

# The SEND Information Report



Petersgate Infant School is an inclusive mainstream infant school where all children are valued equally, and feel a sense of belonging at school. We maintain high expectations for all children to achieve their full potential, both academically and socially, through our broad and balanced curriculum. Quality first teaching and Ordinarily Available Provision (OAP) is essential to ensure we fulfil this aim for our children.

However, for some children it is necessary to provide additional support and/or resources to support them to achieve their goals. This information report will help to answer any questions about special educational needs (SEN) and support that we offer to help our children.

## Who are we?

Our Headteacher is:  
Mrs Wendy Mitchell [headteacher@petersgate-inf.hants.sch.uk](mailto:headteacher@petersgate-inf.hants.sch.uk)

Our SENDCo is:  
Mrs Becca Muir [SEND@petersgate-inf.hants.sch.uk](mailto:SEND@petersgate-inf.hants.sch.uk)

Our SEND Governor is:  
Mrs Ventham via [adminoffice@petersgate-inf.hants.sch.uk](mailto:adminoffice@petersgate-inf.hants.sch.uk)

Our Inclusion Governor is:  
Mrs Glover [h.glover@petersgate-inf.hants.sch.uk](mailto:h.glover@petersgate-inf.hants.sch.uk)

Family Support Leader is:  
[FamilySupportLeader@petersgate-inf.hants.sch.uk](mailto:FamilySupportLeader@petersgate-inf.hants.sch.uk)

## Our Vision for children with a Special Educational Need or Disability:

*"Our aim is for all children to feel reflected in a classroom -that provides a safe environment which nurtures and challenges learners. We work in partnership with our families, adapt teaching enabling children to experience success, and feel valued."*

## Our Values:

**Safety, Caring, Achievement, Resilience and Friendship.**

At Petersgate Infant School, we pride ourselves on being an inclusive, open and friendly school that wants the best for all children. We believe in working with parents is the best way to achieve this and are always happy to talk to parents about their children.

# Special Educational Needs Information

At Petersgate Infants School we work hard to support all children to enable them to maximise their potential at our mainstream school.

Many different strategies are employed to support the children through their learning journey.

Quality inclusive teaching is vital, but for some children there are times when additional support may be needed to help them to make progress at school. It is important to recognise a continuum of need, with much variation of extent and nature of need within a defined group. Children may be identified as requiring SEN Support but the level and extent of need will vary significantly within that group, including for children who have the same category of need. This is why a graduated approach is important; one size will not fit all, and boundaries of need may often be blurred and/or variable.

## SEN Areas of Need

Area of Special Educational Need	Relating to difficulties with:
<p><b>Communication</b></p> <p>and</p> <p><b>Interaction</b></p> 	<p><b>Children may have a delay or disorder in one or more of the following areas:</b></p> <p><b>Attention / Interaction skills:</b> May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p><b>Understanding / Receptive Language:</b> May need visual support to understand or process spoken language. May need augmented communication systems. Frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p><b>Speech / Expressive Language:</b> May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
<p><b>Cognition</b></p> <p>and</p> <p><b>Learning</b></p> 	<p><b>May have difficulties with the skills needed for effective learning such as use of:</b></p> <ul style="list-style-type: none"> <li>• Language, memory and reasoning skills</li> <li>• Sequencing and organisational skills</li> <li>• An understanding of number</li> <li>• Problem-solving and concept development skills</li> <li>• Fine and gross motor skills</li> <li>• Independent learning skills</li> </ul>

	<ul style="list-style-type: none"> <li>• Exercising choice</li> <li>• Decision making</li> <li>• Information processing</li> </ul> <p><b>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</b></p>
<p><b>Social, Mental and Emotional health</b></p> 	<p><b>May have difficulties with social and emotional development which may lead to or stem from:</b></p> <ul style="list-style-type: none"> <li>• Social isolation</li> <li>• Behaviour difficulties</li> <li>• Attention difficulties (ADHD)</li> <li>• Anxiety and depression</li> <li>• Attachment disorders</li> <li>• Low self esteem</li> <li>• Issues with self-image</li> </ul>
<p><b>Sensory and / or Physical</b></p> 	<p><b>These pupils may have a medical or genetic condition that could lead to difficulties with:</b></p> <ul style="list-style-type: none"> <li>• Specific medical conditions</li> <li>• Gross / fine motor skills</li> <li>• Visual / hearing impairment</li> <li>• Accessing the curriculum without adaptation</li> <li>• Physically accessing the building(s) or equipment.</li> <li>• Over sensitivity to noise / smells / light / touch / taste.</li> <li>• Toileting / self-care.</li> </ul>

**What should I do if I think my child may have special educational needs?**

We have an open door policy and staff are happy to talk to you briefly at drop off and pick up, or you could make an appointment to speak to member of staff in more detail:

- Talk to us. The first point of contact is the class teacher.
- The next point of contact is the SENDCo (Mrs Becca Muir) or Headteacher (Mrs Wendy Mitchell)

**How does the school know if my child needs extra help?**

At Petersgate Infant School we follow current legislative policies regarding special educational needs, and our own school SEND policy which is agreed by our governing body and reviewed annually. You can find this on our school website.

We believe in early identification to inform us of any learning difficulty. Throughout the year, class teachers and the management team monitor the progress of all children, so that if a child is not making the progress that we would expect, we can identify and implement the additional support required. This will be discussed with both the parents and where appropriate, the child.

We may also know if a child needs extra support by:

- Concerns raised by parents/carer or the child.
- There is a change in the pupil's behaviour.
- Liaising with previous settings including pre-school settings and/or external agencies including health visitors, speech and language therapists etc.

It must be stressed that slower progress and/or low attainment may indicate that a child has SEND, but not necessarily. Sometimes a child may excel in the majority of areas but struggle with one, or may struggle with particular concepts, but not others, within the same subject. Again, this does not necessarily mean they have SEND; they may simply need further adaptations within the universal offer of high quality teaching.

#### **How is the decision made about how much support my child will receive?**

- These decisions are made by the class teacher and the senior management team.
- Decisions are made based on termly tracking and on assessments made by outside agencies.
- Routine screening indicates that help is needed such as Blank Level Questioning, which can be used to identify difficulties with speech and language understanding.
- The NHS Solent Therapy Pack screening tool for concerns with speech and language skills.
- Dyslexia Early Screening Test Year 1 to identify any areas of concern.
- All children participate in the National Phonics screening test in Year 1 and optional SATS are carried out in Year 2.

#### **How will school support my child?**

To ensure that every child with special educational needs receives the correct amount and type of support, the following graduated approach is in place.

- The teacher has identified a low-level need in a specific area. The child will receive support and monitoring within normal classroom activities and will not need individual targets. It is the responsibility of the class teacher to plan for the children in their class with task design meeting their needs.
- Alternatively, the child might be invited to receive 1:1 or small group support from a teacher or LSA during the school day. If your child has needs related to a specific area of their education e.g. spelling or handwriting then the child may work in a small focus group run by either the teacher or a member of staff. 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 each term. The class teacher meets with the senior management team to discuss the progress of pupils in the class. This highlights any potential needs and put in further support or change the support as needed.
- If your child is not making the expected progress, or the area of need becomes greater, the teacher may discuss the next step with the SENDCo and move them to the next level of support.

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- SEN Support – children who are experiencing more significant challenges with one or more areas of their education, will move onto further levels of support. Your child will have a SEND Pupil Profile drawn up by their class teacher, which will consist of targets to work towards. Each teacher and year group arranges their own timetable of support, but your child will receive support in the form of a small focused group, 1:1, or other opportunities to work on their area of need.
- If your child requires a profile, the teacher will ask you to come into school and share it with you as soon as it has been written. Any child who has a SEND Pupil Profile will be added to our school SEND register. You will be formally notified of this in writing. This register is fluid and children can be added or removed at any time. You will be invited to come and discuss your child's progress against their profile at least once a term. You will be given a copy of your child's profile to keep at home and refer to, and the teacher will give suggestions of how you can support your child at home.
- If at this point your child now makes expected progress, they will be removed from the SEND register after discussion with parents. However, their progress will continue to be monitored to ensure they receive the necessary support.
- If at this point a child continues to not make expected progress, despite a SEND Pupil Profile and extra support, they may require specialist support and advice to meet their needs, either in the short or long term. Many children who struggle benefit highly from expert advice and support given by specialists. You will be invited to discuss options with the teacher and SENDCo, and we will not proceed without your consent. If the referral is accepted, a programme of support is often provided to the school and parents/carers after a therapist has assessed the child. The SENDCo will liaise with the class teacher and contact different agencies where necessary. They will support you and the class teacher to ensure that your child maximises their potential.
- In a few circumstances, a child's needs may be severe and on-going and they may require the assistance and guidance of the Local Authority to assess their needs more formally, in the form of an Education and Health Care Plan (EHCP). Parental involvement at this stage is very important and full guidance will be given from the SENDCo at every stage of this procedure.

### **What is an EHCP?**

An **Education, Health and Care Plan** is a legal document that describes a child or young person's special educational, health and social care needs, explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life. The EHCP is designed to support the child to make progress independently.

When appropriate, we offer a 'team around the child approach' to support the child.

### **How will the curriculum be matched to my child's needs?**

- When a child is identified as having a SEND the teacher will adjust the task design the curriculum to accommodate their needs.
- Teachers and/or a range of staff may work with a child either in small focus groups or individually.
- Specialist equipment may be given to a child where appropriate (e.g. writing slopes, pencil grips, reading rulers, benches and chairs.)
- The environment can be adapted e.g. sensory tent and the sensory garden.
- Key vocabulary explicitly taught to assist in conceptual understanding and building knowledge.

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

- We offer an open door policy where you are welcome to talk to the class teacher or about your child's progress and ways to support them at home.
- If outside agencies are involved they may suggest programmes that can be used at home. Regular meetings will be held as required to keep you up to date.
- As part of the SEND Pupil Profile or EHCP Record Sheet, we will share strategies that could be helpful to use at home.
- Seesaw is used as a communication tool.

### **How do I know if my child is making progress?**

- We review all children's targets to ensure they are being met. If targets are not met, the interventions and impact will be evaluated and reviewed.
- We track all progress against national and age related bands and work towards narrowing the gap.
- We will contact you each term to discuss your child's progress.
- Your child may move off the special educational needs register when they have made sufficient progress and are able to sustain this with normal classroom provision.

### **What support will there be 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 this would be the first point of contact for parents/carers. If extra advice is needed, the SENDCo can offer further advice and support. This may include calling on the advice and support from outside agencies such as the School nurse or Primary Behaviour Service.
- The school has an Emotional Literacy Support Assistant (ELSA), who works, under the supervision of the SENDCo, with vulnerable children and parents during the school day.
- We also have a Family Support Leader to support the parents of our children and their families.

### **Pupils with medical needs**

- If a child has a medical need then a detailed Care Plan is compiled with the support of the school nurse and the parents/carers. These are discussed with all staff who work with the child.
- Specific training of staff is undertaken when there is a specific need e.g. use of epi-pens or blood sugar testing.
- Where necessary, and with the agreement of the parents, medicines are 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 support is there for behaviour, avoiding suspensions and increasing attendance?**

- We use a positive behaviour approach, to all types of behaviour with clear reward systems in place in all classes, supported by The Zones of Regulation strategy.
- For children with behavioural needs, Individual Behaviour Modification plans (IBMP) are written. These outline specific needs and relevant support put in place and reviewed termly or as required.
- Where necessary, outside agencies such as Primary Behaviour Support, specialist schools, Educational Psychologists and CAMHS are referred to for support and guidance.

- Every effort is made to ensure children attend school regularly and achieve well, irrespective of need. An internal or external suspension is a last resort, used in exceptional circumstances and only considered when there is a threat to the provision of education or the safety and welfare of children, where rules are persistently broken or where physical or verbal violence is directed at staff or children. (See Behaviour Policy).

### **How will my child be able to contribute their views?**

- At Petersgate we want all our children to be happy, confident and feel they are learning successfully.
- We respect the rights and responsibilities of children. We value and encourage our children to share their views on all aspects of school life.
- We believe that it is important to listen to what children have to say. All our staff develop strong relationships with the children in their care and encourage the children to express their views and feelings.
- There is an annual questionnaire when we actively seek the views of our pupils.
- ELSA support provides children with alternative opportunities to express themselves when they find it difficult to articulate.

### **How will you safeguard my child?**

- All adults working with children on a regular basis are checked through DBS.
- All staff are trained annually on safeguarding and child protection.
- The Governors ensure that the school is as inclusive and treats all children and staff in a fair and equitable way. They monitor and review all relevant policies.
- Safeguarding is embedded within school culture, where safeguarding matters are reviewed regularly with additional training and briefings.

### **What specialist services and expertise are available to the school?**

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.

As a school we work closely with a range of external agencies to meet the specific needs of the children in our care. These include:

1. Children's Therapy Team (Speech and Language/Occupational Therapy/Physiotherapy)
2. Specialist Teacher Advisory Service (including Hearing Impairment, Vision Impairments, Physical Disability)
3. Educational Psychologist
4. Outreach Services (including Riverside Special School, Waterloo School)
5. Primary Behaviour Service (PBS)
6. Child and Adolescent Mental Health Service (CAMHS)
7. School Nursing Team
8. Paediatricians
9. Health visitors
10. HomeStart
11. Stop Domestic Abuse
12. Ethnic Minorities and Traveller Advisory Service (EMTAS)

## **What training have the staff supporting children with SEN received or are in the process of receiving?**

All staff are given the training they need to work with the specific children in their care these have included:

1. How to support children with Speech and Language Difficulties
2. How to support children with Social and Emotional needs
3. How to support children with physical and co-ordination difficulties
4. How to support children sensory processing difficulties
5. Autism Awareness
6. ELSA
7. Parent Support

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

- We believe that all children, including those with SEND, have the right to take part in all aspects of school life including clubs, break and lunchtimes and extra-curricular activities. We will ensure that reasonable adjustments are made so that all children can access all aspects of school life and do not feel that they cannot take part in any activity. However, this will not necessarily mean adult support will be provided.
- Activities and school trips are planned to be accessible to all.
- Risk assessments are carried out and procedures put in place to enable all children to participate to the best of their abilities.
- On occasions if it is deemed that an intensive level of 1-1 support is required a parent/carer may be asked to accompany their child.

## **How accessible is the school environment?**

- We are an inclusive school and the school environment is set up to support children with a wide range of learning styles and needs.
- Risk assessments are regularly carried out to support pupils with physical needs.
- The school building is all on one level with ramps at fire exits.
- All doors are wide enough for a wheelchair.
- There is an accessible toilet.
- There is an adjustable changing table.
- There are 2 disabled parking bays.
- If a child coming to our school requires any further adaptations we will consult the relevant agencies to make any changes that are considered reasonable.

## **How will the school prepare and support my child when joining Petersgate or moving to a new school?**

We encourage all new children and their parents to visit our school prior to starting. We arrange a number of activities and events to gather information and enable your child to become familiar with the school.

These include:

- Discussions with the previous or receiving school prior to the move.
- Transition sessions for all children changing school at the usual times.
- Additional visits for those children who need them.
- Our SENDCo will liaise with SENDCo's from the previous or receiving school.
- Parents/carers can arrange meetings with the SENDCo and/or class teacher prior to a child starting at Petersgate.
- Where a child has more specialised needs, a separate transition meeting can be arranged with the receiving or previous setting and the parents. If necessary, a TPA (Transition Partnership agreement which sets out the support a child is getting in one setting and what

can be expected in the next setting) will be written. This will include who will be responsible for any actions and the relevant time scales.

- We actively promote a close relationship with our feeder pre-schools. We regularly invite pre-schools to events and performances. We work closely with the staff of local junior settings, to ensure that the necessary information and documentation is passed on and that all needs are discussed and understood.
- Visits to pre-schools by the Early Years team or SENDCo to observe a child and speak to their key workers.

#### **How are the school's resources allocated and matched to children's special educational needs?**

- The SEND budget is allocated each year. The money is used to provide additional support or resources for children who need them.
- Additional provision may be allocated at any time depending on need.
- Resources may include staff time, including Learning Support Assistant hours.

#### **How will I be involved in discussions about and planning for my child's education?**

- All parents are encouraged to contribute to their child's education. We welcome parents into the school to support their children.
- We have many events throughout the school year to welcome parents and encourage their participation in their children's learning.
- Our open door policy means we are always ready to listen. This maybe through, discussions with the class teacher, attendance at parents evening or discussions with the SENDCo and other professionals.
- We encourage all parents or carers to comment on their child's provision.

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

We have a proactive approach to solving complaints and parents are always welcome to share their concerns at any time with their Class Teacher, SENDCo or Headteacher.

All concerns are taken seriously by the school. We also have a formal complaints policy which can be accessed on our website or in hard copy from the school office. This clearly outlines what to do and key people to contact, including the Governing Body.

## Glossary

<b>CAMHS</b>	Child and Adolescent Mental health services – NHS provided services for children in the mental health arena
<b>DBS</b>	Disclosure and Barring Service – police checks for adults working with children and other vulnerable groups.
<b>EHCP</b>	Educational Health Care Plan
<b>ELSA</b>	Emotional Literacy Support Assistant – a teaching assistant who has received specific additional training. Their role is to support children to understand and regulate their emotions and to respect the feelings of those around them. This work is supported by the Educational Psychologists.
<b>EP</b>	Education Psychologist
<b>HI</b>	Hearing Impaired
<b>IBMP</b>	Individual Behaviour Modification Plan – a document which outlines the specific behavioural difficulties a child may be having, setting targets and detailing the strategies that will be used to meet the targets.
<b>IEP</b>	Individual Education Plan – a document which gives details of a child’s strengths and needs. It also sets targets for the child and details what will be done to achieve these targets and the criteria for meeting the targets.
<b>LSA</b>	Learning Support Assistant – person with specialised training to support children’s learning. This includes working with groups of children and individuals with SEND.
<b>OT</b>	Occupational Therapist
<b>SALT</b>	Speech and Language Therapist
<b>SEND</b>	Special educational Needs or disabilities that affect a child’s ability to learn.
<b>SENDCo</b>	Special Educational Needs and Disabilities Co-ordinator – person in school responsible for co-ordinating and overseeing the support for children with SEND.
<b>TPA</b>	Transition Partnership Agreement – this document sets out a child’s strengths and needs and what support is being given in the current setting. It goes on to outline what the new setting will offer to meet the child’s needs.
<b>VI</b>	Visually Impaired