SEND INFORMATION FOR PARENTS

Poulner Infant School and Nursery

Editable working document

This document has been adapted for Poulner Infant School and Nursery using the structure and themes of the supplied SEND Information Report. Please check and edit names, contact details, meeting arrangements and intervention lists before publication.

Collaboration • Creativity • Challenge

Our vision for inclusion

At Poulner Infant School and Nursery, every child should feel known, valued and a true sense of belonging. Inclusion is at the heart of how we think about every child, every classroom and every opportunity.

We recognise that every child is unique. Through strong relationships, thoughtful adaptations and high expectations, we aim to remove barriers so that children can learn, play, participate and thrive.

Our values

Collaboration We work together with children, families and professionals.	**Creativity** We find thoughtful and flexible ways to meet individual needs.	**Challenge** We maintain high expectations and help every child make progress.

Welcome

At Poulner Infant School and Nursery, we are proud to be a nurturing and inclusive community where every child is encouraged to belong, participate and succeed.

Our SEND Information Report explains how we identify and support children with special educational needs and disabilities. We work closely with children, families and other professionals to understand individual strengths and needs and to put appropriate support in place.

Our approach begins with high-quality inclusive teaching and an environment that can be adapted to reduce barriers to learning. Where children need something additional or different, we use a graduated approach to plan, provide and review support.

Introduction

This SEND Information Report explains how Poulner Infant School and Nursery identifies and supports children with special educational needs and disabilities. It includes information about our approach to inclusion, how needs are identified and assessed, curriculum adaptations, additional support, working with families and professionals, transition and where to find further guidance.

Our Inclusion Team

Our Inclusion Team works closely with class teachers, support staff, families and external professionals to support children's learning, development and wellbeing.

- SENCo / AHT for Inclusion & SEND: [insert name]
- Headteacher: [insert name]
- ELSA / pastoral support: [insert name(s)]
- Other key inclusion staff: [insert details]

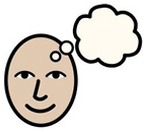
Contacting us

If you have concerns about your child's learning, development or wellbeing, your child's class teacher is usually the best first point of contact. Families can also contact the school office to arrange a conversation with the SENCo/Inclusion Lead.



Special Educational Needs

At Poulner, we support children with a wide range of needs and celebrate diversity and difference. The SEND Code of Practice groups special educational needs into four broad areas:



Cognition and Learning

- Specific learning difficulties
- Moderate learning difficulties
- Developmental delay



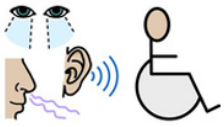
Communication and Interaction

- Speech, language and communication needs
- Social communication needs
- Autism spectrum condition



Social, Emotional and Mental Health

- Social and emotional needs
- Attention and regulation needs
- Mental health and wellbeing needs



Sensory and/or Physical

- Physical needs
- Sensory processing needs
- Hearing impairment
- Visual impairment



Identifying and assessing need

At Poulner, staff work closely as a team. If a teacher has a concern about a child, this is discussed with the SENCo/Inclusion Lead and with the child's family. We gather information from observations, assessment, the child's views and family knowledge to build a clear picture of strengths, needs and possible barriers to learning.

Where additional support is needed, we follow the graduated approach of **Assess, Plan, Do and Review**. Support is reviewed regularly so that we can understand what is helping and decide the most appropriate next steps.

Moving to an Education, Health and Care Plan

Most children with SEND will have their needs met through high-quality inclusive teaching, targeted support and, where appropriate, advice from external professionals. For a small number of children with significant and long-term needs, an Education, Health and Care needs assessment may be considered. Families are fully involved in this process.



Our curriculum

We provide a broad, balanced and engaging curriculum with appropriate challenge for all children. Teachers adapt teaching, resources, tasks and the learning environment so that children can access learning alongside their peers wherever possible.

Our approach to teaching children with SEND



At Poulner Infant School and Nursery, inclusion begins in the classroom. Every teacher is a teacher of every child, including children with SEND. Our starting point is high-quality, inclusive teaching that recognises and responds to individual strengths and needs.

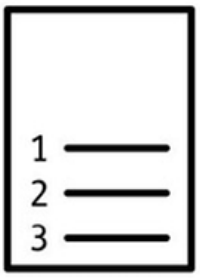
Teachers carefully adapt explanations, modelling, resources, grouping, scaffolds and the learning environment. Where appropriate, children may also receive targeted small-group or individual support. We aim for additional support to increase participation and independence rather than create unnecessary reliance on adults.

High-quality inclusive teaching

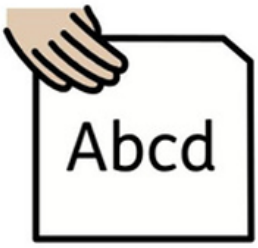
1. Clear, explicit instruction and modelling
2. Carefully chosen scaffolds and visual supports
3. Flexible grouping based on current learning needs
4. Opportunities to revisit and practise learning
5. Appropriate use of technology and alternative ways to record
6. Calm, predictable routines and environments
7. Movement, sensory and regulation opportunities where needed

Curriculum adaptations

We use a range of reasonable and responsive adaptations to help children access learning and participate fully in school life. Adaptations are selected according to individual need and are reviewed for impact.



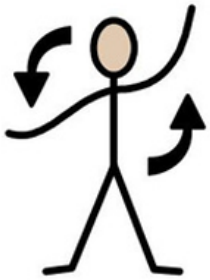
Task Boards



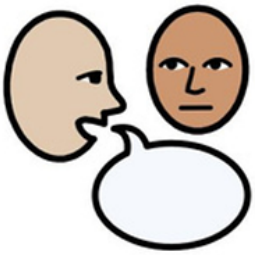
Word Banks



Small Groups



Movement Breaks



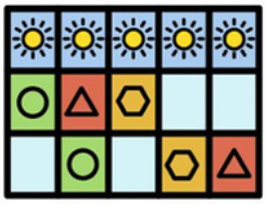
Talk Partners



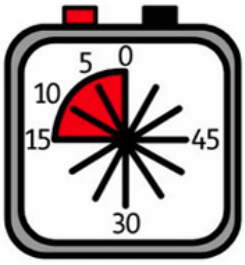
Pre-teaching



Assistive Technology



Visual Timetables



Timers



Explicit Instruction

Our therapeutic and supportive spaces

Our school environment includes spaces that can support regulation, emotional wellbeing and individual needs. These include The Woodland Room for sensory and movement support and The Nest for ELSA, counselling and family support. Access is planned according to individual need.











Targeted support and interventions

Some children may require support that is additional to, or different from, the provision ordinarily available in the classroom. When this is identified, we select support according to the child's assessed needs and review its impact.

Examples of provision at Poulner may include:



Little Wandle Phonics Catch up



Sensory Circuits



Bucket Time/Attention and Interaction



ELSA - Emotional Literacy



Speech and Language support



Fine motor and gross motor support



Reading, writing or Maths support

Provision changes over time in response to children's needs. Inclusion is not defined by a fixed list of interventions; support is selected because it is appropriate for the individual child.

Working with families and children

Parents and carers

Families know their children best and are important partners in SEND support. We aim to communicate openly, listen carefully to family views and work together when identifying needs, agreeing outcomes and reviewing provision.

If your child is receiving SEND Support, you will be involved in regular reviews of their progress, support and next steps. The exact format and frequency of meetings will reflect the child's needs and the school's review arrangements.



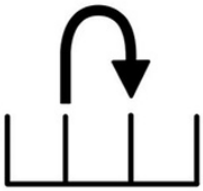
The voice of the child

Children's views are important. We support children, in an age-appropriate way, to share what helps them, what they find difficult and what they are proud of. Their views help us to shape support and celebrate progress.



Staff training

Staff have access to professional development, advice and resources to strengthen inclusive practice. Training is planned in response to school priorities and the needs of individual children.



Transition support

We carefully plan transitions so that children feel safe, known and well supported as they move into, through and beyond Poulner Infant School and Nursery.

Nursery and Reception

- Close liaison with families and previous settings
- Opportunities for visits and familiarisation
- Home visits and welcome arrangements where offered
- Sharing of relevant SEND information and professional advice
- Additional visits, visual supports or social stories where helpful

Moving to a new year group

- Detailed handover between staff
- Sharing pupil profiles, support plans and successful strategies
- Visits to the new classroom and opportunities to meet staff
- Additional transition support where a child needs it

Moving to junior school

As an infant school, transition to junior school is particularly important. We liaise closely with receiving schools, families and relevant professionals so that information about strengths, needs, successful strategies and provision is shared appropriately. Additional visits and transition planning can be arranged for children who need them.

Joining us during the school year

Where a child joins Poulner with identified SEND or emerging needs, we work with the family and previous setting to understand the support that has been helpful and to plan a positive start.

Working with outside agencies

Where specialist advice would help us to understand or meet a child's needs, we may work with external professionals. We discuss referrals and involvement with families and seek consent where required.



Agencies may include:

- Hampshire Educational Psychology
- Primary Behaviour Service / outreach services
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School Nursing
- Specialist Teacher Advisory Service
- Other health, education or family-support professionals as appropriate



Clubs, trips and wider school life

We want children with SEND and disabilities to be able to participate fully in school life. We make reasonable adjustments to support access to trips, clubs, performances, enrichment opportunities and responsibilities wherever possible. Individual planning and risk assessment may be used where this is needed to support safe and meaningful participation.



Hampshire Local Offer

The Hampshire Local Offer provides information about services and support available to children and young people with SEND and their families.

https://fish.hants.gov.uk/

Useful information and documents

Parents may also find the following school information helpful:

- SEND Policy
- Accessibility Plan
- Behaviour Policy
- Safeguarding / Child Protection Policy
- Teaching and Learning information
- Hampshire Local Offer

Please add current hyperlinks to the school website before publication.