

Local Offer Pound Hill Infant School

Introduction to our School:

Pound Hill Infant School is a mainstream infant school with 270 children on roll. Our school vision states: all Members of our school community believe that everyone will be:

A Happy, Confident Individual
A Successful Learner
A Responsible Citizen
An Effective Contributor

Pound Hill Infant School aims to treat every child as an individual and provide a happy, welcoming environment where children thrive and achieve to their true potential. We offer an exciting, creative curriculum which encourages knowledge and skills to develop through innovative thinking. We are a Rights, Respecting School and this is deeply embedded throughout our school with children being encouraged to be responsible members of the school community who value and respect the different values and traditions that make up our school.

Pound Hill Infant School is the Lead School for the Southern Collaborative Learning Partnership Alliance. The SCLP Alliance is a non-profit making organisation run by schools for schools. We are a collective of like-minded schools who are committed to developing longitudinal, high quality, cost effective professional development for all staff, which in turn ensures better outcomes for our children. We were awarded the status in March 2013 by the National College of Teaching and Learning/Department for Education and our ultimate aim is to work in trusting partnerships having a sustained impact, ensuring consistently good and better outcomes for all children.

Pound Hill Infant School's Local Offer for children and young people with SEND (Special Educational Needs and Disability) is set out below for you to read. If after reading this you have any further questions please do not hesitate to contact us. We work very closely as a locality group of schools and as you begin to read you will find out more about our partner schools.

Arrangements to support children and young people with SEND (Special Educational Needs and Disability)

Crawley South East Locality

Parent / carer participation:

Parent / carer participation is a core part of the new framework for children and young people with SEND. Crawley South East Locality schools are currently West Sussex maintained schools. West Sussex is a Pathfinder authority in SE7 and the questions which frame the Local Offer have been developed in co-production with parents. Please see <http://www.se7pathfinder.co.uk/> for more information on the SE7 Pathfinder.

The Crawley South East locality schools:

This locality has 6 schools, all currently Local Authority (LA) maintained.

- Oriel High School
- Maidenbower Junior School
- Maidenbower Infant School
- The Brook School (infants)
- Pound Hill Junior School
- Pound Hill Infant School

The locality is socially, ethnically and economically diverse with over 30 languages represented in some of the schools. The majority of children attending the locality schools live in the catchment area

of Maidenbower and Pound Hill or the surrounding area of Three Bridges and Worth. A few children come from the wider Crawley area or further afield.

Maidenbower Junior School and Oriel High School have Special Support Centres (SSC) for pupils with additional language and literacy needs. The admission criteria for these classes are available from the Local Authority or from the schools direct. Oriel High School has a 6th form and a Youth Wing on site and The Brook and Maidenbower Infant Schools have nurseries attached. Crawley SE Locality has two Children and Family Centres located within it at Maidenbower and Pound Hill.

Definition of SEN and disability:

The locality schools work to the definition of SEN and disability set out in the new Code of Practice 2014 – see <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools*

Local Offer for Parents and Carers

1a) How does the school know if children need extra help?

- As a school we closely monitor all of our children's progress through data tracking. The Additional Needs Leader carefully monitors this data and identifies children who may potentially require additional help.
- As a school we have established systems in place which allow staff to raise concerns regarding individual children with parents and the Additional Needs Leader. The Additional Needs Leader will then carefully consider this information and decide upon how to proceed
- We have good links with local pre – school providers and we will often be aware if a child may need extra support before they join us, through the transition meetings which take place. These meetings are held in agreement and often in conjunction with parents, pre – schools and other professionals.

1b) What should I do if I think my child may have SEN?

- We have an open door policy and always welcome parents to discuss their child's needs. In the first instance we always encourage parents to speak to their child's class teacher if they are concerned that their child may have SEN. Very often the class teacher is able to offer advice and support as they know your child very well. (an appointment may need to be arranged so that they can give you the time you need – the start of and end of days can be very busy times)
- The class teacher will then advise the Additional Needs Leader of your concerns and ways forward will be discussed and agreed.
- Please be reassured that the school will also speak with you if we feel that your child has a difficulty in a particular area.

2. How will school staff support my child?

- Every child in our school benefits from high quality teaching which is differentiated for their needs. We believe that this is the first step in supporting children with a SEN. However, some children require something additional to support them in making progress. Every child within our school has their progress monitored very closely every half term. If we are concerned about your child's progress, we will speak to you and put in place additional support. This support will depend on your child's needs and will be based on a graduated response. For example some children will require a universal approach, whereas others require support to be more targeted to their needs. Other children may require specialist support from outside agencies. If the school requires the support of an outside agency, such as the West Sussex speech and language team, we will notify you and gain your consent before pursuing. When

the outside agency visits school, you will be invited in to meet with them to discuss your child's needs.

- The support received by your child will be dependent on their need and its severity. For example, if your child has speech needs, their support could include speech sound production or language support in small groups or 1:1, or following a programme such as Narrative Therapy. For learning needs, your child may receive additional adult support in a small group, for the areas of the curriculum which they find more difficult, whereas others may benefit from having some additional resources to support them in making progress.
- Our staff have a lot of experience in differentiating their lessons to ensure that all children are catered for. In addition to this, our Additional Needs Leader also supports teachers when planning individualised learning programmes for children who require them. These plans are then followed by our Learning Support Team.
- Every child's views are extremely important to us and we actively seek their views when planning their individualised learning programmes. We are extra vigilant when seeking the views of our children to ensure that all children have the opportunity to have their voice heard.

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

- As a school we aim for high quality teaching, differentiated for all individual needs.
- Where possible, your child will follow the National Curriculum, adapted as required for their needs.
- Your child will be set targets in the areas which they find more difficult. These targets, alongside the provision will follow the 'Assess, Plan, Do, Review Process' as outlined in the 2014 Code of Practice. The targets set for your child will be written in partnership with parents and will be reviewed jointly at least three times per year.
- There will be some pupils for which The National Curriculum is not appropriate to their needs and these children will receive a highly personalised curriculum, based on their individual needs. This curriculum will focus on the child's next steps in subjects and may include specialist therapies where appropriate.
- For children who require adaptations to be made to the learning environment, these are made in conjunction with the parents and specialist agencies where appropriate.

4a) How will both you and I know how my child is doing?

- As a school we regularly monitor and track the progress of all children through the use of termly and half termly tracking in core subjects. The Additional Needs Leader will then monitor the progress and attainment of children with SEND, offering feedback and support to class teachers and staff as appropriate.
- We also hold regular pupil progress meetings in school where any SEND pupils are discussed with the class teacher and Additional Needs Leader.
- There is an opportunity to attend regular parent's evenings with the class teacher at least three times a year where you will be informed of how your child is getting on at school.
- An end of year report will also be received detailing your child's progress and achievements. A further meeting is offered at this time of year for parents to come into school to discuss their child's report if they wish to.
- When required the class teacher and/or Additional Needs Leader will arrange additional meetings to update parents throughout the year and suggest possible ways to support learning at home when appropriate. During these meetings the Additional Needs Leader will where appropriate make reference to the difference in the progress and attainment between your child and other children with SEND / non – SEND pupils in order to ensure that parents are aware of how their child is progressing
- The Additional Needs Leader is vigilant about seeking out training courses for parents being run locally and will actively inform parents when these occur
- The school monitors all children and as a result also carefully monitors the progress and learning of children with SEND
- The school will invite parents in three times a year to review and share their child's Support Plan so they know how their child is progressing and what they will be working on next

- There is a range of formal and informal dialogue in place between parents and school and vice-versa including letters, emails and the use of Parentmail. On some occasions, the use of home / school contact books and other forms of communication may be put into place to keep parents informed on a day to day basis
- If you feel you require more information about your child's progress we would encourage you to make an appointment with their class teacher in the first instance or the Additional Needs Leader through the school office

4b) How will you help me to support my child's learning?

- As a school we periodically arrange Parent Workshops as appropriate for a range of areas of the curriculum and these are an informative way for helping your child at home. These may for example include handwriting or phonic mornings.
- Your child's year group will send out termly or half termly topic webs depending on the topic being taught.
- Each child in our school has a home – school learning log which is updated every three to four weeks and sets out the reading targets your child is currently working on at school so you can continue this at home.
- As mentioned previously the school holds regular Parent Consultation Meetings which are a good time to discuss ways for you to support your child at home.
- The school will facilitate meetings between you and other agencies where applicable.

5. What support will there be for my child's overall wellbeing?

- Within the school, staff are targeted to support children with their individual needs including pastoral support, additional work on social skills and promoting positive feelings
- There is a welfare assistant for day to day medical needs. The school has a policy on the administration of medicines and providing of personal care which is updated on a regular basis. All medicines given on school site are recorded on the appropriate documentation.
- Support is provided for children who require additional help with their personal care.
- The welfare assistant is available for face to face contact with parents
- Parents are encouraged to make an appointment at any time (via the school office) with their child's class teacher or the Additional Needs Leader if they would like to discuss their child's well being
- Within the classroom and school day there are currently a number of school initiatives which contribute to the overall wellbeing of our children and the building of their independence and resilience, such as School Meetings and social skills groups.
- As a school we currently have the support of a Play Therapist who works with identified pupils on a weekly basis. We also currently use the services of West Sussex Local Authority agencies, such as Family Link Workers, or charities in supporting children or families with pastoral needs and wellbeing. In order to access these services a referral process is in place.
- The school has both a behaviour policy and anti-bullying policy in place (available on our website) to ensure that all parents, staff, pupils and parents have a shared understanding and approach.
- We implement a range of strategies for pupils who demonstrate challenging behaviour in order to avoid exclusions.
- The school is a Rights Respecting School which encourages all children to be active, responsible citizens in our school community
- The school has regular child protection training for all staff and regular volunteers. There is a child protection policy in place (available on our school website) and named staff responsible for child protection needs: The Head Teacher: Ms Knock-Bravery and The Deputy Head Teacher: Mrs Watson.
- The Governing Body are ultimately responsible for the overall safety within the school. The school's named people for safety are the Headteacher, Ms Knock-Bravery and the Business Manager, Mrs George Masters.
- The school has a rigorous approach to the well being of all pupils ensuring that risk assessments are in place. In some cases personal risk assessment plans to keep individual pupils safe may be written in conjunction with parents

- The school writes and implements Personal Care Plans and Healthcare Plans for named pupils when necessary.

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

- Within the school there are currently a variety of support staff who can offer identified children additional support. For example speech and language support, pastoral support and motor skills (jump ahead)
- The school currently has access to a range of professionals and outside agencies including a Play Therapist (for access criteria please speak to our Additional Needs Leader), Locality Specialist Teacher, Speech and Language Team, Occupational Therapist and Family Support Worker and these services are accessed via the local authority if it is felt it will be beneficial to individual children and families.
- The Learning Support Team completes a needs analysis on an annual basis to identify their strengths, areas for development and training needs. The Additional Needs Leader actively identifies appropriate training opportunities to support the team, such as the use of reading and mathematics intervention programmes. This includes running in-house training and using external providers.
- As a school we have had two pupils undertake successful Dual Placements with a local special school. A Dual Placement is decided in conjunction with the Local Authority, both schools and the parents
- The South East Crawley Locality employs two members of staff, who work across the schools to support both staff and pupils. One member of staff is employed in an advisory capacity for learning and one member of staff works closely with parents to support them with issues such as bereavement, separation, dealing with their children's behaviour and tenancy issues.

In addition to the above support and services, the South East Crawley locality schools have direct access for placing referrals to the following support advice and support services available more generally by West Sussex Local Authority and Health Care services:

- Speech and Language Services;
- Educational Psychology Service;
- Social Communication Team (primary schools only);
- Learning Inclusion Team (primary schools only);
- Sensory Support Team;
- Child and Adolescent Mental Health Service - CAMHS (telephone triage only);
- Children and Young People's Planning Forum;
- School Nurse Service;
- Family Link Service (primary only);

These services have their own criteria for prioritising cases. Referrals for Physiotherapy Service, Occupational Therapy Service, Child Development Clinic and direct referrals to CAMHS can also be made by parents through their General Practitioner (GP).

7. What training are the staff supporting children and young people with SEND had or are a having?

- All teachers in our school have Qualified Teacher Status. Any student teachers are fully supported by experienced teachers to ensure that they are able to support children with SEND.
- As a Teaching School we are committed to the professional development of Newly Qualified Teachers (NQTs) who attend an induction programme during their first year of training
- The school supports and encourages the development of Teachers, Learning Support Assistants and Teaching Assistants, arranging training for them as appropriate. For example staff have recently attended autism awareness training and Narrative Therapy.
- The school has access to advice from specialist services where applicable such as the West Sussex Sensory Support Team to support staff with provision for children with specific SEND needs.

- We are always committed to developing the skills of our staff in a range of different areas, linked to the needs of the children we currently have on roll.
- As a school we will always endeavour to access specific advice and/or training for high level, low incidence need.

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

- We are proud to be an inclusive school and endeavour to ensure that reasonable adjustments are made so that children with SEND are included in activities outside of the classroom.
- Where required we aim to provide additional support to pupils with SEND when on the playground and at lunchtimes if required
- Individuals with identified, specific SEND are assessed on an individual basis and if additional support for activities such as PE, school trips or Forest Schools is required, staff carefully plan so that reasonable adjustments are made, ensuring the curriculum remains as inclusive and accessible to pupils as possible
- School staff carry out risk assessments for trips and activities to ensure that reasonable adjustments are made where necessary. For example when it is felt appropriate, additional staff will be put in place to ensure children can access school trips etc
- Parents and carers are consulted when appropriate, in planning the logistics of trips and school staff use their knowledge of individual pupils to plan for them on these occasions

9. How accessible is the school?

- Pound Hill Infant School is a modern building on one level with flat surfaces, making it accessible to all pupils. When a child with specific needs such as a wheelchair user joins our school, staff ensure that any reasonable adjustments are made to the classroom and key areas of the school.
- We have a Single Equality Policy containing the Accessibility Plan which sets out our vision and ethos for making our school accessible. This can be found on our school website: <http://www.poundhillinfant.w-sussex.sch.uk>
- For named pupils who require specific provision we always aim to actively follow advice from outside agencies as appropriate for their needs. This could include advice from: the Sensory Support Team, Occupational Therapist or Physiotherapist to ensure that our school is as accessible as possible for individual children
- The school has one accessible toilet equipped with changing facilities which include a static hoist and changing bed
- We can access the advice of the West Sussex Local Authority EMAT (Ethnic Minority Achievement Team) for pupils at an early stage of acquisition of English
- Our school has a variety of communication systems in place with parents including our school website, regular newsletters, the use of Parentmail and the virtual learning platform.

10. How will the school prepare and support my child's transfer to a new school on the next stage of education and life?

Pre-school to school transition:

- The school has strong links with pre-school providers and is able to make transition visits to pre-schools to meet pupils with additional needs.
- The Additional Needs Leader attends the annual parent induction evening and is available during starting school play visits if parents wish to discuss concerns
- If school is aware of a child with specific needs joining, then the Additional Needs Leader will invite parents and any other key agencies involved (such as the First Team) to meet to discuss the pupils needs and provision
- All children joining our school are invited to attend starting school play visits. Many of the children will also come for additional visits with their current pre – school setting if located

within the school catchment area. Children with Additional Needs will also be invited to attend additional visits if this is required.

Mid-phase admissions –

- If a child with additional needs joins our school mid-year, a meeting will be set up between the parents, the Additional Needs Leader and relevant agencies to discuss the child's individual needs. The child will then be invited to spend an afternoon with their new class before starting properly.
- If required, a staggered start can be implemented
- Training will be organised if required (and available)

Between phase, within locality (Moving from Infant to Junior School):

There are Excellent transition arrangements across the South East Crawley locality for all pupils transferring from infant school to the junior school. The schools meet regularly and work together to share expertise and other relevant information. At times of transition between schools there is an induction programme for pupils in Year 2, including meetings for parents and teaching staff and handover sessions. It is recognised that some pupils may need more support at these key transition times for a variety of reasons, additional support may include

- Extra school visits;
- Transition books and pupil passports;
- Individualised transition plans; including transition groups to prepare pupils for change
- Additional staff training.
- Support for identified children from outside agencies such as the Social Communication Team

When parents with children with identified SEND are choosing the next school for their child, our Additional Needs Leader plays an active part in supporting the process. For example visiting schools with parents and objectively talking with them about the provision they can potentially offer.

11. How are the school resources allocated and matched to children's SEN?

- The Local Authority delegates core funding to schools to make general educational provision for all pupils. Out of this core funding, an element is allocated to differentiation, training, resources and materials. Some additional funding according to an agreed formula is delegated to schools to enable them to provide more targeted support for pupils who have been identified as having SEN, including those with statements of SEN/Education and Health Care Plans.
- All SEN support and provision is part of the cycle of assess, plan, do and review graduated approach, as outlined in the Code of Practice 2014.

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

- Support is allocated to our children on a needs basis. Our approach is as personalised as possible, carefully considering the types of support each child with SEN requires. It is never a 'one size fits all' approach.
- All children's progress is carefully monitored, and alongside this the impact of intervention programmes and strategies. If an intervention is not having an impact on the children's progress then it will be promptly adapted as necessary.
- The school uses interventions which have a history of achieving good learning outcomes, but periodically adapts them as necessary to ensure they are appropriate to our current children's needs.
- The provision made for a pupil is informed by consultation with parents, outside agencies and where possible, the pupil themselves.

13. How are parents involved in the school? How can I be involved?

- The school is open and welcoming, valuing the contributions that parents and carers can make to the school community
- As a school, we recognise that parents and carers are the people who know their child the best and have a wealth of knowledge to share with the school. We work in partnership with

our parents and carers to provide the best learning opportunities we can for each of our children.

- Parents have regular opportunities to be involved in the school through phonic mornings in Early Years, parent reading mornings and handwriting mornings in Key Stage 1 and the opportunity to help on school trips and visits
- There is an active PTA: 'The Friends of Pound Hill Infant' who always welcome new parents and carers to join and support key events such as the Christmas Market.
- Parents are also invited to attend key events in the school year such as the Christmas Production and Sports Day
- As previously mentioned there are regular opportunities for parents to consult with class teachers and other members of staff throughout the year.
- Our open door policy ensures that parents and carers can approach the school at any time in order to gain more information about their child's progress.

14. Who can I contact for further information?

- For further information please contact the main school office: 01293 873976.
- Your child's class teacher is always happy to meet with you. As the start or end of the day can be difficult for conversations it is advised to make an appointment with him/her if you require a longer meeting.
- The Additional Needs Leader, Mrs Watson is always happy to meet with you and we would again ask that you make an appointment via the school office. Alternatively appointments can be made with the Head Teacher Ms Knock-Bravery via the main school office.
- Other useful points of reference are:
 - The Parent Partnership Service: [website](http://www.westsussex.gov.uk/parentpartnership) www.westsussex.gov.uk/parentpartnership e-mail: parent.partnership@westsussex.gov.uk, Tel: 0845 075 1008
 - The West Sussex Local Offer http://www.westsussex.gov.uk/learning/special_educational_needs/local_offer_coming_soon/what_is_the_local_offer.aspx
- Parents are welcome to contact the school if they require support and advice on which agencies they could contact and how.