your child's IEP with you and you will be given a copy to sign and keep. We will also give you guidance on how you can support your child's IEP at home. The IEP will be used in school as a key part of your child's daily learning and we will talk to them regularly about their progress towards their targets.

Where concerns have been raised, we may carry out some further, formal assessments to identify significant gaps or weaknesses in your child's learning profile and these may be repeated at the end of a learning support programme or intervention to evaluate whether progress has been made. Such assessments could include:

- The York Assessment of Early Reading Skill
- The York Assessment of Early Comprehension Skills
- British Picture Vocabulary Scale
- Sandwell Early Numeracy Test
- Cognitive Profiling System
- The Dyslexia Early Screening Test
- Salford Reading Test
- Helen Arkell Spelling Test
- Speech Link/Language Link screening

We will keep you fully informed of the results of any tests which your child takes and also of the timetable of support they will receive. Following discussion, we will also inform you in writing if your child is put on the school's SEN Register. If the class teacher or SENCo have ongoing concerns about your child's progress and development, with your consent, they may call in the support of an outside agency, such as Educational Psychology or Primary Behaviour Service.

While most children with SEN have their needs met at SEN Support level, a small number may require an Education, Health and Care Plan (EHCP) assessment to determine whether the Local Authority needs to provide a higher level of support and funding to meet their identified needs.

	<p>If your child has an Education, Health and Care Plan (EHCP) they will also have their progress and attainment formally reviewed at an Annual Review meeting. You will be invited to attend this meeting, along with all the professionals involved in delivering the plan.</p> <p>The progress of children with more complex SEN needs is measured against their own individual starting points and the targets set for them on their individual EHCPs and IEPs, alongside age related expectations.</p>
<p><b>What is Liss Infant School's approach to teaching children with SEN?</b></p> <p><b>How will Liss Infant School enable my child to be included in activities with other children, including those without SEN?</b></p>	<p>The class teacher is primarily responsible for the progress and attainment of all children in his/her class, including those with SEN.</p> <p>The school receives a financial allocation for SEN from the Local Education Authority and we supplement this with monies from our main school budget. A large proportion of the SEN funds are spent on SEN staffing costs, including learning support assistants who are based on class. The SENCo keeps an SEN register and all children on the register are included in the school's SEN provision map, which shows the level and type of support they are receiving. We measure the success of our support programmes in the following ways:</p> <ul style="list-style-type: none"> <li>• Verbal feedback from the class teacher, yourself and your child</li> <li>• Reviewing IEP targets which have been set and achieved</li> <li>• Ongoing teacher assessments of your child's progress and attainment</li> <li>• Results of standardised tasks and tests</li> </ul> <p>Evidence that shows the gap between your child's level of attainment and their age- expected level is narrowing</p>
<p><b>How will the curriculum and learning environment be matched to my child's needs?</b></p>	<p>At Liss Infant School we take pride in providing an inclusive and nurturing learning environment, where all children, including those with SEN, are treated fairly and equally and have access to the full range of opportunities we provide. Children at Liss Infant School have opportunities to work in a variety of groups with all children in their class/year group, throughout the year. Teachers differentiate learning tasks and resources to meet a variety of needs within the class and all children are encouraged to reflect upon their own progress and are fully involved in selecting learning that matches their own needs. We have high expectations and aspirations for all children and we aim to provide stimulating and meaningful learning experiences that all children can access and enjoy at a level which is appropriate for them. Depending on the level and nature of your child's needs, they may receive some individual or small group teaching beyond the classroom, as part of their provision. We use our learning environment as creatively and flexibly as possible to provide children with the best possible conditions for learning.</p> <p>We support and encourage all children to empathise with one another and to show compassion and understanding for each other's needs. At playtimes, your child will be safely supervised by members of the teaching and support staff. Children in ear Two take turns to be Playground Pals and they help to ensure that all children have a positive experience at playtimes.</p>

	<p>There is also a lunchtime club available for any children (including pupils with SEN) in the school to sign up to, which promotes social and emotional development, turn taking and supports children who may find a more unstructured lunch hour unsettling.</p> <p>We are committed to ensuring school trips are accessible to all pupils with SEN, and will make reasonable adjustments as necessary.</p>
<p><b>How will Liss Infant School support my child's emotional and social development and well-being?</b></p>	<p>We have a range of systems and support in place to ensure that every child feels safe, valued and understood. We celebrate children's successes and encourage them to recognise and value each other's achievements and we praise effort and perseverance as well as achievement.</p> <p>We have many strategies embedded within our everyday classroom practices and routines to help children become aware of how they are feeling and how the choices they make affect the well-being of those around them. All classrooms have individual class charters and all children take part in regular circle times and assemblies to promote social and emotional understanding and development. We run Social Skills groups to support children with skills such as listening, turn-taking and sharing and we use a range of strategies including visual timetables and cues to support children with Autism and social communication difficulties.</p> <p>We have a part-time ELSA who have been trained by Hampshire Education Psychology Service to plan and deliver programmes to support children with their social and emotional skills.</p> <p>We have a school policy for the Management of Behaviour, which is on the school website and available in hard copy from the school office. At Liss Infant School we have high expectations of behaviour and we use rewards and incentives consistently to celebrate and reward positive and appropriate behaviours. We also use an agreed set of sanctions to address behaviour which is inappropriate and unacceptable. Our Anti-Bullying policy sets out clearly our understanding of what constitutes bullying and the ways in which it will be promptly and effectively dealt with. This policy is also available from the school office.</p> <p>If your child has difficulties linked to behaviour, we will make all reasonable adjustments to their learning environment, curriculum and daily timetable to reduce those aspects of school which they find stressful and to keep them and those around them safe.</p> <p>If appropriate, we will also undertake an individual risk assessment for your child, which will identify all the potential risks and dangers associated with their behaviour and the measures we will take to manage them safely. If necessary, we will also work in partnership with you and your child to develop an Individual Behaviour Management Plan, which sets out clear</p>

	<p>goals and the methods for achieving them. The plan will be reviewed regularly with you and new targets set as appropriate. It may also be necessary to involve the support of outside agencies such as the Education Psychology Service, Child and Adult Mental Health Services or Hampshire Primary Behaviour Service and if so you will be kept fully involved and informed.</p>
<p><b>How will Liss Infant School involve my child in decision making?</b></p>	<p>At Liss Infant School we value the views and opinions of all children in our care. When supporting children with SEN, we aim to talk to our children and involve them fully in the process of supporting their needs. We regularly discuss their individual targets and progress with them and ensure that their strengths and achievements are fully recognised and celebrated with them.</p> <p>For children with EHCPs, we always share their views as part of the Annual Review process. Their views may be discussed with them before the meeting or, if appropriate, the child may come into the meeting to share their views. Where it is appropriate, we have “Pen Portraits” to provide the people who work with specific children with an accurate summary of their interests, strengths and views. We use a range of practical and visual strategies to support children who find it difficult to express their views and needs with words.</p> <p>Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing desired outcomes and ways in which to achieve them.</p>
<p><b>How will Liss Infant School manage my child’s medical and personal care needs?</b></p>	<p>At Liss Infant School we have a policy for The Administration of Medicines and a policy for Intimate Care. Both policies are available from the school office.</p> <p>Children who have a medical condition which requires regular medication will be provided with an Individual Healthcare Plan. The purpose of the IHCP is to identify the level and type of support which is needed and it is completed jointly by parents and the school. A copy of the IHCP is kept in the central Medical file and in the child’s individual file. The child’s class teacher will also be given a copy.</p>
<p><b>How will Liss Infant School involve me in supporting my child?</b></p>	<p>At Liss Infant School we place great value on working in partnership with parents and families to achieve the best possible outcomes for children and we recognise the importance of providing you with as much information and support as you need. We have a number of systems in place to ensure that you feel fully involved in your child’s learning and development at school and to support you in making a significant contribution to it. The class teachers are always willing to discuss any aspect of your child’s learning and development with you and the office staff will arrange an appointment for you to meet with them. Our Home School Link Worker is also available to support and advise you on any aspect of your child’s personal and social development, including toileting, bedtime routines and behavioural issues.</p> <p>.</p>

	<p>Each term you will be invited to attend a Parent Consultation meeting, when your child’s Classteacher will talk to you in detail about your child’s progress and attainment. You will also be invited to make an appointment to see the SENCo if required, so that you can discuss your child’s specific needs and progress in more detail. We encourage you to arrange joint appointments with the SENCo and class teacher wherever possible, to ensure effective communication.</p> <p>We also hold termly SEN coffee morning/afternoons, where all parents/carers of pupils with SEN are invited to attend and network with each other, sharing advice, support and expertise with each other.</p> <p>If your child has an Education Health and Care Plan, (previously known as a Statement of Special Educational Needs), you will be invited to attend their Annual Review meeting in which your child’s progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.</p> <p>If your child has an Individual Education Plan (IEP), you will also receive copies of reviewed IEPs, along with their new targets and you are encouraged to feedback with comments.</p> <p>We have a variety of other methods of communicating with parents, according to the specific needs of your child. This can include phone-calls, emails, home-school communication books and letters. Your child’s Classteacher will always be happy to talk to you about your child’s progress and well-being and they will be available to do so at the end of the school day.</p>
<p><b>Which staff might be providing additional provision for my child?</b></p>	<p><b>In addition to the class staff, there are some specific members of staff who may be involved in supporting your child with their learning:</b></p> <p>SENCo – Mrs Amy Reed</p> <p>Home School Link Worker and ELSA- Mrs Sara Lyon</p> <p>LSAs delivering interventions: Mrs Julie Wells and Mrs Emma Mathews</p> <p>Speech and Language LSA – Mrs Becki Ffrench-Lynch</p> <p>Parent Support Advisor: Mrs Sarah de Marcos</p> <p>The Executive Headteacher has day-to-day responsibility for the operation of the school’s SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans. The SENCo provides professional guidance to colleagues and she works closely with staff, parents and other agencies and professionals to ensure that pupils with SEN receive appropriate support and high quality teaching. The SENCo reports to the school’s Governing Body, who support her in monitoring the quality and effectiveness of the school’s SEN provision.</p>

<p><b>How are the School Governors involved and what are their responsibilities?</b></p>	<p>The Governing Body has a statutory responsibility to ensure that children’s special educational needs are being met effectively. Governors</p> <ul style="list-style-type: none"> <li>• Liaise regularly with the Executive Headteacher and SENCo</li> <li>• Develop and monitor the school’s SEN policy</li> <li>• Know how SEN funds are spent and how provision is allocated, in order to ensure that it is of the highest quality</li> <li>• Deal with complaints in line with the school’s General Complaints Procedure</li> </ul> <p>Agree priorities for spending the SEN budget, to ensure that all pupils receive the support they need in order to make good progress.</p>
<p><b>What training is provided for staff at Liss Infant School for supporting children and young people with SEND?</b></p>	<p>The school’s SENCo attends relevant conferences and regular SENCo cluster meetings in order to keep up to date with current initiatives and developments, locally and nationally. The SENCo also provides in-house training for teachers and support staff and we access training from external agencies as appropriate.</p> <p>The SENCo is currently undergoing training at the University of Chichester, in order to obtain the National Award for SENCo.</p> <p>The school SENCo is Amy Reed and she can be contacted by phone: 01730 892666 or email: areed@lissinfant.hants.sch.uk</p>
<p><b>How accessible is the school environment at Liss Infant School?</b></p>	<p>The school site is wheel chair accessible. Although the school grounds are uneven, there are ramps connecting the playground to the main entrance; the door is automated for disabled access. There are disabled parking spaces in the car park, which are close to the school gates, allowing direct access to the playground.</p> <p>The school is one single-storey building and the outdoor classroom is accessible from the main entrance. We have an Accessibility Plan which has highlighted the need for the classrooms to be provided with ramps from the fire exits onto the outdoor patios.</p> <p>Although the school does not have a fully disabled accessible toilet, three of the children’s toilets have handrails. The school does not have a shower or laundry facilities.</p>

	<p>The Occupational Therapist and Specialist Teacher Advisors, provide guidance on appropriate adaptations to the environment to support the needs of specific children.</p>
<p><b>What should I do if I have a concern about the SEN provision for my child?</b></p>	<p>We encourage parents to let us know as soon as possible about any issues or concerns and we will meet with you at the earliest opportunity to discuss them. If you are unable to come into school during the school day, we can arrange to meet with you at a convenient time.</p> <p>If you wish to discuss a concern regarding your child, you should initially make contact with their class teacher. If the matter cannot be addressed in this way, you should contact the SENCo, who will arrange a meeting in conjunction with the child's class teacher (where appropriate).</p> <p>In the unlikely event that your concern has still not been resolved, you should contact our Chair of Governors, Mrs Catherine Steer – catherinesteer@hotmail.com</p> <p>The school Complaints policy outlines the formal complaints procedure and a copy of this policy is available from the School Office.</p>
<p><b>How does Liss Infant School prepare children with SEN for joining the school or transferring to another school?</b></p> <p><b>What are the arrangements for supporting children with SEN when they change year group?</b></p>	<p>If any other professionals are involved in supporting your child or your family, we will arrange a meeting so that all parties can share information in order to make the transition a smooth and positive experience. If appropriate, we will also visit your child in their current school/setting and talk to their teachers and support staff to gather as much information and understanding as possible. We will also give your child a transition book which will contain photographs of the key people and places they will encounter when they join us.</p> <p>We work closely with our pre-school settings to support a smooth and positive transition for children joining us at the start of the Reception Year. In the Summer term, our Reception class teachers visit the children in their pre-school settings and the children come into school over a number of weeks for story times, play times and to join us for lunch. In order to support children with SEN and their families, we also hold transition meetings with the parents, SENCo, receiving teacher, Pre-school staff and any other outside agencies who are involved with the child. All relevant information regarding the child is exchanged and shared at this meeting so that we can plan and prepare the appropriate provision for the child before they join us. We also agree other strategies to support a smooth transition, such as extra school visits or home visits.</p> <p>We have a structured transition programme to support children as they move between classes within the school. Teachers are given allocated times to meet and share information about each child, including effective approaches and strategies for meeting the needs of children with SEN.</p>

	<p>When children are preparing to leave us for a new school, typically to go to Liss Junior school, we work very closely with their staff to arrange a transition programme specifically tailored to support pupils. We view transition as a process and not as a single event and we have many different strategies and procedures in place to support children with SEN as they join our school, move to new classes within our school or transfer to new schools.</p> <p>The programme involves a number of visits in which your child will be accompanied by a member of our staff. They will visit the Junior school at different times of the day and become familiar with their new class teacher where possible. Your child will have the opportunity to join in with some classroom activities and to ask any questions about life at the Junior School. At “Changeover Day” in July they will spend a taster day at the Junior School with their peers.</p> <p>If your child is transferring to a different school, we will liaise closely with staff at their new setting, to ensure that all relevant information and paperwork is passed on to them.</p>
<p><b>Where can I get further information about services for my child?</b></p>	<p>This report forms part of Hampshire’s Local Offer. The Local Offer will put all the information about education, health and care services, leisure activities and support groups in one place. The Local Offer is primarily designed for use by parent carers and children/young people with SEND from birth to 25 years old. The information will then be published on the website. This report will be linked to The Local Offer; therefore you will be able to access it using the following link: <a href="https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page">https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page</a></p> <p>Other places which provide additional information are:  Parent Partnership – <a href="https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send">https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send</a>  Independent Parental Special Education Advice (IPSEA) – <a href="https://www.ipsea.org.uk/">https://www.ipsea.org.uk/</a></p>

