



SEN Information Report

Mill Rythe Infant School

Introduction

Mill Rythe is a three form entry mainstream infant school.

We believe that every child matters. They should be valued, encouraged and accepted whatever their individual needs may be. Our objective is that with appropriate identification, planning, action and review, children with special educational needs should learn, develop and make progress alongside their peers.

Many different strategies are employed to support the children through their learning journey. Quality teaching is vital but for some children there are times when additional support may be needed to help them to make progress at school.

In 2013, the Government introduced the Children and Families Bill. This bill was introduced to improve services for vulnerable children and to support families. As part of the changes, all schools have been asked to provide information to parents and carers on the ways in which they can support children with special educational needs and/or disabilities (SEND).

The information, set out below, takes the form of the answers to a series of questions that were devised nationally in consultation with parents and carers.

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How does Mill Rythe Infant School know if children need extra help?

- We liaise with previous schools/nurseries through routine transition meetings so that we know what support children need before they join us.
- We monitor all children's progress on a regular basis. If a child's progress is below what is expected then we will give the child extra support.
- We use specific assessments for reading, spelling and number to identify children who are falling below age related expectations.
- We liaise with external agencies for specialist assessment. For example educational psychologists or speech and language therapists.
- We use Hampshire guidance to determine whether your child should be on the School's SEN support register.

What do I do if I think my child has special educational needs?

- If you think your child has special educational needs arrange to meet with your child's class teacher to discuss these concerns.
- The class teacher will then pass on your concerns to the Special Educational Needs Co-ordinator (SENCo).

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

- By regular monitoring of your child's needs the class teacher will identify specific targets and if indicated create a Pupil Passport. This Pupil Passport has specific targets to help your child's progress and is written in conjunction with the child.
- You and your child will be invited to meet with the class teacher to review your child's Pupil Passport targets and progress they have made on a regular basis.
- If outside agencies are involved they may suggest programmes that can be used at home and your class teacher will share these with you.
- We offer an open door policy so you are welcome to arrange to talk to the class teacher about your child's progress and ways to support them at home.

How will you help me support my child's learning?

- Your child's teacher will give you advice on how to work on the targets at home and how to support your child with their learning.
- Some useful resources are available on our website:
<http://www.mill-rythe-infant-school.uk/school-information/learning/>

How will the school staff support my child?

- Your child's educational programme will be planned by the class teacher. It will be differentiated to meet their needs. This may include additional support by the teacher or Learning Support Assistant (LSA) in class.
- If your child has needs related to a specific area of their education then he/she will work in a small focus group with the teacher or LSA. The intervention will vary in length depending on the need. All interventions will be regularly reviewed to ensure that they are effective and to inform future planning.
- Pupil progress meetings are held half termly. The class teacher meets with the Senior Leadership Team (SLT) and Special Educational Needs and Co-ordinator (SENCo) to discuss the progress of pupils in the class. These meetings ensure regular monitoring of progress and enable review and amendment of support.
- Sometimes a child may need more specialist support from an outside agency such as a speech therapist or educational psychologist. Referrals are made by the school in consultation with the parents/carers. After assessment, a programme of 1:1 or small group support will be put in place, as appropriate.
- The SENCo will liaise with the class teacher and involve different agencies where necessary.

How will the curriculum at Mill Rythe Infant School be matched to my child's needs?

- The interventions and support arranged will ensure your child will be given opportunity to access the Early Years Foundation Stage and National Curriculum KS1.
- We are an inclusive school and the school environment is set up to support children with a wide range of learning styles and needs.
- The class teacher routinely differentiates and personalises the learning as appropriate to ensure children are challenged at their level and their specific needs are met.
- The class teacher will ensure personalised planning for your child's individual needs.
- Specialist resources may be provided to a child if indicated (e.g. writing slopes, pencil grips, reading overlays and visual timetables.)

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

- The class teacher, with support from the Special Educational Needs and Co-ordinator (SENCo) and external agencies when appropriate, will identify your child's barriers to learning and will put in place appropriate support and interventions.
- The Senior Leadership Team (SLT) will review this additional support at the half termly pupil progress meetings; to ensure the support is appropriate and helping your child make progress.

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

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to a child's wellbeing.
- The class teacher has overall responsibility for the care of the children in their class so they are the first point of contact for parents/carers. If extra advice is needed, the Special Educational Needs Co-ordinator (SENCo) can offer further advice and support. This may include calling on the advice and support from outside agencies such as Health, Social Services and Behaviour Support and Parent Support Worker
- We can provide children with social and emotional needs support through small group or 1:1 sessions with our Emotional Literacy Support Assistant (ELSA), Mrs Lane.

Pupils with medical needs

- If your child has a medical need then a detailed care plan is compiled with the support of the school nurse and the parents/carers. This is shared with all staff.
- Additional training of staff is arranged using specialist nurses when there is a specific need e.g. Diabetes or Anaphylaxis training.
- Where necessary medicines can be administered in school. This is usually overseen by the admin office but only where a signed medicine consent form is in place to ensure the safety.

What training is provided for staff supporting children with SEND?

- All staff receive training to assist them in working with the children in our care and if a child comes to our school with a need for which training is required we will undertake this.

How accessible is Mill Rythe Infant School (indoors and outdoors)?

- The school building is all on one level but currently does have steps on external doors that would require adaptation for wheelchair use.
- If a child coming to our school requires any adaptations we will consult the relevant agencies to make any reasonable changes.

**How are parents and carers currently involved in Mill Rythe Infant School?
How can I get involved and who can I contact for further information?**

All parents are encouraged to be involved in the school. Information is provided through the regular newsletter and the website. Involvement ranges from helping on class trips to volunteering as a parent helper in class.

The Mill Rythe parent teacher association (PTFA) has an active role within the school and its main purpose is to encourage closer links between home and school. Fundraising is its main function, but it also has a useful and important social function too. Fundraising events provide an opportunity for parents, staff and pupils to get together. The PTFA are always actively looking for help, please speak to the Admin Office if you would like further information.

What steps should I take if I have a concern about the school's SEND provision?

If you have a concern about the school's provision you need to contact either the Headteacher, Mrs Lucy Ford or the Governor responsible for SEND, Mrs Alanya Russell.

How will the school prepare and support my child to join the school and later on transfer to a new school?

- Our Foundation stage staff routinely visit our feeder nursery settings to ensure we understand the needs of all children joining in Reception. We have a programme of induction sessions for parents and children in the Spring/Summer term before starting.
- There are several transition sessions for all children transferring to local junior schools.
- The Special Educational Needs Co-ordinator (SENCo) and class teachers from both schools meet to discuss details of current needs and provision of all children receiving SEN support.
- Our ELSA arranges additional visits for those children who are identified as needing additional support with transition.
- Where a child has significant additional needs, an Inclusion Partnership Agreement (IPA) will be set up. You will be invited to a transition meeting with the SENCos, class teachers, and any other specialists involved. At the meeting we will discuss the current support and what can be expected in the next setting.

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

Please see [Hampshire's Local offer](#) to find out about all the services available to you and your child in Hampshire.