

Southbourne Infant School Local Offer

This is the Local Offer, supporting children with Special Educational Needs or Disabilities at Southbourne Infant School.

Background: The Children and Families Act 2014

The Children and Families Act 2014 takes forward the Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reformed the systems for adoption, looked after children, family justice and special educational needs.

The Government has transformed the system for children and young people with special educational needs (SEN), including those who are disabled; so that services consistently support the best outcomes for them. The Bill extended the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in '*Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps;*' by...

- replacing statements and learning difficulty assessments with a new birth to 25 Education, Health and Care Plan
- Extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need
- Improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together

What is the local offer?

The *local offer* is a key requirement of the government reforms within the Children and Families Act 2014. Each Local Authority (LA) is required to collaborate with children and young people with SEND and those caring for them, to co-produce a local offer. This offer provides information about the services available to support disabled children and children with SEND and their families and demonstrate how these services can be accessed and what can be expected from them. Each school is required to contribute to this offer by publishing the details of how they endeavour to support and enhance the learning experience for pupils with SEND. The intention is that this easy to understand information sets out what you and your child can expect from the school, in response to the individual attributes and challenges they face. There are 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

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Whilst providing useful information, we are aware that the answer to these questions cannot replace the understanding you will gain from a visit to the school and discussion with the school Special Needs Co-ordinator (SENCo) or Head Teacher. We welcome visits to the school and the opportunity to meet your child, discuss their particular strengths and the challenges they might face.

<p>1. How does Southbourne Infant School know if children need extra help?</p> <p>What should I do if I think my child may have special educational needs?</p>	<p>We know when children need help if:</p> <ul style="list-style-type: none">• Concerns are raised by parents/carers, teachers, TA's, the child's previous school/pre-school (if appropriate) or healthcare professional.• There is lack of progress identified through regular assessment & monitoring.• There is a change in the child's behaviour or attitude.• A child asks for help or there is a drop in self-esteem and confidence <ul style="list-style-type: none">• If you have concerns then contact your child's teacher, the Head teacher or the Special Educational Needs Co-Ordinator (SENCo).
<p>2. How will I know how Southbourne Infant School supports my child?</p>	<ul style="list-style-type: none">• At a universal level we ensure Quality first Teaching for all, including adaptations, adult support, resources, learning styles and strategies is vital.• Initially, when a child is in need of additional support, we complete a 'Passport' detailing the views of the child and strategies/provision to support them. of a 'Nature of Concern form' identifying what is working well/barriers to learning. This is reviewed at least termly.• Assessments will provide information about a child's performance and these will always be discussed with parents.• Parents will also be involved in discussions with school staff about any areas of concern.• Pupil's intervention programmes will be planned by the class teacher with the support of the SENCo as appropriate. Plans will be targeted towards meeting the pupil's needs and recorded on a 'Passport' This may include adaptations implemented by the teacher or teaching assistant (TA) in class or a specific intervention carried out in pairs, small groups or 1:1.• The length of time of the intervention will vary according to need but will generally be for 6 weeks or a term. The interventions will be regularly reviewed by all involved to monitor impact and effective progress.• In addition to this, there are three parent consultation meetings during the school year.

	<p>Parents meet with the class teacher and if requested the SENCO. For parents of children on the SEN register, we also offer meetings to review targets and write revised plans, at least termly.</p> <ul style="list-style-type: none"> • Pupil Progress Meetings are held 3 times a year. This is a meeting where the class teacher meets with the Head teacher and the SENCO to discuss the progress of the children in their class. This shared discussion will highlight any potential problems in order for further support to be planned and implemented. • Sometimes a child may need more expert support from an outside agency such as the Speech and Language Therapist or the Occupational Therapy Service. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers and goals regularly reviewed. • The Governors of Southbourne Infant School are responsible for monitoring SEN practise. In a supportive and challenging role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the Accessibility Plan and all other statutory policies as defined by the DfE.
<p>3. How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • When a child has been identified as having additional needs, the class teacher will plan to adapt the curriculum appropriately, record these provisions on a 'Passport' that is shared with the parents. The class teachers may also consult with the SENCO. • TAs may be allocated to work with the child 1:1, within a group or in a small focussed group to target more specific needs. • Children may follow programmes devised by specialist external agencies such as the Educational Psychologist, Speech and Language Therapist or Occupational Therapist. • If appropriate, specialist equipment may be provided for the child e.g. writing slopes, move and sit cushions, pencil grips or easy to use scissors.
<p>4. How will I know how my</p>	<ul style="list-style-type: none"> • You will be able to discuss your child's progress at Parents Evenings.

<p><i>child is doing?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<ul style="list-style-type: none">• Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office or emailing lsherlock@southbourneinfants.co.uk• Learning Passport and ISPs showing the planned provision for your child and will be shared and reviewed with parents/carers at least 3 times a year. <ul style="list-style-type: none">• The class teacher and SENCo is available to meet with you to discuss how to support your child.• If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.• Throughout the year we hold workshops and meetings for parents on how the children learn in school and how you can support them at home.• For children with EHCP's, Annual Review meetings are held to consider the impact of current provision and future plans.
<p>5. What support will there be for my child's overall well-being?</p>	<p>The safety and well-being of our children is vital. We strive to create an environment where children know they are safe, valued and respected and in which they feel confident to take risks. The school offers a wide variety of pastoral support for children who are encountering emotional difficulties:</p> <ul style="list-style-type: none">• Children are encouraged to talk about their feelings and use the Calm Corner whenever needed.• The carefully planned PHSCE curriculum encourages children to discuss their views and feelings on a wide range of issues and supports the children's well-being.• Zones of Regulation is also used to support children identify and deal with feelings.• Children who have specific well-being needs can receive Theraplay sessions or be referred to the school's ELSA by the class teacher.• Mrs Whiffin (Headteacher) is our Child Protection officer and there are clear procedures of which all staff are aware, to ensure any concerns are passed on and recorded

	<p>appropriately.</p> <p><u>Children with medical needs</u></p> <ul style="list-style-type: none"> • Referrals can be made to the School Nursing service through the school. • Health Care Plans are written by staff and parents for children with identified medical needs. These may sometimes have input from the school nurse. • All staff receive training for administering auto injectors delivered by the School Nurse as required. • Where necessary and in agreement with parents/carers medicines are administered in school but only when a medical form is signed to ensure the safety of both child and staff member. (See Medicines in School Policy)
<p>6. What specialist services and expertise are available at or accessed by the school?</p>	<p>The agencies used by the school include:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Ethnic Minority Access Team (EMAT) for children with, English as an Additional Language, and Traveller families • Speech and Language Therapy Service • Occupational Therapy Service • Physiotherapy Service • Learning & Behaviour Advisory Team • Autism and Social Communication Team • Children and Adolescent Mental Health Service (CAMHS) • School Nursing Service • Integrated Front Door

<p>7. What training are the staff supporting children with SEND had or are having?</p>	<ul style="list-style-type: none">• All staff are on a journey of continuing professional development aimed at improving 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 ADHD, ASC or Dyslexia.• Training may be 'in-house' or from outside agency personnel such as Speech and Language, Learning and Behaviour Support Team• We assess the training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses the specific needs of children in any particular co-hort.• Whole staff training takes place to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.• The SENCo's of each school in the locality meet together each term to share good practice.
<p>8. How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none">• It is the school's policy to provide effective learning opportunities including the setting of suitable learning challenges, responding to diverse learning needs and overcoming potential barriers to learning.• Risk assessments are carried out and procedures are put in place to enable all children to participate as fully as possible.• If a health and safety risk assessment suggests that an intensive level of 1:1 support is required, a parent or carer or additional member of school staff will be asked to accompany the child during an activity/trip.
<p>9. How accessible is the school environment?</p>	<ul style="list-style-type: none">• Our school building is on one level and is accessible to wheelchair users. There is level access through doors.• There is a disabled toilet.• The school has had training in Autism Awareness specific literacy difficulties including Dyslexia, ADHD, Behaviour is Communication, Emotions Coaching, Dyscalculia, Attachment

	<p>trauma, working Memory and Communication Friendly classrooms</p> <ul style="list-style-type: none"> • We have Teaching assistants who are trained in Lego Therapy and Drawing and Talking Therapy. • Staff have undertaken Team Teach for positive handling • We have an in house ELSA and a number of our staff are trained in Theraplay
<p>10. How will the school prepare and support my child when joining Southbourne Infant School or transferring to a new school?</p>	<p>At Southbourne Infant School we understand that moving schools can be a stressful time and therefore many strategies are in place to enable children's transition to be as smooth as possible. These include:</p> <ul style="list-style-type: none"> • Transition meetings from pre-school to infant, infant to KS2 (Juniors) • SENCO/YR teachers will visit pre-schools to aid transition. • Individual Transition Plans for some children in addition to the plans in place for all children. • YR teachers attend home visits. • Meetings between the previous or receiving schools, including multi agency meetings prior to the pupil joining/leaving, both for teaching staff and the SENCo. • Additional visits are also arranged for pupils who need extra time in their new school. • Photo books including new staff and specific areas of the school can be useful in preparation for transition • The Headteacher or the SENCo are always happy to meet with parents/carers prior to their child joining the school to share concerns or pass information about specialist support or agencies already involved. • Our SENCo liaises with the Junior School SENCo to pass on information regarding SEN pupils. Further transition visits are arranged if it is felt necessary. There is a transfer document in place.
<p>11. How are the school's</p>	<ul style="list-style-type: none"> • The resources for all pupils are administered by the school Bursar, in line with the budget

<p><i>resources allocated and matched to children's special educational needs?</i></p>	<p>set by Head Teacher & Governing body.</p> <ul style="list-style-type: none"> • Targeted allocation of additional provision and resources for children with additional needs is allocated according to need. • Statutory requirements of an EHCP will also dictate specific resources. • Specific resources required to enable children to access learning effectively will be accessed whenever possible. • SENco's in the locality share resources when appropriate.
<p><i>12. How is the decision made about how much support my child will receive?</i></p>	<ul style="list-style-type: none"> • For children starting school, information from pre-schools, other professionals and discussions with parents alongside initial observations and assessments will provide information on which to base support plans. • Within the school, after identifying strengths and gaps in learning through observations and assessments, the desired outcomes for the child is the starting point for making decisions about the types of support they will receive. • The SENco will work closely with you and all staff to discuss relevant interventions and an appropriate time scale in which to review their impact.
<p><i>13. How will I be involved in discussions about and planning for my child's education?</i></p>	<p>All parents are encouraged to contribute to their child's education.</p> <p>This may be:</p> <ul style="list-style-type: none"> • Through discussions with the class teacher - our open door policy gives opportunities for informal discussion • During parent consultation evenings and at additional meetings at least termly with class teacher/SENco to review any targets. • At Annual Review meetings if your child has an EHCP. • By completing a My Learning Passport form detailing your views about your child and their needs to add to their passport in school. • By supporting children through specific activities agreed with school staff/outside agencies.

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14. Who can I contact for further information?

School Staff can be contacted in the following ways:
Southbourne Infant School, New Road, Southbourne, Emsworth, Hampshire PO10 8JX
Tel: 0124337227
Email: office@southbourneinfants.co.uk
Head Teacher: head@southbourneinfants.co.uk
SENco: lsheerlock@southbourneinfants.co.uk