



ANTON INFANT SCHOOL

ANDOVER

SPECIAL EDUCATIONAL NEEDS AND DISABILITY
INFORMATION REPORT

November 2024

Anton Infant School

SEN Information Report – Nov 2024

Anton Infant School is a mainstream setting. It is an inclusive school where all children are known and valued as individuals. We provide a safe, caring community which encourages everyone to become confident, independent and lifelong learners. We aim to provide children with the most effective and appropriate support to meet their needs.

We work within the guidance of Hampshire County Council, SEND Code of Practice (2015), Equalities Act (2010) alongside any relevant frameworks and evolving legislation.

How does the school know if children who have special educational needs and disabilities (SEND) are in need of extra help?

At Anton Infant School we use the definition provided by the SEND Code of Practice (2015):

The Code of Practice Chapter 6.15 states: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. '

At Anton Infant School, children are identified as having SEND through a variety of ways, usually a combination of some of the following:

- Liaison with previous school or pre-school
- Child performing below age expected levels
- Concerns raised by family
- Concerns raised by teachers
- Observations conducted by SENDCo
- Liaison with external e.g. speech and language therapy service
- Children coming to the school with an Education and Health and Care Plan (EHCP) already have many of their needs clearly identified. Their placement at our school is a decision which is made by the Local Authority.

If your child is working below Age Related Expectations (ARE) this does not necessarily mean that your child has SEND. There will usually be several other factors involved which will be identified by the class teachers and/or families.

How will I raise concerns if I think my child has special educational needs or I am worried about their progress?

Talk to us:

- Contact your child's class teacher about your concerns in the first instance.
- Contact the SENDCo (Special Educational Needs and Disability Co-ordinator). This can be done in person or by phoning or e-mailing sen@anton-inf.hants.sch.uk

How will Anton Infant School support my child?

Who will oversee, plan, work with my child and how often?

- The class teacher has overarching responsibility for the progress and provision of all children in their class. This includes children with SEND or EHCPs.
- If your child is identified as SEND they will be placed on the SEN register and the class teacher or SENDCo will speak with you.
- The SENDCo oversees the progress of any child requiring additional support across the school, working closely with the class teacher and Learning Support Assistants (LSA).
- Additional support and provisions may be delivered by an LSA.
- Your child will receive specific targets outlined in their Support and Achievement Plans (SAPs) which are updated every half term. These will outline SMART targets for your child which they will work on over the half term. You will be sent copies of your child's SAPs termly alongside a review of the previous targets. A meeting will be offered termly for you to meet with the class teacher and/or SENDCo to allow for a more in depth discussion about your child's progress to be held.

Who will explain this to me?

- The class teacher or SENDCo will meet formally with you on a termly basis (this could be part of a Families evening) to discuss your child's needs, support and progress.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings.
- The SENDCo is available to discuss needs and support in more detail.

How will the curriculum be differentiated to match my child's needs?

- All children at Anton will access a broad, balanced and exciting curriculum which is tailored to the needs and interests of the cohort.
- All learning within class is pitched at an appropriate level to individuals and groups of children so that all children are able to access learning. Typically this might mean that in a lesson there would be a variety of tasks set for the class to meet the needs

of the children. However, in some situations children may require a fully personalised curriculum.

- All children, including those with SEND will have access to appropriate resources needed to help them make progress. For example, visual aids and prompts, voice recorders or writing frames.
- We aim to use flexible groupings in our lessons, where appropriate, to ensure every individual's learning is moved on at an appropriate pace for them with the necessary resources and support.
- The SENDCo will monitor the support and provision made for children on the SEND register within school on a regular basis. This is done through book looks, learning walks, planning scrutiny and professional conversations with teachers and LSAs.
- The SENDCo will support class teachers in ensuring that work is differentiated appropriately with the necessary scaffolding in place to enable all children to be successful in their learning.

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

- The class teacher alongside the SENDCo will discuss your child's needs and what support would be appropriate.
- A pupil's SEND status can be fluid and the support they require will be dependent on the needs of the individual at any time.
- Different children will require different levels of support at different times in their school life. Support can be based around their learning, speech and language, physical, emotional or social needs.
- Your child's class teacher and/or the SENDCo will always be happy to discuss the support your child is currently receiving.
- Where a child has an EHCP, a formal annual review meeting will take place at least once a year to review provision.

How will we know if this has had an impact?

- By reviewing the child's outcomes regularly using the assess, plan, do, review model.
- By reviewing children's individual targets (this may be in the form of the Support and Achievement Plan) to check progress.

- Through tracking pupil's learning against the HAM (Hampshire Assessment Model) - this will ensure teachers are aware of any areas children need to focus on to ensure academic progress is made.
- Through class assessments including phonic checks.
- Through verbal feedback from the child, families and teacher.
- When a child no longer needs additional support families will be informed.

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

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

- Families evenings offer opportunities to discuss your child's progress with the class teacher. If you would like the SENCo to attend then please contact the school office to arrange this.
- Throughout the term, you are always welcome to make an appointment with the SENDCo and /or the class teacher to discuss how your child is progressing or discuss concerns.
- Your child may have an SAP. This will inform you of the targets your child is working on, the progress being made against these and the support being provided. These plans are updated half termly and families are sent an updated copy each term. You will have the opportunity to come into school termly to discuss these plans in more detail with the class teacher and/or SENDCo.
- If your child has more complex needs then an Inclusion Partnership Agreement may be drawn up and they may have an Education, Health and Care Plan (EHCP). This means that a formal meeting will take place to discuss your child's progress and a report will be written at least annually. The review report is sent to the Local Authority.

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

- As a school we measure children's progress in learning against national age related expectations. For those children working below their chronological age, they are assessed based on their stage of development.
- Class teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 2, using a variety of different methods. Learning

progress is tracked four times across the year and teachers meet with Senior Leadership Team (SLT) to discuss progress in a Pupil Progress Meeting.

- The SENDCo meets with all teachers regularly and spends time in all the classes in order to monitor the progress of all children with SEND.
- The school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth. For example DEST (Dyslexia Early Screening Test), as well as tests to assess phonological awareness and receptive language.

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

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

- We view a child's emotional well-being as a priority. Emotional, social and medical needs can be a barrier to learning, and we work closely with families to meet these needs to the best of our ability.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. The teacher should always be the family's first point of contact. If further support is required, the class teacher will liaise with the SENDCo for further advice and support. This may involve working with outside agencies such as Health services, Primary Behaviour Service, Educational Psychologist, Norman Gate Outreach, Speech and Language or Occupational therapists.
- When available, the school will draw upon an Emotional Learning Support Assistant (ELSA) who works with children who may be experiencing anxiety or social/emotional difficulties. We also have a pastoral worker who works closely with both families and SLT to ensure support is given to families who need it.
- We are a Thrive school, meaning that we have Licensed Thrive Practitioners in school. Children may go out to work with them if they need some additional emotional support.
- We have some breakaway spaces available in school for all children to access as needed. This is a calm, quiet space where children can spend some time until they are ready to rejoin their class.

How does the school manage the administration of medicines?

- The school has a policy for the Administration of Medicines. This describes the administration and management of medicines on the school site. This is available to families. There is also a policy for Supporting Pupils with Medical Conditions at School.
- If a child requires prescribed medicines whilst in school, the person with Parental Responsibility (PR) must fill in a form of consent, available from the school office. Medication prescribed for **4 or more doses daily** will be administered by the office staff.
- As a staff we have regular training and updates from School Health on conditions and medication affecting individual children, so that staff are able to manage medical situations.
- As a school, we also ensure that first aid training for our staff is regularly updated.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a positive approach to behaviour with a clear reward and consequence system in place in all classrooms that is followed by all staff and pupils.
- If a child has significant behaviour difficulties, they may have an individualised reward system and an Individual Behaviour Support Plan and Risk Assessment, which will set targets for the child and put relevant support in place.
- If a child has behaviour needs, they may spend some time working with supportive staff and where there is a significant need they may be referred to Primary Behaviour Services, who can work with the child, families and school to ensure positive outcomes.
- When suspension is needed, we follow the school and Hampshire's guidelines. This can be found in the Behaviour Policy.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head teacher. If absence falls below 90%, the Head teacher will communicate with the families to try to resolve any issues.

How will my child be able to contribute their views?

- Progress and next steps are regularly discussed with the children as part of their normal lessons and feedback.

- Children with individual targets, e.g. as part of a Support and Achievement Plan (SAP) are involved in a discussion with their class teacher about their targets and their progress.
- If a child has an EHCP they are always asked to contribute their views before an annual review meeting. Again this is a child friendly format which can include photographs etc. An adult will always help the child record their views if they cannot do it independently.

How are the Governor's involved and what are their responsibilities?

- The Governors must do their best to ensure that the necessary provision is made for any pupil who has SEND
- Two of the Governors are responsible for SEND and meet regularly with the SENDCo. They report back to the Governors to keep them informed.
- The SENDCo reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are used. This report does not refer to individual children and confidentiality is maintained at all times.
- The SEN governors come into school each half term to meet with the SENDCo and also complete regular monitoring.

How are families involved in the school? How can I get involved?

- As a school, we are always keen to work in partnership with families to ensure the best outcomes for the child. Families are encouraged to get involved in their child's learning from the time they start in Year R. We encourage you to read daily with your child and record this in their home school link book.
- Families are very welcome to volunteer to help within school, under the guidance of a teacher. This could be on a regular basis, e.g. hearing individual children read, or more general classroom activities. If you are interested in volunteering your help, then please make your interest known to our admin staff who will pass this onto the relevant member of staff and arrange for a volunteers Disclosure & Barring Service Check (DBS check).
- Families are always welcome to support the school during outside visits and school trips. If you are interested in helping with these, then please speak to your child's class teacher.
- We also have an active PTA (Parent Teacher Association), known as Anton Friends which we share with Anton Junior School. Anton Friends promotes home and school partnerships as well as organising numerous fundraising events throughout the year.

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

- Our SENDCo spends time working in all the year groups and has a good understanding of how to identify and support children with SEND. The SENDCo is fully qualified and accredited.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school. These agencies may include:
 - Primary Behaviour Service
 - Educational Psychologists
 - Outreach from Special Schools e.g. Norman Gate Outreach
 - Specialist Advisory Teachers
 - Social Services and Locality Teams
 - Health Services including school nurse, paediatricians, clinical psychologists, speech and language therapists, occupational therapists and physiotherapists.

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

- Our SENDCo is a trained teacher with 11 years of teaching experience. She has completed the National Award for SEN Coordination qualification and attends regular courses and updates on SEND matters.
- When available, the ELSA (Emotional Literacy Support Assistant) attends termly supervision sessions and training with an Educational Psychologist.
- Most of the Learning Support Assistants (LSA s) are trained in delivering reading and phonic programmes and precision teaching.
- On-going professional development is the key to ensuring staff at all levels are kept up to date and skilled. This may take the form of peer training/ observation, twilight courses and meetings, staff meetings, visits from external agencies or outreach programmes as well as visits to other schools including Special Schools.
- All staff have received training on safeguarding and child protection. This is renewed annually in line with Hampshire County Council requirements.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included in school trips. We will provide the necessary support to ensure this is successful.
- Staff will carry out a pre-visit in order to assess the access and suitability of the site.
- A risk assessment is carried out prior to any off site activity to ensure that health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level.
- The school has two disabled parking bays.
- See also, the school's Accessibility plan.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We offer a structured induction programme for your child once you have accepted a place at the school. This includes several visits for story time sessions with your child's class teacher, a families information evening in the second half of the Summer term before they start.
- Home visits are also offered to all families early in the Autumn term. This is a valuable opportunity for your child's class teacher and LSA to meet you and your child in a familiar environment. (This is optional).
- The Year R teachers liaise with your child's pre-school setting before they start school and wherever possible, visit the settings to meet your child. The SENDCo will, where possible, visit the settings to meet your child.
- TPA (Transition Partnership Arrangement) meetings will be arranged with nursery settings where families and staff from both settings will be invited to discuss arrangements to support your child's transition into school.

When the children are preparing to leave us to move on to Anton Junior School at the end of Year 2, we arrange many opportunities for them to visit their new school, especially in the Summer term before they leave us.

- When a child leaves Anton Infants, we liaise with their new school and teachers to ensure a smooth transition.
- At the end of the school year, our SENDCo will have several meetings with the Junior school SENDCo to handover relevant information concerning children with SEND and the support they may need in Year 3.
- We liaise closely with staff when receiving and transferring children to or from different schools, ensuring all relevant paperwork is passed on and all needs discussed and understood.
- If your child has more complex needs, then an TPA (Transition Partnership Agreement), Statement or EHCP review meeting will be used as a transition planning meeting to which we invite staff from both schools to attend.

Who can I contact for further information?

- Your child's class teacher
- Our SENDCo- Mrs Natasha Johnson
- Headteacher- Mrs Laura Skeates

The Hampshire Local offer can be accessed at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page;jsessionid=1E18F6701D8A14BA3F4AB24C7601F2A3?familychannel=6>

At:

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SP10 2HF
Tel: 01264 598546

Or e-mail: adminoffice@anton-inf.hants.sch.uk

See our website for the school's policies including SEND, Behaviour, Accessibility , Health and Safety, Administration of Medicines and Supporting Children with Medical Conditions.

www.antoninfantschool.com

