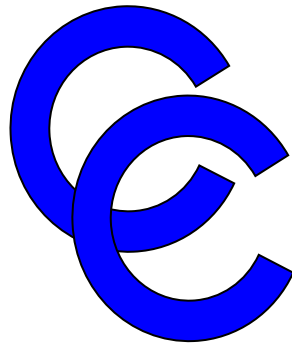


# SEND Information Report

Cavendish Close Infant & Nursery School



Approved by:	Mrs C. Diffin and Full Governing Body	Date: November 2021
Last reviewed on:	November 2021	
Next review due by:	November 2022	

## **SEND information report 2021-2022**

### **The kinds of SEN that are provided for**

Our school currently provides additional provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder (ASD), speech, language and communication needs (SLCN), social and communication difficulties,
- **Cognition and learning**, for example, moderate learning difficulties (MLD), severe learning difficulties (SLD), dyslexia, dyspraxia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorder
- **Sensory and/or physical needs**, for example, hearing impairments, processing difficulties, epilepsy, cerebral palsy, sensory sensitivities to noise, smell, taste, touch

### **Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Consulting and involving pupils and parents/carers**

We will have an early discussion with the pupil and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers when it is decided that a pupil will receive SEN support.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the Inclusion Leader to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant.
- The assessment will be reviewed on a termly basis.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The Inclusion Leader is in regular contact with the Local Authority SEND Caseworker in order to ensure that EHCPs are being processed and reviewed.

The Inclusion Leader is in regular contact with other professionals e.g. Educational Psychologists, Speech and Language Therapists, Autism Consultants, Behaviour Specialists, Community Paediatricians.

Information is shared via secure email in order to complete reports and make referrals.

With parental permission, the Inclusion Leader and external agencies are able to contact the family home to gain further information when writing a report/completing a referral.

### **Supporting pupils moving between phases of education**

We will support pupils who are due to move school in September by -

The Inclusion Leader will communicate with the Junior Academy SENCo via secure email/telephone conversation to discuss the needs of those children with SEND who are moving to the Junior Academy.

The Inclusion Leader will contact any other school SENCos in reference to children with SEND who may be moving to their school.

The Inclusion Leader and Year 2 team will ensure as smooth a transition as possible for all Year 2 pupils with SEND.

SEND parents and carers will be updated regularly in the summer term with information about moving into Year 3.

Passports will be developed and sent out to families who have children with SEND in order to prepare those children for a transition into Year 3.

### **Our approach to teaching pupils with SEN**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our initial step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- SALT support,
- Speech/Language Link Programmes,
- Early Talk Boost/Talk Boost/ECAT sessions,
- Daily Maths intervention sessions,
- Daily Read It, Write It sessions,
- Daily Phonics intervention sessions,
- Drop Everything and Read sessions,
- Daily ECAM sessions,
- Weekly fine motor skills interventions (Active Hands)
- Support and advice from an Autism specialist,
- Support and advice from our Link Educational Psychologist,
- Weekly Lego Therapy sessions,
- Daily sensory sessions,

- Emotion coaching sessions,
- A 'safe space' has been created within each classroom,
- Each classroom has a 'Zones of Regulation' area,
- Each classroom has a Calming Toolkit,
- A KS1 Enchanted Woodland Retreat has been developed to support children with Emotional Dysregulation,
- An EYFS Wonderland Snug has been developed to support children with Emotional Dysregulation,
- Transition support in place for our specialist SEND pupils,
- Personalised resources and timetables are used for our specialist SEND pupils.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, personalised timetables, personalised learning objectives,
- Adapting our resources and staffing,
- Using recommended aids, such as visual timetables, Makaton symbols, zones of regulation, visual aids to support regulation, fiddle toys, ear defenders, weighted blankets, 3 spot timers.
- Differentiating our teaching, for example, giving longer processing times, 1:1 support to maintain attention and concentrate, personalised work stations e.g. a safe space, Zones of Regulation area, Calming Toolkit, Enchanted Woodland Retreat, Wonderland Snug.

### **Additional support for learning**

We have a team of highly skilled teaching assistants who are trained to deliver interventions such as Early Talk Boost, Talk Boost, ECAT, ECAM, Read It Write It and Emotion Coaching.

Teaching assistants will support pupils on a 1:1 basis when they have a specific diagnosis e.g. ASD, ADHD and/or have an EHCP in place and when they need extra support in order to access the curriculum.

Teaching assistants will support pupils in small groups when completing Early Talk Boost, Talk Boost, ECAT, ECAM, Speech Link, Language Link, Read It Write It, and Maths intervention groups, Phonics intervention groups, Drop Everything and Read sessions.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Support Services,
- Community Paediatricians,
- School Nurses,
- Occupational Therapists,
- Physiotherapists,
- Derby City Steps advisory teachers,
- Health visitors,
- Educational Psychologists,
- Behaviour Specialist Teachers,
- Autism Consultants.

### **Expertise and training of staff**

Our Inclusion Leader has 2 years' experience in this role and has worked as a class teacher for 18 years. She is allocated 2.5 days a week to lead and manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver specialist SEN provision.

Staff have been trained in Lego Therapy, PROACT-SCIPr-UK de-escalation Training, ACEs Training and Emotion Coaching Training.

We use specialist staff for – English and Maths interventions, Speech and Language Link sessions, Early Talk Boost/Talk Boost interventions, ECAT interventions, ECAM sessions, Read It Write It interventions, 1:1 support for children with EHCPs.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions each term
- Monitoring by the Inclusion Leader
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs where appropriate

All pupils are encouraged to go on our annual educational visits

All pupils are encouraged to take part in sports day/school plays/special workshops

No pupil is ever excluded from taking part in these activities because of their SEN or disability

### **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- We have a zero tolerance approach to bullying.
- We promote 'Zones of Regulation.'
- Each classroom has a set of Mood Monsters clearly displayed.
- A 'Safe Space' has been created in each classroom for children who are feeling emotionally dysregulated.
- Each classroom has a 'Zones of Regulation' area,
- Each classroom has a Calming Toolkit,
- The Key Stage 1 Enchanted Woodland Retreat is available for children who need time to sit quietly and reflect.
- The EYFS Wonderland Snug is available for children who need time to sit quietly and reflect.
- Each class takes part in 'Together Time' every morning. This is a time to talk, reflect and share experiences.
- We have a wide range of professionals who are able to provide support and guidance for those pupils who need help with their social, emotional and mental health e.g. link Educational Psychologist, Autism Consultant, Behaviour Specialist,
- As a school we have taken part in Emotion Coaching Training. This approach is used throughout school by all staff.

### **Working with other agencies**

The Inclusion Leader is in regular contact with the Local Authority SEND Caseworker in order to ensure that EHCPs are being processed and reviewed.

The Inclusion Leader is in regular contact with other professionals e.g. Educational Psychologists, Speech and Language Therapists, Autism Consultants, Behaviour Specialists, Community Paediatricians.

Information is shared via secure email in order to complete reports and make referrals.

With parental permission, the Inclusion Leader and external agencies are able to contact the family home to gain further information when writing a report/completing a referral.

### **Concerns or complaints about SEN provision**

Concerns about SEN provision in our school should be made to the Class Teacher in the first instance. If the Class Teacher is not able to resolve the concern then the parent/carer should be referred to the Inclusion Leader, who can hopefully resolve the concern. If the concern is not resolved satisfactorily then the parent/carer should be referred to the school's complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **List of support services for parents of pupils with SEN**

- Educational Psychologists,
- Medical professionals, for example, Community Paediatricians, Clinical Psychologists,
- Speech and Language Therapists,
- Physiotherapists,
- Occupational Therapists,
- Hearing Impairment Specialists,
- Visual Impairment Specialists,
- Physical Impairment Specialists,
- Autism Consultant,
- School Nurse,
- Behaviour Specialists,
- LA SEND Caseworker

### **Contact details for raising concerns**

Mrs C. Diffin – Head Teacher

Mrs R. Vincett – Inclusion Leader

[Leadership@cavclosei.derby.sch.uk](mailto:Leadership@cavclosei.derby.sch.uk)

[senco@cavclosei.derby.sch.uk](mailto:senco@cavclosei.derby.sch.uk)

### **The local authority local offer**

Our contribution to the local offer is:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents/carers.
- Giving parents and carers opportunities to play an active and valued role in their child's education.

- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of support services.

Our local authority's local offer is published here: [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

**This information was written by Mrs R. Vincett in November 2021.**

### **CHANGES**

<b><u>DATE</u></b>	<b><u>CHANGE &amp; REASON</u></b>
November 2021	Information added into the types of SEN provision provided for.
November 2021	Updated list of interventions.
November 2021	Updated list of adaptations to the curriculum and learning environment.
November 2021	Updated list of additional support for learning.
November 2021	Updated list of support provided for SEMH.