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Welcome to the

# MEON INFANT SCHOOL

## Local Offer

for:

Special Educational Needs  
and Disability



Look what's on offer for your child



(Click anywhere on the page to move on).



**Look out for the frogs.  
They will help you to  
find the pages with the  
information you are looking  
for.**

(If you wish to go through the whole document page by page just click anywhere on the page that you are on to move the presentation to the next page).

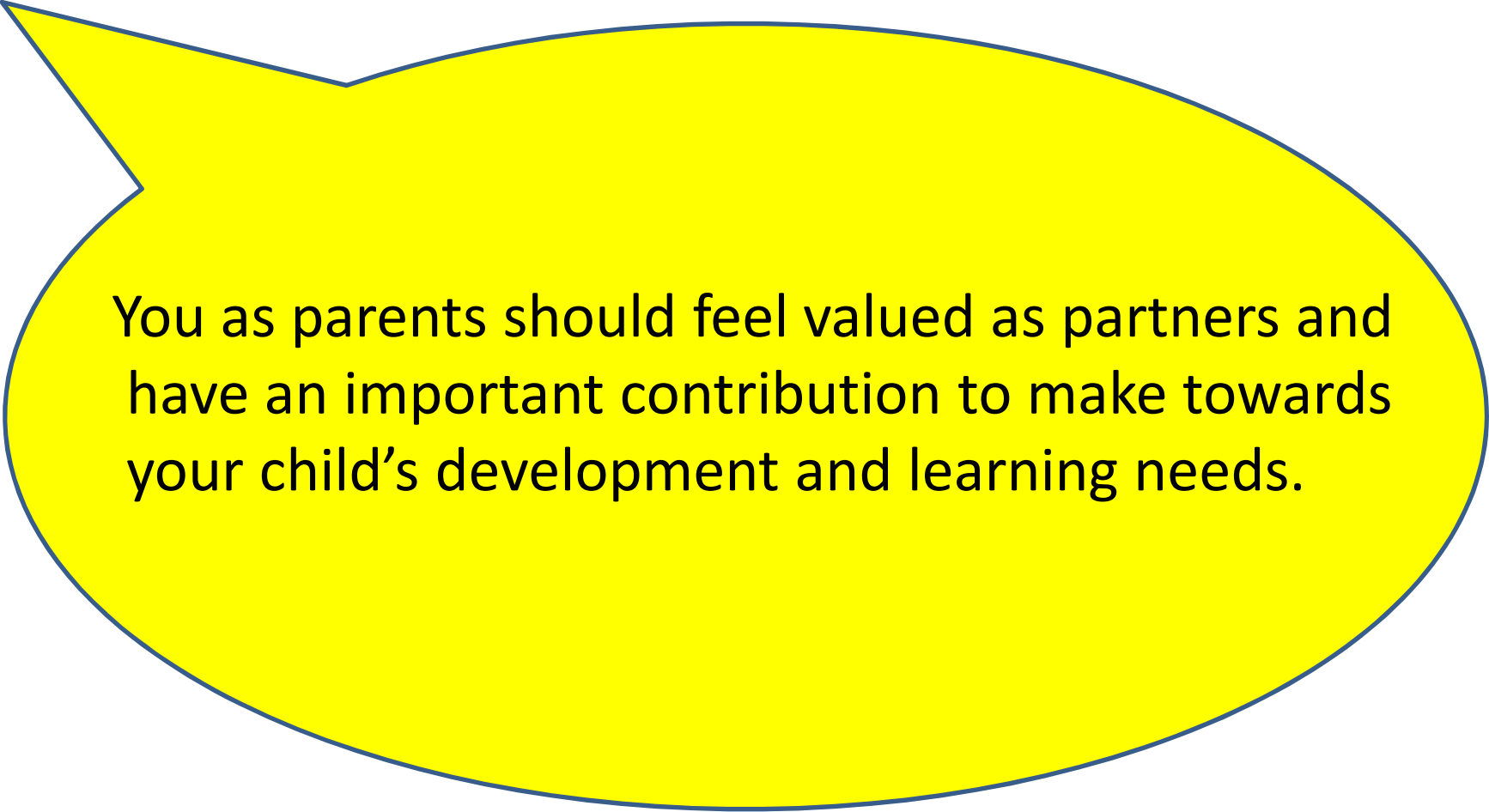
**As parents you need to know  
what support is on offer for  
you and your child:-**

**At Meon Infant School  
and  
At Portsmouth City Council**

This document is your guide to all that is on offer.

[\(Click anywhere on the page to move on\).](#)

**The staff and Governors of Meon Infant School believe that:**



You as parents should feel valued as partners and have an important contribution to make towards your child's development and learning needs.

(Click anywhere on the page to move on).

## They also believe that:

Every teacher is a teacher of children with special education needs.

All children are entitled to and should have full access to a broad, balanced and relevant curriculum which is suited to individual needs.

A child has special education needs if he or she has a learning difficulty which calls for a special educational provision to be made for him or her.

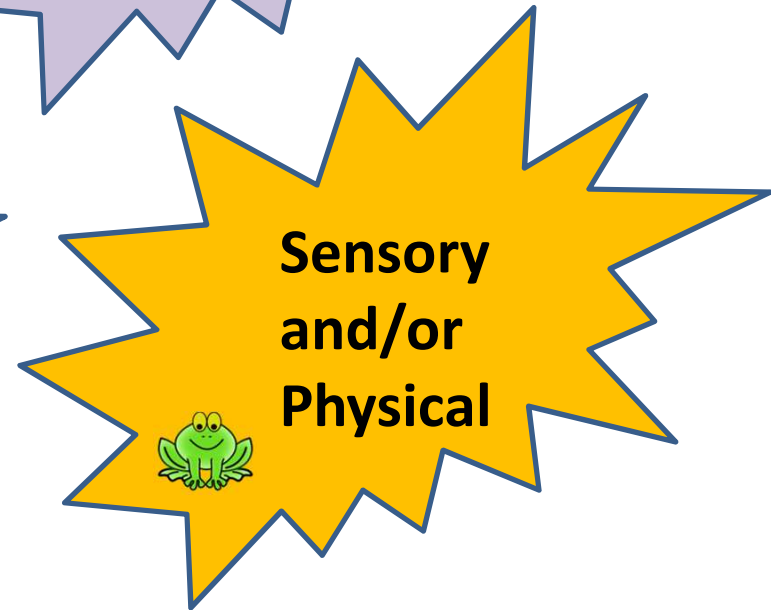
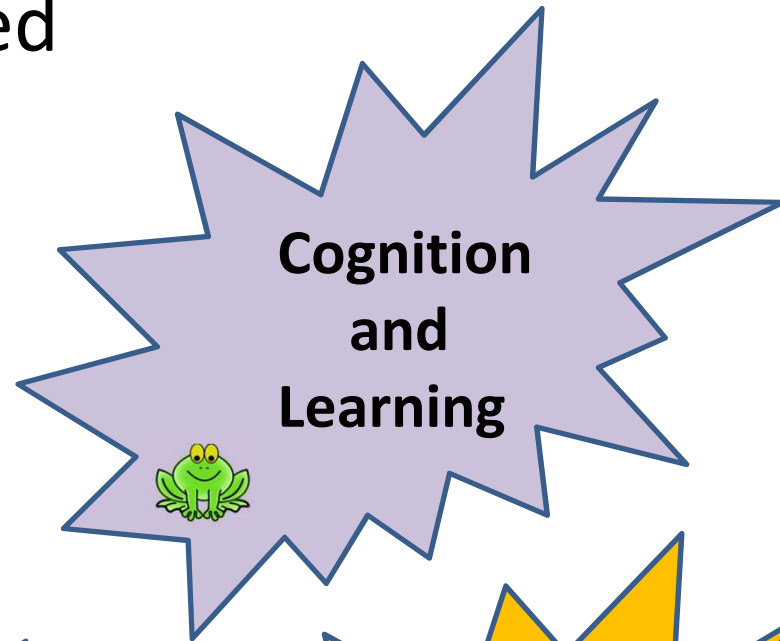
A child has a learning difficulty if:

- he/she has a greater difficulty in learning than the majority of children of his/her age.
- He/she has a disability which prevents him/her from making use of educational facilities for children of his/her age

## Meet the SEN governor Kate Angus

Hello, my name is Kate Angus and I am the governor that supports SEN provision at Meon Infant School in Portsmouth. I am a secondary school librarian so I am interested in education and how it supports every child whatever their ability. I am really impressed and proud of the SEN support offered at Meon Infant School. Staff are well trained, keep abreast of new developments and meet their pupils needs with expertise and enthusiasm. The local offer on the school website is a good example of this because it explains in simple terms how we can support your children and how serious we are about every child reaching their potential.

There are 4 areas in which your child could have a Special Educational Need



**But what does all this mean???**

Click on a frog if you want to find out more about one of these areas.



## Communication and Interaction

Difficulties relating to this area of need  
include:-

Attention and Interaction skills



Understanding and Receptive Language skills  
(Understanding what people say to you)



Speech and Expressive Language skills  
(Saying what you want to say to others).



[Click here to go back  
to the 4 Areas of Need page](#)

Click on a frog if you want to find  
out more about one of these areas.



Click on the frog if you want to go back to the communication and interaction page

## Attention and Interactions skills

Some children may:

- Have difficulties ignoring distractions
- Need reminders to keep listening
- Need regular prompts to stay on task
- Need individualised motivation systems in order for them to complete tasks
- Have difficulty concentrating when sitting with the whole class
- Have problems interacting with other children or adults
- Have peer relationship difficulties
- Not be able to initiate or maintain a conversation



Click on the frog if you want to go back to the main Areas of Need page



Click on the frog if you want to go back to the communication and interaction page.

## Understanding and Receptive Language skills

Some children may:

- Need visual support to understand or process spoken language
- Need augmented communication systems like Makaton or Picture Exchange System (PECS)
- Experience frequent misunderstandings with adults and other children
- Repeat language they have heard without understanding it (echolalia)
- Need instructions repeated and language simplified to aid their understanding

Click on the frog if you want to go back to the Areas of Need page.





Click on the frog if you want to go  
Back to the Communication and  
Interaction page.



## Speech and Expressive Language skills

Some children may:

- Use simplified language and limited vocabulary
- Be unable to express their ideas or hold a conversation without the need for frequent clarification
- Have some immaturities in their speech sound system
- Have difficulties with grammar/phonological awareness which affects their achievements in literacy ie getting  
In the wrong order or being able to blend sounds together  
For reading



Click on the frog if  
You want to go back  
To the Areas of Need  
page

Click on a frog if you want to return  
to the Areas of Need page.



## \*Cognition and Learning

Some children may have difficulties with  
the skills needed for effective learning  
such as:

- Use of language, memory and reasoning skills
- Sequencing and organisational skills
- An understanding of number
- Problem-solving and concept development skills
- Fine and gross motor skills
- Global delay which affects their learning in all areas
- A specific learning disability such as dyslexia, Dyscalculia, dyspraxia or dysgraphia

\*Cognition means - thinking skills

Click on a frog if you want to return  
to the Areas of Need page.



**Social, Mental  
and  
Emotional  
health**

Some children may have difficulties  
with social and emotional development  
which may lead to or stem from:

- Social isolation
- Behaviour difficulties
- Attention difficulties
- Anxiety and depression
- Attachment disorders
- Low self esteem
- Issues with self-image

Click on a frog if you want to return to the areas of need page.



**Sensory  
and/or  
Physical**

Some children may have medical or genetic conditions which may lead to difficulties with:

- Gross / fine motor skills (co-ordination of large body movements and small body movements).
- Visual / hearing impairment
- Accessing the curriculum without adaption
- Physically accessing the building(s) or equipment
- Over sensitivity to noise / smells / light / touch/ taste
- toileting / self care

**So, what support is  
available for your  
child should he/she  
be experiencing  
difficulties in any  
of these areas?**

(Click anywhere on the page to move on).



There are 3 levels of support available for your child if he/ she has a difficulty in any one of the areas of learning you read about in section 2.

**Wave 1**

The support that is available to all children in school



**Wave 2**

Targeted support working within a small group or as an individual

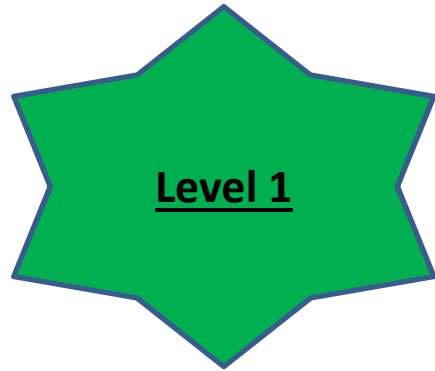


**Wave 3**

Specialised individual support



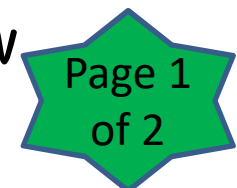
Click on a frog if you want to find out more about one of these areas.



This is the support which is  
available to all children  
in school

- Access to a varied range of activities to interest and excite children so that they want to learn
- Use of a variety of teaching techniques and resources
- Extra adult or teaching assistant in each classroom
- Opportunities to develop positive self esteem so that your child believes in his/her self and wants to have a go
- Opportunities for independent learning which will allow children to make their own choices.

(Click anywhere on the page to  
move to page 2).



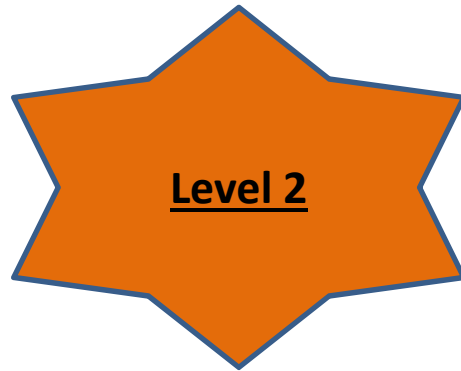


This is the support which is  
available to all children  
in school

- Clear objectives that are shared with the children
- Small guided groups working with the class teacher or teaching assistant
- Flexible grouping which is differentiated to suit individual needs

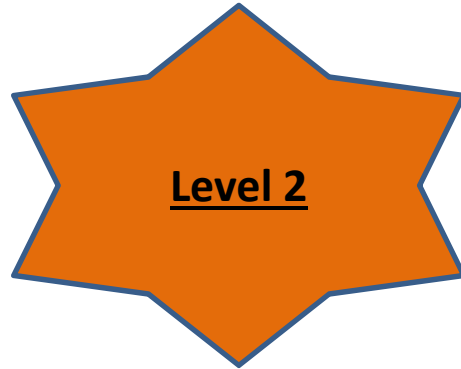


[Click here to go back  
to levels of support page](#)



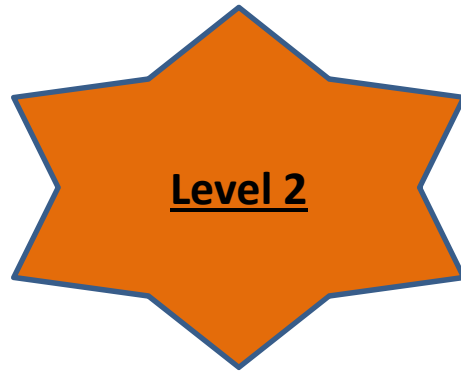
- This support is offered in addition to the level 1 classroom support when a child is achieving below expected levels.
- This support can be undertaken with a small group of children or individually.
- Involvement of the Special Educational Needs Co-ordinator (SENCO) to monitor progress
- Discussions with the SENCO in addition to regular meetings with the class teacher.
- Small group work with a teacher and/or teaching assistant for phonics, writing, handwriting, reading and numeracy

(Click anywhere on the page to move to page 2).



- This support is offered in addition to the level 1 classroom support when a child is achieving below expected levels.
- This support can be undertaken with a small group of children or individually.
- BEAM (gross and fine motor programme) This is the co-ordination of large body movements (gross motor) such as hopping and skipping and small body movements (fine motor) which include gripping a pencil and handwriting
- Friendship group (supporting social skills)
- Assessment using COPS (Cognitive Profiling System) which may lead to wave 3 intervention.

(Click anywhere on the page to move to page 3).



- This support is offered in addition to the level 1 classroom support when a child is achieving below expected levels.
- This support can be undertaken with a small group of children or individually.
- Assessment by ECaR teacher (Every Child a Reader). which may lead to wave 3 intervention.
- There may be some additional advice sought from an outside agency where required.



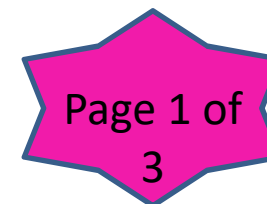
[Click here to go back to levels of support page](#)



- This support is offered in addition to the level 2 support when a child is achieving well below expected levels.
- This support is usually carried out on a one-to-one basis and is highly individualised.
- Significant involvement of the Special Educational Needs Co-ordinator (SENCO) to monitor progress and offer support to you and your child.
- Individual Education Plans (IEP's) and/or Individual Behaviour plans (IBP's) to monitor progress .



[click here for examples of IEP/IBP](#)  
(this document is currently unavailable)

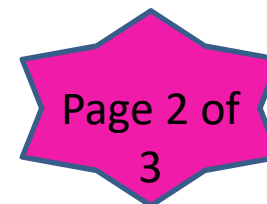


(Click anywhere on the page to move on to page 2).



- This support is offered in addition to the level 2 support when a child is achieving well below expected levels.
- This support is usually carried out on a one-to-one basis and is highly individualised.


- Individual work with a teacher and/or teaching assistant for specific needs, eg. phonics, writing, handwriting, reading, numeracy
- Individual or very small group BEAM (gross and fine motor programme)



(Click anywhere on the page to move on to page 3).



**Level 3**  
Specialised  
individual  
support

- This support is offered in addition to the level 2 support when a child is achieving well below expected levels.
- This support is usually carried out on a one-to-one basis and is highly individualised.
- Specific interventions following the advice given by outside agencies.
- Specific intervention following COP's assessment carried out at wave 2  [Click here for further information \(currently unavailable\)](#)
- Specific intervention following ECaR assessment carried out at wave 2.



[Click here for further information.  
\(currently unavailable\)](#)



[Click here to go back  
to levels of support page](#)

**There will always be  
questions you need  
answers to.**

**Click on the Meon frog  
for a list of commonly  
asked questions**



How does Meon Infant School  
Know if a child needs extra help?

Click on a frog to  
find the answer.



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



How will Meon Infant School  
support my child?



Click here for more  
questions



At Meon Infant School children are identified as having Special Educational Needs through a variety of ways.

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.

All children's progress is tracked from entry at Year R through To Year 2.

Your child's progress is regularly discussed with you and relevant staff. Decisions are then made as to what further support can be given to assist your child's progression.

[Back to questions](#) 

# Talk to us!

First contact your child's class teacher.

If you require more information contact the SENCO (Miss Brown) or Head teacher (Mrs Daish).

We pride ourselves on building positive relationships with parents.

We are open and honest with parents and hope that you will feel comfortable to be the same with us.

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The class teacher will oversee, plan and work with your child in their class to ensure that progress is made.

There is also a teaching assistant (TA) who may work with your child either individually or as part of a group.

If your child requires any extra support to the above the class teacher will discuss this with the SENCO and put into place any additional support required.

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



How do I know if the support is  
helping my child to move forward  
in their learning?



How will I know how my child is  
doing?



[Click here for more  
questions](#)



All work is matched to your child's individual needs within the classroom.

There are additional support groups to assist in further differentiation of work if your child requires it.

There are additional individual work programmes to cater for specific needs, (See section on level 2/3 intervention).



There are several systems in school which check to ensure that additional support is effective.

All teachers have regular progress review meetings with the Head Teacher where children who are not making the expected progress are identified and discussed.

For children who have been identified and begin to receive Level 2/3 support an Individual Education Plan (IEP) is written by the Class teacher and the SENCO and discussed with you and your child. The IEP is reviewed regularly, at least once a term.

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You have the opportunity to meet with the class teacher each term normally on a Tuesday.

All you need to do is see the class teacher to arrange a time.

In February there is a Parents' Evening, to which all parents are expected to attend. If you are unable to make this evening, there will be an opportunity to make an alternative appointment.

There are regular opportunities to meet with the SENCO/ ECAR teacher and discuss the extra support and how it is helping your child.

If your child has an Education, Health and Care plan or statement of Special Educational Needs, additional annual reviews are held Between you and the team around your child.

[Back to questions](#) 

How will you help me to know how to support my child at home?



How will my child be involved in decisions made about their learning?



What support will there be for my child's overall well being?



[Click here for more questions](#)



You are central to your child's development and the school believes that your child's education should be a partnership between yourself and the school.

There are year group meetings arranged for parents to highlight and discuss the work which goes on in school and how you can support it.

During meetings to discuss your child's progress you will be offered advice on how you can support your child at home.

Teachers will send a variety of work home including books to share, key words to learn and additional work to support the curriculum.

Always feel free to come in for any additional advice you may need on how to support your child at home.

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We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has representatives from each class. Prior to School Council meetings the teacher has a class discussion about the issues to be discussed so that all views can be shared.

All children discuss and review their targets with their class teacher and SENCO where appropriate.

If your child has an Education, Health and Care Plan or Statement Of Educational Needs their views are sought before review meetings.

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We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self esteem is crucial to a child's well being. We have a caring, understanding team looking after your child.

The class teacher has overall responsibility for the well being of every child in her class. It may be appropriate to involve outside agency involvement (see section on outside agency support), but this will always be discussed with you, the parents first.

The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school office and complete the relevant paperwork if medication is required to ensure a child's good health. On a day to day basis the Admin Staff generally oversee the administration of medicines.

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What specialist services are available for you at Meon Infant School ?



What training have staff had?



How are the school governors involved?



[Click here for more questions](#)



The SENCO has been in post for more than 20 years and is very experienced and knowledgeable in the area of Special Educational Needs. She regularly attends courses to keep her knowledge up to date with current practises and changes.

As a school we work closely with external agencies that are relevant to a child's individual needs. (See Section 5 Outside Agencies)



As a staff we have regular training and updates about SEN issues.

All staff are involved in awareness training including medical, educational, emotional and behavioural needs within the school.

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We currently have one SEN governor. The Governor regularly meets With the SENCO and will update the governing body on changes, needs in the school and current concerns.

The Governors are then able to agree priorities for spending within the SEN budget under the guidance of the Head Teacher with the overall aim that all children receive the support they need in order to make progress.

The Governor for Special Education Needs is Kate Angus.

[Back to questions](#) 

How will my child be included outside the classroom, ie school trips ?



How accessible is the school environment?



How will Meon Infant School prepare and support my child through times of change, ie transfer to Junior School?



[Click here for more questions](#)



All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any offsite activity to ensure everyone's health and safety will not be compromised.

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Meon Infant School is in the main a single storey building with classrooms being situated on the ground level. It has two ramped accesses, one at the main entrance in Shelford Road, the other via the music/ drama room.

Other specially adapted facilities include two disabled toilets for adult and children's use.

A hearing loop is fitted in the main reception area.

Visual and audio fire alarm systems have been set up in the music room and playground.

We regularly liaise with Ethnic Minority Achievement Service (EMAS) who assist us in supporting our families with English as an additional language.

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We encourage all new children to visit prior to starting Meon Infant school. They will be shown around the school.

For children with Special Educational Needs we encourage further visits to assist with the familiarisation of their new surroundings.

We write personalised social stories for your child if it is felt that transition is going to be difficult for them.

When children are preparing to leave us for a new school we liaise closely with the staff in the receiving school ensuring all relevant paperwork is passed on and all needs are discussed and understood.

The SENCO discusses and special needs or requirements with The SENCO in the receiving school.

[Back to questions](#)



How are resources allocated and matched to your child's needs?



How are decisions made about what type and how much support my child will receive?



What support is there for improving behaviour, attendance and avoiding exclusion?



[Click here for more questions](#)



We ensure all children who have Special Educational Needs have their needs met to the best of the school's ability with the funds available.

There are two fully qualified teachers and five Teaching Assistants provided by the school budget to specifically support children with Special Educational Needs. This allocation is updated as the needs within the school change.



The class teacher will discuss a child's needs and what support will be appropriate with the SENCO.

Children will require different levels of support in order to bridge the gap to achieve expected levels and beyond.

There will be ongoing discussions with parents about the support provided.

As a school we have a very positive approach to behaviour management. We have a clear set of school rules.

Any serious behaviour incidents are talked through with the child and parent. A strategy to manage their behaviour is discussed if required.

If a child has ongoing behaviour difficulties targets are set and agreed with both child and parent.

Good attendance is actively encouraged throughout the school.

Attendance of every child is monitored on a daily basis by the admin staff. Lateness and absence are recorded and reported upon to the Head Teacher. Any child falling below 85% attendance would be asked to come in and discuss this with the Head Teacher.

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Who can I contact for further information?



What should you do if you feel the Meon Infant School Local Offer is not being delivered?



How is the Meon Infant School Local Offer reviewed?



Your main point of contact would always be the class teacher.

Following this you may wish to speak to the SENCO (Sue Brown) or the Head Teacher (Lynda Daish)

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Your first point of contact would be your child's teacher to share your concerns.

You could also arrange to meet Sue Brown our SENCO or Lynda Daish our Head Teacher.

Our SEN governor is also available to answer any concerns you may have.

If you wish to seek advice beyond the school contact the Parent Partnership or the SEN team at Portsmouth City Council.

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The local offer will be reviewed annually to reflect the changing needs of the children who join and are developing in our school.

Part of this review process will involve contributions from parents. All parents of children of SEN are invited to contribute to the review process.

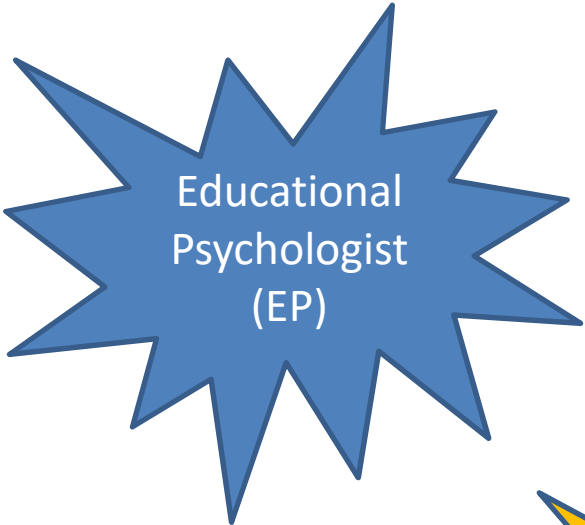
(If you have any further questions that need answering please contact Sue Brown (SENCO) who will be happy to answer them for you).

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# Outside Agencies

On the following pages you will find a variety of outside agencies that we may call upon for advice and support for your child.

(Click anywhere on the page to move on).



Educational  
Psychologist  
(EP)



Speech and  
Language  
Therapist  
(SP&L)



Multi Behaviour  
Support Service  
(MABS)



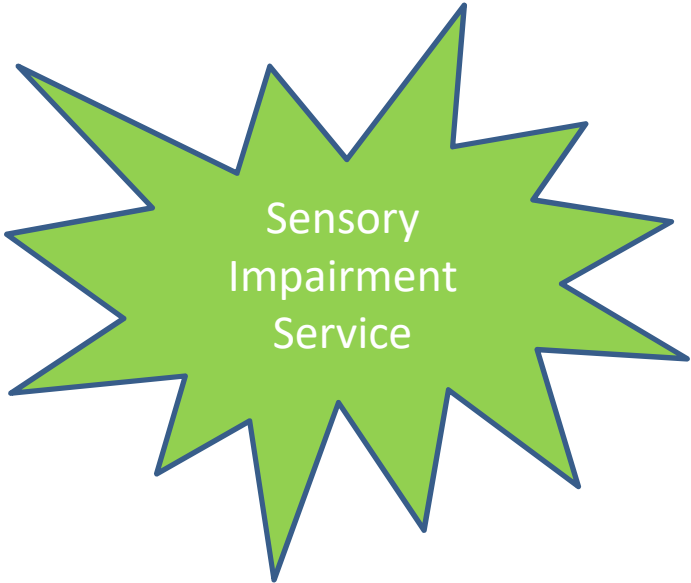
School  
Nursing  
Service



Child and  
Mental Health  
Service  
(CAMHS)

(Click anywhere on the page to move on).





Click here for more information on outside agencies