



Creswell C of E Infant and Nursery School

SEND Information Report

January 2021

Welcome to our SEND information report. Creswell C of E Infant and Nursery School is a mainstream school with an inclusive ethos. We embrace the fact that every child is different, and, therefore, the educational needs of every child is different; this is certainly the case for children with Special Educational Needs. We want each child to be a self-confident, enquiring, creative learner, who is able to solve problems, communicate effectively and relate well to others. We are part of a Christian community and our school's distinctive Christian ethos is at the heart of our school life.

As a school we pride ourselves on how much importance we place on working with you to provide the best possible education for your child. In partnership with parents and carers we ensure children are happy and secure in a caring and stimulating environment.

If you have any concerns regarding your child's progress or well-being, then please speak to either your child's class teacher or Mrs Julia Hamilton (SENCO) to discuss your concerns.

JHamilton@creswell-inf.derbyshire.sch.uk

The LA Local Offer

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs. This is the 'Local offer'

It is the intention of the Local Offer to improve choice and transparency for families. It is a resource for parents to understand the range of services and provision in the local area.

Information about the Local Authority's Local offer can be found at

<http://localoffer.derbyshire.gov.uk> and on our website

<http://creswell-inf.eschools.co.uk>

2. How does the school know if a child needs extra help?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or a disability which calls for special education provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or***
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."***

Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND support may need to be made. The four main barriers to learning identified in the SEN Code of practice are:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/ or physical Needs

Class teachers will identify children that may be experiencing barriers to their learning through observation, attainment data, progress data and other types of assessments. During half termly Pupil Progress Meetings, class teachers discuss

the progress of the children in their class, ensuring that children that are not making progress, are quickly identified and the appropriate support is put in place for them.

In addition information of barriers to learning may be provided from other schools or settings, through outside agencies, through parents or carers and through issues with anxiety, self- esteem and behaviour which may have an impact on learning.

3. What should I do if I think my child has special educational needs?

If a parent or carer is concerned about their child, they are encouraged to contact their child's Key Worker or Class Teacher in the first instance who will then discuss any concerns with the SENCO.

They may also contact the office to request an appointment to discuss their concerns with Mrs. Hamilton (SENCO).

Where necessary, action may be taken which may include assessments, meetings and interventions from school and/or outside agencies.

4. How will the school support my child and how is this communicated?

The class teacher is responsible for working with every child in the class, including those with special educational needs or disabilities. Teachers or teaching assistants may target areas of need through specific interventions in small groups or in a 1:1. Outcomes from interventions will be monitored and reviewed every half term, and recorded on the whole school online assessment framework on a termly basis.

You will be invited to attend a SEND meeting with your child's teacher and /or SENCO three times a year. The meeting will provide opportunity to review your child's targets and progress on their Individual Education Plan (IEP), the additional support they are receiving and identify new targets for them to work towards.

For children with an EHC plan, these SEND meetings will also be arranged on a termly basis. Once a year, an Annual Review meeting will be arranged, which is held around the date of their original EHC plan. During this meeting, your child's progress will be shared, next steps will be identified and discussions will be had to ensure that this paperwork remains current and relevant.

Through the graduated response a pupil may require support from an outside agency. This may take the form of advice to staff or the delivery of a particular programme to a pupil.

5. How will the teaching be matched to my child's individual/ specific needs?

Through Quality First Teaching, class teachers plan and deliver a differentiated curriculum to meet children's individual needs. Class teachers will use the information they know about each child's special educational needs to ensure they can access the curriculum, building on their prior knowledge and understanding, to enable them to make progress.

Barriers to learning are identified and appropriate strategies, interventions and resources are put in place. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Additional specialist advice will be sought when appropriate. When necessary accessibility aids and technology may be used to support your child's learning.

If a child is identified as having SEND we will provide support that is additional to or different from the learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. When providing support that is "additional to" or "different from" we engage in a graduated four-stage process: Assess, Plan, Do, Review

Assess - this involves consideration of all the information from discussions with parents/carers, the child, the class teacher and assessments.

Plan - this identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers.

Do - this involves providing the support - extra assistance for learning - as set out in the plan.

Review - measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved - child, parents or carers, teacher, SENCO and any outside agencies involved will contribute to this review. This stage then informs the next cycle.

For children with complex needs a bespoke programme of support will be implemented. It may be necessary to seek specialist advice and regular long-term support from a specialist professional outside of the school in order to plan for the best possible learning outcomes for your child. This may include an Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, Visual Impairment team, Hearing Impairment team, Paediatrician, Epilepsy nurse, Diabetes nurse or a member of the Early Help team. For a small number of pupils, access to these specialists may be through an Education, Health and Care Plan (EHCP).

6. What is an EHC (Education Health and Care) Plan and who can request one for my child?

The purpose of an EHC Plan is to make provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, prepare for adulthood. An EHC Plan will contain:

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health, community and independence and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You and/or the school (usually the SENCO), can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan. This request would be made if previous targeted and specialist support has proved ineffective at supporting your child to progress.

Further guidance and advice can also be accessed through the Local Offer <http://localoffer.derbyshire.gov.uk>

7. How will I know how my child is doing and how will you help me to support my child's learning?

Parents and pupils are invited to be involved at every stage of the process.

As soon as a child is identified as possibly having additional needs, parents will be invited to come to a meeting to discuss the school's concerns and the support they would like to put in place for them. Methods of learning will be shared with parents and carers and the teacher or SENCO is happy to model and explain how it is taught.

This support is then reviewed regularly with parents throughout the year.

If a child has an EHC plan, parents will be invited to a meeting on a termly basis to discuss their child's progress and the support they are receiving. The EHC plan will be reviewed annually and parents will be invited to a meeting to be part of this process.

Pupil views are gained at each review point on our child friendly IEP forms.

For children who are unable to share their views with us, we will use photographs and observations to inform us on what things they like to do in school.

8. How are the school's resources allocated and matched to children with SEN?

Every child's progress and attainment is assessed and monitored half-termly. Children requiring additional support in any area of the curriculum are identified and appropriate interventions and strategies are put in to place for them. Each child on the SEN register has a Passport for learning form, which sets out all the additional support they are receiving and the frequency of this support. Your child's class teacher will share this information with you so that you are fully aware of the extra support they are receiving.

9. How are the staff in school helped to work with children with SEN?

We believe that your child's learning needs will first be met through high quality teaching delivered by his/her class teacher.

We regularly review the school training schedule and professional development for all teaching and support staff to ensure there is the appropriate expertise to support children with special educational or medical needs. This includes training on Speech and Language, Attachment, and Social, Emotional and Mental Health needs.

Staff have also accessed training from outside professionals. This includes Autism Outreach and Behaviour Support.

10. What specialist service and expertise is available at the school?

At times it may be necessary to consult with outside agencies to receive more advice. The agencies used may include:

- Educational Psychologist
- School Nurse
- Social Care
- Counselling
- Occupational Therapist
- Family Services / Children Centre
- Specialist School Special Educational Needs Team
- Speech and Language Therapist
- Autism Outreach
- Behaviour Support

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

At Creswell C of E infant and nursery School we are committed to meeting the individual needs of all children, including supporting them to develop their social, emotional, and mental health skills.

We are an inclusive school and are aware that there are many reasons why a child may be displaying these difficulties in school and the support they receive will be individualised to meet their needs. We are also committed to working in partnership with parents as we recognise the wealth of information they can share about their children and the positive impact it can have on a child's behaviour if both school and home work closely together.

As a school all teachers deliver the Jigsaw programme for Personal, Social, Health and Economic education.

In addition some children may require:

- Nurture sessions
- Positive Play sessions
- ELSA sessions
- Social sessions with our Head of Care or Family Support Worker
- Counselling / Individual Pupil Voice
- Lunchtime and playtime buddies

All children are encouraged to be involved with a range of activities both in school and extra-curricular. There is a 'School Council' where pupil voice is at the heart of the process.

12. How accessible is the school environment and how will my child be included?

The School take health and safety issues very seriously. The school is accessible for children or adults with a disability, with most areas of school accessible by wheelchair and we have designated disabled toilets. We work hard to ensure that all children can access the full curriculum and adjustments are always made, where possible, to ensure that children have full access to resources and equipment to support them. The school has an up to date accessibility plan, which is considered each year and whenever there is building work.

Activities and school visits are available to all pupils. We provide the necessary support to ensure that these are successful. When planning a trip, a risk assessment will be completed that takes into account children's additional needs and procedures put in place to enable all pupils to participate.

Reasonable adjustments are made for off-site visits in partnership with the pupils concerned and their parents.

13. How does the school prepare and support my child when joining the school and transition

Creswell C of E infant and Nursery School provides a structured transition programme for all children.

In Foundation 1 initially parents and carers are contacted by the teacher to discuss which session they require and any additional information about their child. They are then invited to attend 3 sessions with their child to meet the teacher and familiarise themselves with the setting in the term they start.

In Foundation 2 at the beginning of the Autumn term children are offered a phased time table to support them moving into full time education.

When children join us from a different school, they are invited to look around the school first and will have the opportunity to meet their child's new class teacher.

In the Summer term, all children spend a week with their new class. Teachers and Learning Support Assistants also meet to share information about a child's strengths and areas that they need additional support in, to ensure that there is a consistent approach to meeting their needs. If a child has an EHC plan, parents will be invited to meet their child's new class teacher and Learning Support Assistant towards the end of the Summer term.

All children with an EHC plan, additional SEND funding or medical needs will have a pen portrait detailing their strengths and areas they find challenging. These are shared with their new teacher/ school to support a smooth transition

As the Year 2 children prepare to move to the Junior school, the SENCO will liaise with the children's Junior schools to ensure information regarding their special educational needs is shared and arrange a timetable of additional visits to enable children to become familiar with their new setting and teacher. This supports a smooth transition for the next stage in the children's learning journey. Junior school SEN staff are invited to visit the children in their primary setting and meetings are often held with Infant and Junior staff and parents or carers prior to them starting Junior school.

14. If I am not happy with the provision, how can I share my concerns or make a complaint?

As a school we recognise the wealth of information a parent or carer has about their child and will always take their views seriously, working in partnerships to meet the needs of their child.

In the unlikely event that school and parents disagree, we would encourage parents to make an appointment to discuss their concerns with the Headteacher. If you wish to make a complaint about the school, the Complaints procedure

should be followed. A copy of the Complaints procedure is available on the school website or from the school office.

Head Teacher: A. Dodd

SEND Governor: L. Staley

SENCO: J. Hamilton

Information Report written: January 2021

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