



# Hyde Park Infant School

All Plymouth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The following information is specific to Hyde Park Infant School and will answer questions you might have about Special Educational Needs and how we support children in this school.

You might also like to read the following school policies: SEN Policy, LAC Policy, Inclusion Policy, Disability Policy, Behaviour Policy, Assessment, Recording and Reporting Policy online on our website.

## A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School Based Information	People	Summary of Responsibilities
<p><b>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?</b></p> <p><b>And how can I talk to them about my child if I need to?</b></p>	<p><b>Class teacher</b></p>	<p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).</li> <li>• Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SenCo as necessary.</li> <li>• Including your child in special programmes or groups appropriate to their needs and including these in the school Provision Map (a document which details all the support groups and programmes running in the school)</li> </ul>

	<p><b>The SenCo (Special Needs Co-ordinator)</b></p>	<ul style="list-style-type: none"> <li>• When appropriate, writing an Individual Education Plan (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.</li> <li>• Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.</li> <li>• Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.</li> </ul> <p>Contacted by: Telephoning or visiting school to arrange an appointment.</p> <p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Ensuring that you are: <ul style="list-style-type: none"> <li>• involved in supporting your child's learning</li> <li>• kept informed about the support your child is getting</li> <li>• involved in reviewing how they are doing</li> <li>• part of planning ahead for them.</li> </ul> </li> <li>• Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...</li> <li>• Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making</li> </ul>
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	<b>The SEND Governor</b>	<p>includes the support for children with SEN and/or disabilities. She will give responsibility to the SenCo and class teachers but is still responsible for ensuring that your child's needs are met.</p> <ul style="list-style-type: none"> <li>• She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.</li> </ul> <p>Contacted by : Telephoning or visiting school to arrange an appointment.</p> <p><b>You can find the Governor for SEND on the governor section of the school website, they are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> <li>• To monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.</li> </ul> <p>Contacted by: Telephoning or visiting school to arrange an appointment.</p>
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**B. HOW COULD MY CHILD GET HELP IN SCHOOL? :**

Children in school will get support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Other staff in the school
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided also showing the stage of the Code of	What would this mean for your child?	Who can get this kind of support?
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	<p><b><i>(Stage of SEND Code of Practice: School Support, which means they have been identified by the class teacher as needing some extra support in school.)</i></b></p> <p><b>Specialist groups run by outside agencies e.g Speech and Language therapy</b></p> <p><b>AND/OR Individual support for your child when specified in a statement of Special Educational Needs</b></p> <p><b><i>Stage of SEN Code of Practice: School Support, which means they have been identified by the class teacher/SenCo as needing some extra specialist support in school from a professional outside the school.</i></b></p>	<p>your child's IEP if they have one. A TA/teacher (or outside professional like a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme</p> <ul style="list-style-type: none"> <li>• If your child has been identified as needing more specialist input instead of or in addition to Quality First class room teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.</li> <li>• Before referrals are made you will be asked to discuss your child's progress and help plan possible ways forward.</li> <li>• If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better.</li> <li>• The specialist professional will observe your child and may work with them to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> <li>○ Making changes to the way your child is supported in class e.g some</li> </ul> </li> </ul>	<p><b>Support</b>, which means they have been identified by the class teacher as needing some extra support in school.</p> <p>Children with specific barriers to learning that cannot be overcome through whole class Quality First teaching and intervention groups.</p>
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		<p>individual support or changing some aspects of teaching to support them better</p> <ul style="list-style-type: none"> <li>○ Support to set targets which will include their specific professional expertise</li> <li>○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g a social skills group, or circle of friends</li> <li>○ Group or individual work with outside professionals</li> </ul> <ul style="list-style-type: none"> <li>● The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</li> </ul>	
	<p><b>Specified Individual support for your child for a need which is severe, complex and enduring.</b></p> <p><i><b>This support is usually specified in an Education, Health and Care Plan (EHC). This means your child will have been identified by the class teacher/SenCo as needing a particularly high level of individual and small group teaching (more than 20 hours a</b></i></p>	<ul style="list-style-type: none"> <li>● The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the LA website.</li> <li>● After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs (as described in the paperwork provided), seem</li> </ul>	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> <li>● Severe, complex and enduring</li> <li>● Need more specialist intervention and teaching</li> </ul>

	<p><b>week), which cannot be provided from the resources already delegated to the school.</b></p> <p><b>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</b></p> <ul style="list-style-type: none"> <li>• <b>Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)</b></li> <li>• <b>Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or CAMHS</b></li> </ul>	<p>complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child needs this, they will ask the school to continue with the support at School Support.</p> <ul style="list-style-type: none"> <li>• After the reports have all been sent in the Local Authority will decide if your child’s needs are severe, complex and enduring and that they would benefit from additional and specialist support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The EHC Plan will outline the kind of support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• Additional funding may be able to provide an additional adult to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul>	
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<p><b>How will we support your child with identified special needs starting at school?</b></p>		<p>The transition package into school will vary depending upon the type and level of need of your child. The transition package will be specifically designed for each child, but these are some of the things which will/may happen in addition to the standard arrangements:</p> <ul style="list-style-type: none"> <li>• A transition meeting will be held with you and all involved agencies</li> <li>• Additional visits tailored to suit specific needs (eg first visit with no children etc)</li> <li>• A visit by class teacher / SenCo to your child's pre-school setting</li> <li>• Additional visits accompanied by the nursery key worker</li> </ul>	
<p><b>How can I let the school know I am concerned about my child's progress in school?</b></p>		<ul style="list-style-type: none"> <li>• If you have concerns about your child's progress you should speak to your child's class teacher initially.</li> <li>• If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SenCo who may involve the Headteacher</li> <li>• You may ask for an appointment to speak to the Headteacher.</li> <li>• If you are still not happy you can speak to the school SEN Governor.</li> </ul>	
<p><b>How will the school let me know if they have any concerns about my child's learning in school?</b></p>		<p>If your child's teacher has concerns about their learning they will:</p> <ul style="list-style-type: none"> <li>• Discuss with you their concerns and what interventions will be put into</li> </ul>	

		<p>place.</p> <ul style="list-style-type: none"> <li>• The interventions will be monitored regularly</li> <li>• The teacher may wish to record the interventions on an IEP (individual education programme)</li> <li>• IEP are reviewed and renewed regularly</li> <li>• If in school interventions are not producing the required progress, referral to outside support agencies will be discussed with you by the class teacher / SenCo</li> <li>• Interventions from outside agencies will be implemented and monitored by school</li> </ul>	
<p><b>How is extra support allocated to children and how do they move between the different levels?</b></p>		<ul style="list-style-type: none"> <li>• The school budget, received from Plymouth LA, includes money for supporting children with SEN.</li> <li>• The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.</li> <li>• The Head Teacher and the SenCo discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> <li>○ the children getting extra support already</li> <li>○ the children needing extra support</li> <li>○ the children who have been identified as not making as much progress as would be</li> </ul> </li> </ul>	



	<p><b>C. Provided and paid for by the Health Service but delivered in school</b></p>	<ul style="list-style-type: none"> <li>• Physiotherapy</li> <li>• School nurse</li> <li>• Speech and Language Therapy</li> <li>• Support from the Child Development Centre (CDC)</li> <li>• Support from Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Occupational Therapy</li> </ul>	
<p><b>What training or help is given to staff to help them support children with SEND?</b></p>		<ul style="list-style-type: none"> <li>• The SenCo's role is to support the class teacher in planning for children with SEN and provide in house training where possible and necessary.</li> <li>• The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASC, dyslexia etc..</li> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the CIT, Sensory service or medical /health training to support staff in implementing care plans.</li> </ul>	

<p><b>How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)</b></p>		<ul style="list-style-type: none"> <li>• Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure and that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.</li> <li>• Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.</li> <li>• Specific resources and strategies will be used to support your child individually and in groups.</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.</li> </ul>	
<p><b>How will we measure the progress of your child in school? And how will I know about this?</b></p>		<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her class teacher.</li> <li>• His/her progress is reviewed regularly against the learning objectives appropriate for their age group in reading, writing, numeracy and science or the areas of the Early Years curriculum as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.</li> <li>• If your child is in Year 1 and above, but is not yet working within the National Curriculum learning objectives, a more sensitive assessment tool is used which</li> </ul>	

		<p>shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.</p> <ul style="list-style-type: none"> <li>• At the end of year 2 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do, to inform their teacher assessments which are reported to the LA.</li> <li>• Children needing additional individual support will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.</li> <li>• The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education/care.</li> <li>• The SenCo will also check that your child is making good progress within any individual work and in any group that they take part in during regular IEP reviews.</li> <li>• A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> <li>○ Home/school book</li> <li>○ Additional meetings as required</li> <li>○ Reports</li> </ul> </li> </ul>	
<p><b>What support do we have for you as a parent of child with an SEN/and or disabilities?</b></p>		<p>Parental support may include some of the following approaches, or additional approaches should they be required:</p> <ul style="list-style-type: none"> <li>• We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are</li> </ul>	

		<p>doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.</p> <ul style="list-style-type: none"> <li>• The SenCo or Head teacher is available to meet with you to discuss your child's progress or any concerns/worries you may have.</li> <li>• All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The SenCo will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</li> <li>• IEPs will be reviewed with your involvement each term.</li> <li>• Homework will be adjusted as needed to your child's individual needs</li> <li>• A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.</li> <li>• You may be invited periodically, to meet with the outside agencies involved with your child</li> </ul>	
<p><b>How have we made this school physically accessible to children</b></p>		<p>The nature of the school building has prevented alterations which will facilitate</p>	

<p><b>with SEND?</b></p>		<p>access to children with certain physical issues. It will be necessary to contact the Headteacher to discuss if the school would be suitable for your child.</p>	
<p><b>How will we support your child when they are leaving this school? OR moving on to another class?</b></p>		<p>We recognise that ‘moving on’ can be difficult for a child with SEN/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school: <ul style="list-style-type: none"> <li>○ We will contact / meet the new school’s SenCo and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> </ul> </li> <li>• When moving classes in school: <ul style="list-style-type: none"> <li>○ Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher. Handover meetings will be held in the summer term to facilitate this.</li> <li>○ If your child would be helped by a book to support them understand moving on then it</li> </ul> </li> </ul>	



		<p>will be made for them.</p> <ul style="list-style-type: none"> <li>○ Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.</li> <li>○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</li> </ul>	
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### GLOSSARY OF TERMS

IEP	Individual Education Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASC	Autistic Spectrum Condition