Padnell Infant School
Special Educational Needs Information Report
2026-2027

What kind of Special Educational needs does the school provide support for?

Padnell Infant School is a mainstream school for children between the ages of 4 -7. At Padnell Infant School we value the abilities and achievements of all our pupils. All pupils have equal entitlement to the whole school curriculum and we are committed to making this accessible to all through adaptation and by using a variety of teaching and learning styles according to the individual needs of the pupils (see Teaching and Learning Policy)

We are committed to ensuring that all children can access learning and achieve success. Ordinarily Available Provision (OAP) outlines the range of support, strategies and adjustments that mainstream schools are expected to provide to meet the needs of pupils with SEND. Further information about OAP can be found by following the link below.

https://www.connecttosupporthampshire.org.uk/family-information-and-services-hub-fish/send-local-offer/education-and-childcare/ordinarily-available-provision-and-send-support/

How does the school know if children need extra help and what should I do if I think my child has special educational needs? How will I raise concerns if I need to?

A child is considered to have special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. This may be in one or more of the following areas:

Area of Special Educational Need	**Relating to difficulties with:**
Communication and	Children may have a delay or disorder in one or more of the following areas: **Attention/Interaction skills**: 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.

Interaction Communication and Interaction	**Understanding /Receptive language**: 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. **Speech /Expressive Language**: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, which 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.
Cognition and Learning	May have difficulties with the skills needed for effective learning such as use of: • Language, memory and reasoning skills • Sequencing and organisation skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.
Social, Mental and Emotional Needs	May have difficulties with social and emotional development which may lead to or stem from: • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and/or	These pupils may have a medical or genetic condition that could lead to difficulties with: • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment

Physical	• Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment • Over sensitivity to noise / smells / light / touch / taste.

Children may have difficulties that fit clearly into one of these areas; some may have needs that span two or more areas. It is therefore essential that as a school we make early assessments and put appropriate support in place. We also contact pre-schools and previous schools to obtain information on children who have already been identified as needing support.

A range of assessment and monitoring of pupil progress help teachers identify children that need extra support. If the rate of progress continues to be a concern, the teacher and Inclusion lead will work together to arrange any additional support needed.

You will be informed about your child's progress throughout the year through parents' meetings. However, if at any time you have any concerns about your child's progress and development you are encouraged to contact your class teacher or the Inclusion lead.

How does the school evaluate the effectiveness of its provision for children with SEND?

The Governors, Head teacher and all staff are responsible for all children having access to good and outstanding teaching and ensuring that the curriculum is adapted to meet all children's needs. The Inclusion lead will continually monitor and evaluate the provision for children with SEND, working closely with Teachers, LSAs, SEN Support Assistants, ELSA, and SALTA. Teachers and the Inclusion Leader meet every half term to hold SEND pupil progress meetings to review the impact of additional support in place and discuss the child's development. The school has established positive links with outside agencies who we would contact with your permission if necessary. These include Educational Psychology, Speech and Language Therapy, Occupational Therapy, School Nurses, Outreach providers (such as Riverside special school) and Specialist Advisory services.

How do we identify SEND in our school and how do we assess needs?

Teachers plan towards outcomes for children thinking carefully about what they want the child to have achieved by the end of the year. The school has an open door policy where you are encouraged to share your views on your child's progress. Teachers will

share your child's progress with you termly, and you are welcome to arrange meetings with the class teacher or Inclusion lead at any time. At the end of each academic year each child is issued with a report written by the teacher.

How do we support children with SEND in our School? Job role responsibilities include:

CLASS TEACHER

- Provide high quality teaching to all children and differentiate tasks appropriately
- Track and monitor the progress of all children
- Identify the needs of individual children
- Liaise with the Inclusion Leader regarding children on the SEND register
- Provide intervention programmes and appropriate resources
- Write Pupil Passports and SEN plans for children on the SEND register
- Plan for learning support assistants to support groups of children and individual children both in and out of class

INCLUSION LEADER

- Co-ordinate all the support for children with SEND
- Provide specialist support and advice for teachers
- Support teachers when writing Pupil Passports and SEN plans
- Monitor the effectiveness of intervention programmes
- Track the progress of children on the SEND register
- Ensure parents are kept involved
- Liaise with outside agencies

HEAD TEACHER

- Day to day management of the school.
- Give responsibility to the Inclusion Leader and the class teachers but have overall responsibility for ensuring your child's needs are met
- Ensure the governors are kept up to date on SEND issues

GOVERNORS

- Ensure SEND policy is kept up to date
- Monitor the use of the school budget for provision for SEND children
- Visit the school, meet with the Headteacher/Inclusion Leader to monitor the support in place

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

Through our shared vision all children are taught to be:

Giving Citizens

Resilient Learners

Original Thinkers

Wise Workers

Everyone in our school 'GROWS' at every opportunity.

In class, children work within ability groups and/or mixed ability groups according to the task. Teachers make learning accessible to all through a range of provision, for example: whole class, small group and one to one support. Appropriate resources are made available for children to enable them to fully access the curriculum. The learning environment in each classroom is adapted to the needs of all children including those with SEND to allow all children to both achieve and enjoy learning.

How are the schools resources allocated and matched to SEND needs?

Each class has an allocated learning support assistant who supports the teacher with all children through whole class, group and one to one teaching. Children with SEND are supported where possible in the classroom environment by our SEND support assistant. Programmes of support are run to meet each child's individual needs in English or Mathematics and this is reviewed every 6 weeks. Resources are made available to encourage the children to become independent learners. Teachers and support staff have regular training updates as well as specific areas of expertise in SEND.

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

- The class teacher will discuss a child's needs with the Inclusion Leader and the support required. For example, a child with speech and language delay may require extra time with our SALTA following a specific programme.
- Children will require different levels of support in order to reduce the gap to achieving age related expectations.
- Throughout the year you will be kept informed and given opportunities to discuss the support your child is receiving with the class teacher.
- Outside agencies can be contacted if further advice is needed.
- If a child has significant difficulties and requires more complex support including specialist equipment, extra adult time, they may be eligible for statutory assessment for an Education and Health Care plan. More information on these can be obtained from Sarah Porter (Inclusion Leader)

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

All children are able to join in with activities outside the classroom. Where necessary, risk assessments are written, for example when the children are learning outdoors in Joey's field or going on a school trip. There is a rigorous health and safety policy in school to ensure the safety of all children. You are welcome to discuss any concerns

regarding these activities with your class teacher. Support can sometimes be necessary during lunchtimes and playtimes. For children needing this support plans can be written and shared with all members of staff to ensure that everyone knows how best to support the child.

What support is there for my child's overall wellbeing?

The class teacher has an overall responsibility for the pastoral, medical and social care of every child in their class. The whole school follow the vision to **GROW** and children are rewarded when they show that they are **G**iving citizens, **R**esilient learners, **O**riginal Thinkers and/or **W**ise workers

For children with concerns regarding social and emotional needs, support from the ELSA can be provided. This might be through carefully planned one to one sessions or through social skills groups. Positive rewards systems are in place across the school to promote good behaviour. Where a child has a medical or personal care need, all staff are given clear guidance and training if necessary on the administration of medicine. This is overseen by the Head teacher.

Name and contact of Inclusion Leader

Mrs Sarah Porter is available in school on Monday, Wednesday, Thursday and Friday. Please phone the school office if you would like to make an appointment.

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

Across the school, teachers and teaching assistants have a variety of expertise and qualifications. These include:

- Speech and language –ELKLAN
- Autism awareness training
- Attachment awareness training
- Team TEACH training
- ELSA
- Nurture group training
- Makaton
- British Sign Language
- LEGO therapy
- Precision Teaching
- Attention Autism
- Colourful Semantics

The school has good links with outside agencies who offer support and training for staff including the Educational Psychology Service, Speech and Language Therapy and

Primary Behaviour Support. Learning Support Assistants receive training in delivering Intervention programmes.

How accessible is the school both indoors and outdoors? What facilities are provided to help with access?

The school has made reasonable adjustments to allow for wheelchair accessibility. The building is partially accessible and has been adapted as far as possible due to the current architectural structure. There is a disabled parking bay in school, some classes are accessible for wheelchairs and a disabled toilet is available in the community room. For children with hearing and visual impairment, after contacting the hearing/visual advisory service, plans are put in place to support the child in school.

How as a parent can I be involved in the school to support my child?

At Padnell we value the close working partnership between parents, teachers and pupils. The school has an open door policy and teachers maintain close relationships with parents. Parents evenings are held termly but parents can also arrange to meet their class teacher when required. For parents of children with SEND, parents will be given access to Edukey provision map where you can view your childs SEN plans and pupil passports.

If your child has an Education and Health Care Plan a formal Annual review meeting will take place each year to discuss this child's progress and ongoing need. A report will also be written and distributed. Transition plans can also be written following a meeting with staff from feeder pre-schools and parents to ensure children have the best support when transitioning.

How will my child be able to contribute their views?

All children at Padnell are encouraged and supported in setting achievable targets and working towards yearly outcomes. Pupil Passports which are regularly monitored and reviewed are written with children and aim to give a portrait of the child as a learner. For example what they need to help them learn, what environmental adaptations and resources help. Children discuss their progress with their teacher and work together to set new goals. Children with an EHC plan are invited to contribute to a formal meeting once a year where members of staff, parents and outside agencies meet to discuss progress and current and future needs.

What if I have concerns regarding the provision for my child?

The school will work hard to resolve any issues that are causing concern. The first point of contact would be your class teacher who may arrange a meeting with the SENco and or Headteacher if necessary.

How do I make a formal complaint?

The school has a complaints guidance document for parents to access. This can be found via the school website: http://padnell-inf.hants.sch.uk

- Key Information
- Policies and Documents
- Complaints Policy – Guidance Document for Parents 2024-2026

What external agencies do you use to seek advice?

We seek expert advice from any external agency that we feel are relevant to individual children's needs within our school including:

- Speech and Language Therapy
- Educational Psychology
- GPs
- Family Support Services
- Social workers
- Paediatricians
- Occupational Therapists
- School Nurse
- Specialist Advisory teachers
- Outreach services- Riverside, Waterloo
- Primary Behaviour support

What happens when a child joins the school or moves on to another setting?

All children and their parents visit the school and take part in a well planned induction process. For children with specific needs, an individualised induction programme can be implemented if necessary. Staff may visit a child at preschool and meet with parents/key workers/outside agencies where required.

A similar induction process can be implemented when a child is moving through the school and on to Junior School. Children are given opportunities to visit their new classroom/teacher/school so that they can adapt to the change in a gradual, stress free manner. Extra visits can be planned for children who require them. Parents of children with SEND are encouraged to be involved in this process which usually includes a meeting with teachers, a transition story to be taken home and discussed and a review meeting early in the year to ensure things are going well. This process usually begins in the summer term. Sometimes children may need a detailed plan to assist transition. In this instance parents and children are invited to a meeting, sometimes with outside agencies, to give their views on a Transition Partnership Agreement

Information on where the local authority's local offer is published

The local offer puts all the information about education, health and care services, leisure activities and support groups in one place. It has two main purposes: to provide clear, comprehensive and accessible information about the support and opportunities that are available and to make provision more responsive to local needs and aspirations. It is designed primarily for parents, carers and children with SEND to help make it easier to find out what you need to know.

Hampshire local offer can be found on the following link

https://www.connecttosupporthampshire.org.uk/

Who else can I contact regarding my child's education?

Support for parents of children with SEND needs can be found at Hampshire SENDIASS.

https://www.hampshiresendiass.co.uk/

SPEECH AND LANGUAGE THERAPY (SALT)

The school has a named Speech and Language therapist who visits the school on at least a termly basis. The support from the therapy service may include:

- Discussion and advice on activities you can use at home.
- Assessing pupils individual communication needs and supplying school/home with an individual SALT plan identifying targets to be worked towards.

Providing advice, games and activities for school/ or home to work on with the children.

PRIMARY BEHAVIOUR SUPPORT TEAM (PBS)

Works closely with the school, parents, carers and children to offer support with the management of behavior. http://www3.hants.gov.uk/primary-behaviour-service-brochure.pdf

CHILDREN'S SERVICES

School has access to and works very closely with Social Care in supporting both our children and families as needed. www.childrens.services@hants.gov.uk

SCHOOL NURSING TEAM

The school nursing team work closely with schools, parents and children to offer support and advice on a range of issues. They play a vital role in children's development and the management of medical conditions which require further support. Their website is fantastic for further information:

www.southernhealth.nhs.uk/schoolnursing

CHILD AND ADOLESCENT MENTAL HEALTH (CAMHS)

A wide range of health professionals who can support children where there are concerns about their emotional well-being and mental health. They can also work with their families and carers. http://www3.hants.gov.uk/camhs

PARENT PARTNERSHIP

Parent Partnership provide clear and accurate information and advice to support parents with decisions linked to their child's education.

http://www3.hants.gov.uk/parentpartnership

OCCUPATIONAL THERAPIST (OT)

Helps to reduce a child's difficulties and improve their ability to learn, socialise and play, finding ways to overcome any problems they experience in participating in day to day activities. They will work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life whether at school or in the home.

EDUCATIONAL PSYCHOLOGIST (EP)

School have subscribed to the Hampshire EP service and access will be dependent upon individual pupils needs through discussion with the SENCo, Parents/Carers and Class Teacher. The EP service are able to work with school staff, parents and directly assessing / observing pupils in order to support learning and identify area of need and how best to support. http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/educational-psychology.htm