

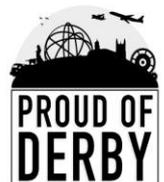
Cavendish Close Infant and Nursery School

Special Education Needs Information Report

October 2018



Derby City Council



Our over-riding aim at Cavendish Close Infant and Nursery School is to provide a happy, stimulating, caring and secure environment in which the lives of the children are enriched that they are able to achieve their full potential.

Cavendish Close Infant and Nursery School is an inclusive school where diversity is celebrated.

What is SEND and SEND support?

A child has special educational needs (SEND) if he or she has learning difficulties or disabilities that make it harder for him or her to learn than most other children of about the same age.

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

Who are the best people to talk to at our school about my child's difficulties with learning / SEND?

The class teacher has responsibility for:

- Checking on the progress of your child.
- Identifying, planning and delivering a differentiated curriculum to meet the needs of your child.
- Personalised teaching and learning for your child.
- Ensuring that the school's SEND Policy is followed in their classroom.

The Deputy Headteacher and SEND Coordinator (SENCO) is Mrs Christina Diffin (who has achieved the National Award for SEND Co-ordination - 2012).

The SEND Governor is Mrs Marie Willis.

They are responsible for:

- Developing and reviewing the school's SEND Information Report and Policy.
- Co-ordinating all the support for children with special educational needs and/or disabilities.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure that records of your child's progress and needs are maintained.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving.
- Involved in reviewing how your child is doing and liaising with other agencies which may be involved with your child, for example, Educational Psychology, Speech and Language Therapy, Health Service etc.

The kinds of SEND provided for in our school are:

When identifying the nature of a child's special educational needs, the four areas of need are taken into account:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

The school recognises that the child may need support in more than one of these areas.

How are children with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014, a child has SEND 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all children. From this, the school is able to identify children making less than expected progress, given their age and individual circumstances. Alongside the progress of children, other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of children, for example, those who are in Care and those who are eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCO and the class teacher to consider all of the information gathered from within the school.

A meeting will then be arranged by the class teacher for the parents/carers, when the following will be discussed:

- The child's areas of strengths and areas of need.
- Any parent/carer concerns.
- Any additional support that the child may be receiving.
- Any referrals to outside professionals, to support the child's learning.

Where a pupil is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The SEND support will take the form of a four part cycle:

Assess	An analysis of needs will be carried out by the class teacher and the SENCO. Outside agencies may also be involved.
Plan	If the school decides to provide the child with SEND support, parents/carers will be notified. All staff involved with the child will be informed.
Do	Interventions/support will be delivered.
Review	The effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents/carers throughout this process.

Our School:

Cavendish Close Infant and Nursery School is a Local Authority Maintained Community School.

The school was built in 1952 and has been developed and improved constantly over recent years. We have secured funding from the second phase of the Priority Building for Schools Programme and we plan to move into our new school building in February 2019.

We have a large nursery unit, 9 classrooms, a large hall, a purpose build dining room, a central library area, staff rooms, offices and group rooms. Outside, we have 1 large playground and several well-developed Early Years outdoor learning areas.

We have 39 full time equivalent places available in our Nursery (ages 3 and 4). Some children access 15 hours and others access 30 hours. We have 90 full time children in each of the 3 year groups in school. Reception (ages 4 and 5), Year 1 (ages 5 and 6) and Year 2 (ages 6 and 7).

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of children with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child will be fully involved in all learning opportunities in class.
- Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn.

Specific group work intervention:

- This could be for speaking and listening, phonics, reading, reading comprehension, spelling, numeracy, social skills, emotional literacy. This could be delivered by a teacher or teaching assistant.

Adaptations to the curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting in a particular space during lessons.
- Using an individual work space that is distraction free.
- Differentiated learning resources.
- Using a quiet area for reflection.
- Individual reward system.
- Individual timetable implemented.

There are many more that may be put in place depending on the individual child's needs.

Outside agencies:

You may be asked to give permission for your child to be referred to a specialist professional, for example, an Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress?

Your child's progress is continually monitored by the class teacher, the Deputy Headteacher/SENCO (Mrs Diffin) and the Headteacher (Mrs Brandon). Progress is reviewed at regular intervals and formally once each term. If your child is receiving SEND Support or has an Education, Health and Care (EHC) Plan, you will receive a termly report on their progress as well as having the opportunity to speak to class teachers during termly parents' evenings. The progress of children with an EHC Plan is formally reviewed at an annual review.

The SENCO will also monitor that your child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness:

The SENCO and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance speak to the class teacher.

If you have concerns that your child has unmet special educational needs after speaking to the class teacher, you should contact the SENCO.

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

We have a very nurturing ethos at our school. The children experience daily reinforcement of our three school rules:

- We care for everyone and everything.
- We show respect and good manners at all times.
- We follow instructions with care and thought.

We use the 'R time' programme in school, a dynamic, fun-filled Personal and Social Education programme. The emphasis is upon creating effective, respectful relationships. It has been shown to improve behaviour, raise self-esteem and accelerate learning. We are an R-Time accredited school.

We are fully committed to developing each child as an individual. Children are listened to and given the necessary emotional support. Emotional literacy is taught explicitly across school and children are supported to build up their vocabulary so that they can talk about how they are feeling. We are sensitive to factors that may be causing a child anxiety and upset and respond accordingly. Children are supported to learn strategies such as self-regulation/calming down. The SENCO supports teaching and support staff to implement nurture programmes where necessary. We run lunchtime nurture groups to enable vulnerable children to have successful lunchtimes. We have a wonderful sensory room where children can have the time and space to find inner peace.

Other agencies can also be involved if necessary.

How is SEND support allocated to children at our School?

The Code of Practice 2014 states that 'a child has SEND where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age'.

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEND support when, despite accessing catch up interventions, they are still not making expected progress and meeting their targets.
- For a minority of children who are not making progress in more than one area, we would investigate further using the graduated approach.

- Children with more complex needs who may also require support from outside agencies are classified as Specialist SEND support.

The school budget is received from Derby City Local Authority, which includes funding to support students with SEND. This is £6,000 per child on the SEND register per academic year which is called 'SEND Notional funding' and equates to approximately 10 hours of support per week.

The Headteacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Headteacher, business manager and SENCO discuss information they have about SEND including:

- Pupils already receiving extra support.
- Pupils needing extra support.
- Pupils who have been identified as not making as much progress as expected.

All resources/training and support are reviewed regularly and changes made as necessary. Children will exit the SEND register if and when targets/outcomes have been achieved.

Who else could support your child with SEND?

Directly funded by the school:

- Teachers.
- Teaching Assistants funded from SEND budget that support in class and deliver intervention programmes designed to meet individual and group needs.
- Learning mentor.
- Educational Psychology Service.
- Autism Spectrum Disorder Service support for children with a diagnosis.
- Educational Welfare Officer.

Paid for centrally by LA/Health Service:

- Speech and Language Therapy.
- Occupational Therapy.
- Physiotherapy.
- Behaviour Support Service (LA).
- Multi-agency team.
- SENDIASS.
- Support Services for the children with a Hearing/Physical/Visual Impairment.
- Autism Spectrum Disorder Service support for children with a diagnosis.
- Child and Adolescent Mental Health Service (CAMHS).
- Social Care.
- School Nurse.

Voluntary Sector:

- Umbrella.
- Fun8bility.
- Disability Direct.
- Derby City Parent and Carer Forum.
- Voices in action.

And many more...

For more information, go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEND?

This section is also appropriate for children who are looked after by the Local Authority (corporate parent).

- Class teachers and the SENCO are available to discuss any concerns that you may have, as appropriate to their roles in school.
- Your child's targets on their SEND Support Plan will be reviewed 3 times a year, we will work with you to plan and review these targets together. Your views about how things are going are valued.
- We will hold meetings with outside professionals where and when appropriate.
- We will share information with you about parent/carer support groups.

How does the school support children with medical conditions?

The school adheres to '**Supporting pupils at school with medical conditions - Statutory guidance for governing bodies of maintained schools and proprietors of academies in England**' (September 2014).

The school follows the Derby City Council guidelines regarding the administration and management of medicines on the school site (May 2013). Local Authority guidelines are currently under review. Children have a healthcare plan implemented when appropriate.

Staff have updates on conditions and medication affecting individual children and training, where appropriate, so that they are able to manage medical situations.

How is our school accessible to children with SEND?

We have lifts, ramps and disabled toilets in school.

Teaching resources and equipment used are equally accessible to all children.

After school and extra-curricular provision is accessible to all children, including those with SEND. A member of staff is always present.

All children have an equal opportunity to go on all school visits. Extra support is provided if required. Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEND and their families and so we take steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school's SENCO and ensure they know about any special arrangements and support that needs to be made for your child.
- All records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to new class teachers. All relevant information will be shared.

Starting school:

- A comprehensive package to support transition from our Nursery is planned to benefit all children.
- Information meetings for parents are arranged along with a guided tour of the school.
- A weekly opportunity for children not from our Nursery to visit school to become familiar with the environment and key staff.
- Transition meetings are arranged for children with SEND being admitted to our school.
- Additional support packages can be negotiated with the school.

From Infant to Junior school:

- A comprehensive package to support transition to Cavendish Close Junior Academy is planned to benefit all children.
- Additional visits to the school can be arranged if necessary for vulnerable children.
- All SEND records are transferred formally.
- The Junior School SENCO is invited to Year 2 summer term SEND Support Plan review meetings.
- We are happy to fully support transition to any other Junior/Primary school.

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life.

This is usually carried out through regular meetings of the School Council.

We have a format where we gather the views of children with SEND every term. This is usually done by asking the child simple questions and recording their responses. When appropriate, we record the views of the child on their behalf.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. For example:

- Applying the Code of Practice.
- Effective differentiation.
- Target setting.
- Using specialist assessment tools, for example, B Squared.
- Using P-Levels (PIVATS).
- Access Arrangements.
- Ongoing ASD training.
- Training on ADHD, FASD etc.
- Dealing with medical conditions, for example, epilepsy, diabetes, anaphylaxis.
- Speech, Language and Communication, including interventions, Speech Link, Language Link, Talk Boost.
- Emotional Literacy and Well-being.
- Every Child a Mover, Physical Literacy and Active Hands.
- Read It, Write It intervention

What if I want to complain?

Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues. The SENCO will always find time to meet you.

If you still want to complain, you can do so in writing to the Headteacher (Mrs AJ Brandon) and/or the Chair of Governors (Mrs C Moore). Please see the complaints policy for full details.

Related inclusion policies that are published on our website and/or available upon request:

- SEND Policy
- Accessibility Audit and Plan
- Equality and Diversity Policy
- Looked After Children Policy
- Local Authority Intimate Care Policy
- Department for Education Guidance on Supporting Children with Medical Conditions
- Local Authority Guidance on the Administration of Medicines in Schools
- Public Health England Health Protection in Schools
- Public Health England Guidance on Infection Control in Schools
- Department for Health Guidance on the Use of Emergency Salbutamol Inhalers in Schools
- Department for Health Guidance on the Use of Adrenaline Auto-injectors in Schools
- Department for Education Guidance on First Aid for Schools
- Department for Education Guidance on Automated External Defibrillators
- Admission Arrangements for Nursery and for School

Deputy Headteacher and SENCO	Mrs C Diffin		Reviewed 10/2018
Headteacher	Mrs AJ Brandon		Approved 11/2018
SEND Governor	Mrs M Willis		Approved 11/2018
Full Governing Body	Mrs C Moore (Chair)		Approved 11/2018

