

Lilliput CE Infant School

Special Educational Needs and Disabilities (SEND)

Information Report

Useful contacts in our school as of October 2025

Head Teacher - Mrs Christine Chambers

Deputy Head Teacher - Mr Lloyd Allington (Caterpillars' Class Teacher)

Assistant Head Teacher - Mrs Kathryn Chinchin (Squirrels' Year 2 Class Teacher)

Special Educational Needs Coordinator (SENCo) - Miss Kelly Smith (Beetles' Reception Class Teacher)

Emotional Literacy Support Assistants (ELSAs) - Sarah Standhaft, Ali Broadley and Jan Moxham

SEND Governor - Iain Murray

Designated Safeguarding Lead (DSL) - Mrs Christine Chambers

Deputy Safeguarding Leads - Mr Lloyd Allington and Mrs Kathryn Chinchin

TYPE OF SCHOOL - Mainstream - Early Years Foundation Stage (EYFS) Reception Year and Key Stage 1, which encompasses Years 1 and 2 - Incorporated in the Multi Academy Trust; Coastal Learning Partnership (CLP).

CORE OFFER - Are we currently able to deliver the 'core offer' as described in Bournemouth, Christchurch and Poole's (BCP) Local Offer?

Yes

POLICIES - Are the school's policies available on our school website?

Yes, policies can all be viewed on our school website at www.lilliput.poole.sch.uk under the tab 'Key Information' or please see www.coastalpartnership.co.uk/ for our partnership wide policies including Special Educational Needs and Disabilities, Safeguarding and Child Protection, Whistleblowing and Behaviour and Relationships.

SEND (Special Educational Needs and Disabilities) - We provide support for children with SEND within the 4 main categories of need as described in the SEND Code of Practice (2014). We provide educational provision and support for children with additional cognition and learning needs, speech, language and communication needs, social, emotional and mental health needs and sensory and physical needs. We also accommodate dual role placements and have close links with our local specialist providers.

ACCESSIBILITY - Please see our School's Accessibility Plan on our school's website under the to *Key Information tab, Policies and Info* section to show how access current procedures for disabled pupils, staff and visitors to the school.

How inclusive are our school grounds? Here at Lilliput we provide:

- Wheelchair width doors into all internal buildings
- Accessible ramps or flat ground into all year groups

- 2 toilets with ample space for changing, grab rails and extra width available
- The tarmac surface of the playground is spacious and flat
- Our external school grounds are spacious
- Medical room
- The Rainbow room and Sunshine room are available to use for small groups and 1:1 therapy
- Sensory area in our hub

ADMISSIONS – All admission arrangements for all children are dealt with by BCP admissions team. The BCP team will then liaise with CLP's Admissions & Appeals Consultant Mrs Joanna Glenton. If your child has an EHCP (Education, Health and Care Plan) then parents are able to select the school of their choice. The school will then be contacted to discuss the type of provision required as stated in the EHCP and a decision is made whether the school can meet the child's needs.

How do we identify children with special educational needs?

- The class teacher, SENCo (Special Educational Needs Coordinator) and Head Teacher would liaise with your child's pre-school or previous school setting
- We would listen to any concerns raised by parents or carers
- The class teacher may raise concerns about your child's performance, behaviour, social or emotional development
- Your child may themselves inform you or their teacher about an area of learning that concerns them
- External services such as those provided by the BCP team or that the school buy in (eg a SALT (Speech and Language Therapist) that is provided by the school to undertake regular assessments of children as required) to help guide us as teachers and you at home

How do we involve you as parents and carers of children with SEND?

- The class teacher will work with you and your child to create targets that are achievable and realistic for your child. This enables us all to work as a team and it will be clear what progress your child is making. This will be referred to as an SSP (School Support Plan)
- We encourage you to regularly update us with relevant information/paperwork relating to your child's needs (eg a Paediatrician's Report)
- You will be invited in to discuss your child's targets on the SSP at least termly
- We invite you to meet with the class teacher for 10 minutes termly at parent's evenings and these dates are available on our school website
- The SENCo may contact you to talk about your child and we encourage an open discussion in order to best meet your child's needs
- If your child has complex SEND then they may have an EHCP. This provides us all with detailed targets and a summary of your child's needs. We would invite yourselves as parents or carers, external services that are involved and a representative from school to attend annual reviews of your child's needs as stated in the EHCP
- You can ask to meet with your child's class teacher at any time and the school SENCo is also available to discuss your child's individual needs

How do we ensure that all vulnerable children are treated fairly and equally to their peers?

- Here at Lilliput Infant School we share our Christian Vision to Love, Serve and Respect one another. In support of the Children and Families Bill (2013) we aim "to enable all children and young people to succeed, no matter what their background". In line with the Equality Act (2010) we will continually work on eradicating any experience of discrimination of all children, including those with SEND in our care

How do we support your child?

Having met with you, the class teacher will then meet with the SENCo to further discuss your child's needs. As a team, it will be decided whether your child will need additional support in a specific area of learning and how best to support your child. Here are a range of ways in which we adapt the curriculum to meet your child's needs:

- All our teachers have up to date training and deliver high quality and inclusive teaching
- The lessons will be differentiated to meet your child's needs through a variety of scaffolds to ensure that all children meet the learning objectives intended
- Through regular personalised support delivered in the form of individual or small focus group work
- Various equipment and resources are used, for example pencil grips, coloured reading overlays, sensory aids
- Our SENCo and SLT (Senior Leadership Team) oversee all support and progress of any child requiring additional support
- The class teacher oversees plans and works with each child with SEND in their class to ensure that at least good progress is made
- Teaching staff work with your child as individuals or in small focus groups
- A range of specific assessments and booster programmes are available ranging from computer-based learning through to working on a one-to-one basis with your child
- The SENCo may work with your child to identify and equip your child with different strategies
- We work together with our school Governors to constantly review good practice
- We use the CLP *Curriculum access scaffolds for children with SEND* document to support our planning
- We create a "Ways in for SEND" document and this evolves throughout the year, developing ways that *all* children can access the curriculum
- We use *Stormbreak* as a whole school to develop each child's Social Emotional Mental Health (SEMH)
- We use pre-teaching to expose children prior to the lesson to encourage "keep up" methods

How do we involve your child in their own learning?

- All children in all year groups are made aware of their own targets
- We encourage and support all children to explore their own preferred learning style
- Resources can be made with the child's help to support their learning
- We encourage all children to participate during class circle time and children are encouraged to share their views
- We make sure that all children are helped to identify their own strengths and abilities
- We encourage children to be as independent as possible

How do we support children's emotional and social development?

- The class teacher has an overall responsibility for the pastoral, medical and social care of the children in their class
- If further support is required, the class teacher will liaise with the SENCo for further advice and support
- Our children can be referred via the class teacher to meet with one of the school's ELSA (Emotional Literacy Support Assistant) who are trained to listen to your child and tune in to their emotional needs. A programme will be put together for your child and may include

activities from play therapy, art and drawing therapies and other social and emotional activities

- The SENCo and CLP's (Coastal Learning Partnership) Educational Psychologist (EP) or a BCP EP will oversee all ELSA programmes of work and keep them updated with professional training
- All year groups follow BCP's recommended scheme of work JIGSAW (please see the BCP website for more information about this scheme). This brings together PSHE (Personal, Social and Health Education), emotional literacy, social skills and spiritual development in a comprehensive scheme of learning
- We use *Stormbreak* as a whole school to develop each child's Social Emotional Mental Health (SEMH)
- External services such as health, social and behavioural outreach teams may be used for advice and specialist support to further support your child

How will you know that your child is doing well?

- If your child has SEND they will be on the school's SEND register. The SENCo, Head Teacher, the SLT and CLP use this to keep track of individual children. They will have an SSP to identify current targets that your child is currently working on. The targets will be reviewed with yourself and adults working with your child
- As a school, we measure children's progress in learning against National and age-related expectations. Children's progress and attainment is constantly monitored by the class teacher, SLT, Head Teacher and SENCo
- The class teacher continually assesses each child throughout the school year and will feedback to you at parent's evenings and at other face-to-face opportunities. Through a plan, do, assess and review approach to learning and progress, we work together to meet your child's needs

Who do we work with to help your child?

- BCP Council Educational Psychology Service
- NHS Speech and Language Therapy team
- Longspee Behavioural Outreach Team
- Montacute Outreach Team
- Winchelsea Outreach Team
- Portfield Outreach Team
- Coastal Learning Partnership Educational Psychologists
- Independent Speech and language Therapists
- NHS Occupational therapy team
- NHS Physiotherapy team
- Social Workers
- Bereavement Counsellors
- School Nurse
- GPs
- Paediatricians - local and Consultants in Poole Hospital
- CAMHS (Child and Adolescent Mental Health Service)
- Family Outreach Team
- BCP Early Help Team

What other activities for children with SEND do we offer?

- We are a mainstream school and *all* children are included in *all* parts of the school curriculum. We provide an inclusive environment, meaning every child
- We aim for all children to be included on all external school trips. A risk assessment is carried out prior to any off-site activity
- Before school club Monday to Friday
- After school club Monday to Friday
- A range of after school clubs
- Families who receive pupil premium funding for their child will receive a letter with additional information

What should you do if you have a concern about your child?

First and foremost, you should arrange to meet your child's class teacher at the end of a school day. The class teacher will then be able to have an informed discussion with the SENCo and Head Teacher about your child's needs; as a team we will be able to agree next steps.

What should you do if you have a concern or complaint about SEND within the school?

For any complaints about SEND in the school, please follow procedures in the CLP Complaints Policy. This can be found on the CLP website <https://www.coastalpartnership.co.uk/>

Who can support you as parents and careers of children with SEND?

There are a number of local parent groups offering advice and support, such as:

- Bournemouth Christchurch Poole SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) 01202 128181 sendiass@bcpcouncil.gov.uk
- Bournemouth Christchurch Poole Family Information Service 01202 261 999 www.familyinformation@bcpcouncil.gov.uk
- Bournemouth Christchurch Poole Family Information Directory (FID) 01202 261 999 <https://fid.bcpcouncil.gov.uk/welcome-to-the-fis>
- BCP SEND local offer www.bcpcouncil.gov.uk/localoffer

Leaflets are available from the school's reception area at the front of the school

How do we prepare and support your child to join our school in Reception?

- Please sign up for one of our school tours
- Children are invited to join us for a 'stay and play' session where you will have the opportunity to meet the current Reception teachers whilst your child enjoys a short play session in our Early Years environment
- All new to Reception children visit the school to meet the class teacher prior to starting in September
- The transition is carefully planned to allow for a gradual and smooth transition
- For children with SEND, we encourage additional visits to the school and to meet the class teacher and your child will be visited in their pre-school setting
- If your child has complex needs, then we will invite you to meet with us and the current team working with your child to discuss a smooth transition into our school
- Children are also supported with a carefully considered plan between year group transitions from Reception to year 1 and from year 1 to year 2

How do we prepare and support your child at the end of year 2 to go to their new Junior school?

- The class teacher will liaise with your child's new year 3 teacher and/or year 3 leader
- Year 3 teachers are invited to our school to meet your child
- The Lilliput SENCo will meet with the SENCo at your child's new school to discuss their individual needs
- A transitional meeting will be set up if needed as an opportunity for year 2 and year 3 to handover and meet need
- All children will have the opportunity to attend a transfer day and if needed your child can make additional visits to their new school to ease transition for them

Lilliput Infant School Contact Information:

Tel: 01202 709013 | Email: lilliput.office@lilliput.coastalpartnership.co.uk
51 Lilliput Road, Poole BH14 8JX

Glossary of Key Acronyms used in this report:

BCP	Bournemouth, Christchurch and Poole
CAMHS	Child and Adolescent Mental Health Service
CLP	Coastal Learning Partnership
DSL	Designated Safeguarding Lead
EHCP	Education, Health and Care Plan
EYFS	Early Years Foundation Stage
EP	Educational Psychologist
ELSA	Emotional Literacy Support Assistant
FID	Family Information Directory
SEMH	Social Emotional Mental Health
SENCo	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
SENDIASS	Special Educational Needs and Disabilities Information, Advice and Support Service
SLT	Senior Leadership Team
SSP	School Support Plan