



Church Hill Infant School Local Offer

A guide for parents

Address	Church Hill Road, Thurmaston, Leicestershire, LE4 8DE
Contact Number	0116 269 2083
Head teacher	Mrs Claire Elliott
Special Educational Needs and Disabilities Coordinator (SENDCo)	Mrs Rachel Lissaman
Website address	www.churchhillinfants.bepschools.org
Age range	4- 7 years
OFSTED	July 2018 - Good
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“How does the setting know if children/young people need extra help and what should I do if I think my child may have special educational needs?”

At Church Hill we have a commitment to inclusive practice. We recognise that children learn at different rates and that there are many factors affecting achievement. At Church Hill Infant School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be. We regularly track pupils' progress and analyse data to identify if there is evidence that a pupil is not making expected progress.

Along with pupil tracking, any of the following can trigger a concern:

- ✓ Parent/carer
- ✓ Child
- ✓ Class teacher
- ✓ Widening gap or failure to close a gap between self and majority of peers
- ✓ Feedback from service providers
- ✓ Records transferred from another school
- ✓ Base line and on-going assessments
- ✓ EYFS/KS1 results
- ✓ In-house testing and assessment

If a concern arises then the class teacher would talk to you about your child's progress and suggest ways in which you could help at home. The class teacher will make adaptations to the work and offer additional support as appropriate. If difficulties persist, the SENDCo may become involved. At this point, there may be a need for more specific assessments in school. The SENDCo will discuss the next steps with you and your child.

“How do you identify children with special educational needs and disabilities?”

A range of assessments are used in school in order to achieve a clear picture of a pupil's strengths and weaknesses. Assessment is on-going as it is for all pupils in school. Children with special educational needs and disabilities are identified when, despite receiving differentiated learning opportunities, they:

- ✓ make little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- ✓ show signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ✓ present persistent emotional or behavioural difficulties which are not modified by the positive behaviour management techniques usually employed in the school
- ✓ have sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ✓ have communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In these cases, additional assessments are used to help us identify the specific need of the child. The class teacher and SENDCo will communicate closely in order to provide a targeted approach to supporting your child with any difficulties. All staff have knowledge, skills and experience working with children with SEND. The school may also seek quality support and advice from other specialist agencies such as Autism Outreach, The Specialist Teaching Service, Speech and Language Therapists and the Educational Psychologist Service. If required, after consultation with parents, school will seek to involve and work in partnership with these outside agencies to identify children with SEND.

"How will you support my child?"

"How does the school know how effective its arrangements and provision for children with special educational needs are?"

If your child is identified as having SEND, in addition to in-class support, the specific support needed to address your child's area of need will be provided. Interventions are provided in a variety of areas including: Reading, Maths, Speech and language and Social skills. If your child has an EHCP (Education and Health Care Plan) we will put provision in place as outlined in that plan.

Class teachers monitor pupils' progress regularly and monitor how your child is progressing. We do this for all pupils in school, not just those pupils identified as having SEND. The SENDCo, School Governors and Subject Leaders are also involved in this monitoring process. In addition, a record of all additional support and outcomes is kept. To monitor the effectiveness of additional support for children identified as SEND an individual support plan will monitor whether they achieve targets and make progress.

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

We liaise with parents and pupils at least once a term to review targets, discuss next steps and amend provision if necessary. Some pupils may require an individual support plan, a copy of which will be sent home. Teachers will regularly check your child's progress on meeting their targets and will review and change them as necessary. Parents are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have any concerns. Regular contact is kept between parents and teachers through the home-school diary or other appropriate means.

"What is your approach to individual learning?"

Class teachers all deliver high quality teaching that is differentiated for individuals; they are trained to differentiate the curriculum and take into account ability and different ways in which pupils learn. The school regularly and systematically reviews the teaching

for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered. We also take into account recommendations from outside agencies when adapting teaching to meet specific needs. Where progress for any child is inadequate, the class teacher will make provision that is additional to and different from that provided as part of the usual differentiated curriculum offer, to enable the pupil to learn more effectively.

“How will the curriculum be matched to my child’s/young person’s needs?”

Church Hill Infant School has some limited space for small groups and individual withdrawal sessions. The building can be accessed by wheelchair users and includes a toilet for those with disabilities. Staff are trained and further relevant training will be provided as appropriate. The Accessibility Plan is updated annually and is available on the school website in the Single Equality Policy. We make suitable adjustments to the school building where possible and provide a range of additional resources for SEND pupils (e.g. reading books, maths equipment, ICT). We group pupils according to their needs and regularly review groupings in order to respond to pupil progress.

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

Additional support is tailored to meet the individual needs of our pupils. It may include additional support from the class teacher, teaching assistants and/or the SENDCo; this may be on a 1:1 basis or in a small group depending on the needs of the child. The exact nature of any additional support would depend on the individual pupil's needs and significance of difficulties. Class teachers will discuss additional provision with parents and pupils. Our aim is to provide enough help to help the pupil to become more independent with their learning, but not to become reliant on support, so that they are ready for transition to the next educational setting.

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

In each academic year we provide a range of extra-curricular activities (clubs, trips and residential visits) which are made available to all pupils. When planning an extra-curricular activity for a child with additional needs, we plan carefully with parents to ensure that we cover all possible scenarios and barriers. For example, if your child has Autism Spectrum Disorder, it is possible that he/she may be more anxious about a trip out of school. In that situation, we would make every effort to familiarise them beforehand and provide any additional one to one support required.

“What support will there be for my child’s overall well-being?”

We believe that emotional and social development is very important in the overall education of pupils. Being happy at school is crucial and the school leadership team monitors happiness and well-being through pupil interviews, surveys and work with the school council. Where pupils are found to have needs around emotional and social development, provision is put in place to support (e.g. nurture groups) and progress is monitored. Some pupils may have needs related to behaviour and we work closely with parents to support such pupils in school. We have a medical safety policy and if your child

has additional medical needs, we will make arrangements by implementing a care plan. Your child's safety is of paramount importance to all staff in school. We have a safeguarding policy and all staff are regularly trained in looking for signs which indicate a concern.

"How will I be able to raise any concerns I may have?"

In the first instance, we would encourage you to share any concerns you may have with your child's class teacher. However, if you continue to be worried, or the concerns are of a more serious nature, you should contact the SENDCo or head teacher. The SENDCo at Church Hill Infants is Rachel Lissaman.

"What specialist services and expertise are available at or accessed by the setting? What training have staff supporting SEND had or what training are they having?"

It is a high priority for us to develop staff confidence in teaching and supporting pupils with SEND. Training needs are identified by staff themselves or by the SENDCo to meet the needs of children in school or those known to be coming into school. All teachers and staff undertake induction on taking up post and this involves an introduction to the school's provision and procedures; including discussion of the needs of individual pupils. The SENDCo regularly attends meetings to keep up to date with local and national developments and to share best practice.

We work with a range of outside agencies to secure specialist expertise. These include:

- ✓ Speech and Language
- ✓ Educational Psychologist
- ✓ Early Years SEND Support Team
- ✓ Specialist Teaching Service
- ✓ Community Paediatricians
- ✓ Health Visitors/School Nurse
- ✓ Autism Outreach Service
- ✓ Child & Adolescent Mental Health Service
- ✓ Family Support Worker
- ✓ SENA – department that supports children with EHCPs (education and health care plans)
- ✓ Area special school – Birchwood
- ✓ Social Services
- ✓ Leicester City Special Education Service
- ✓ Early Years Communication and Interaction team

"How accessible is the setting both indoors and outdoors?"

Accessibility of the school is reviewed annually as part of our Accessibility Plan. The school is on one storey and the majority of the school is accessible to wheelchair users.

"How are parents involved in the setting? How can I get involved? Who can I contact for further information?"

We believe that it is of paramount importance to involve all parents in their child's education. We hold parent's evenings in the Autumn and Spring Terms for all children and an open evening in the Summer Term where the needs of SEND children can be discussed with their parents. We provide a comprehensive written report in the Summer Term for all children. We adopt a number of other strategies to communicate with parents depending on your availability; queries and questions via Arbor, Seesaw, home-school

diaries and phone call discussions. If needed appointments for additional meetings can be made.

“How will my child’s views be listened to?”

We encourage and ask pupils to contribute their views about their needs and comment on the support they receive. We do this through pupil interviews and surveys. Pupils are encouraged to put themselves forward as School Council representatives so they have the opportunity to be involved in making whole school decisions. Pupils are involved in the targets set on their support plans and encouraged to reflect on these.

“What should I do if I have a complaint?”

We would encourage parents in the first instance to discuss their concerns with their child’s class teacher. However, if the matter is not satisfactorily resolved, they should then make an appointment with the SENDCo, Head Teacher or other member of the Senior Leadership Team. The Chair of Governors is also available to listen to complaints and mediate with school to resolve any issues, as is the SEND Governor. There is a complaints policy in school, in which such procedures are outlined- this policy is available on our website.

“Who else has a role in my child’s education?”

Governors are aware that in addition to teachers and classroom assistants, a wide range of other professionals and organisations are involved in meeting the needs of all pupils including those with SEND. These include access to Health and Social Care Professionals, Voluntary organisations (e.g. STEPS) and Local Authority Support Services as detailed previously.

“What other support services are there who might help me and provide me with information and advice?”

If you need support in finding an organisation or support service for your child, please contact Mrs R Lissaman (SENDCo) at Church Hill Infant School, who will be happy to help you navigate through the local offer. You may also find the SEND Information and Advice Service (formerly known as Parent Partnership) useful or IPSEA.

“How will the setting prepare and support my child to join, transfer to a new setting or to the next stage of education and life?”

During the year there are many opportunities for us to support children with transition. Typically, at Church Hill Infant School we have the following transition programme - ‘Meet the teacher’ sessions during the summer term where the children will spend some time with their new teacher and classmates. At the beginning of each new academic year Parent Forums are held for each year group to outline what the year ahead will entail and the best ways of supporting your child. Parents evenings provide good opportunities for parents and teachers to talk in more detail.

Children transferring to the Junior School have a planned transition programme. Less confident children are accompanied to the school by the SENDCo for a planned programme of additional induction. SENDCos liaise and records are passed on.

Children entering school at 4+, visit the school on a number of occasions prior to the beginning of the new school year. The 4+ staff will visit the children at home and parents can pass on information relevant to the development of their child. Pre –school providers involve the SENDCo and class teacher in pre-school meetings for children causing concern.

Initially the children will attend part time to allow them time to settle into their new surroundings and routine.

If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant, differentiated curriculum. Comprehensive transition arrangements are in place for all children, but additional bespoke arrangements are made for individual pupils as required, including additional visits to the next school and meetings between parents and SEND staff who will be supporting children at their new setting.

“Where can I find the local authority’s Local Offer?”

The school supports Leicestershire County Council’s local offer, more information can be found on their website:
<http://www.leics.gov.uk>