



Creswell C of E Infant School

SEN Information Report

January 2019

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. We are part of a Christian community and our school's distinctive Christian ethos is at the heart of our school life.

We will ensure the education provided for your child is both broad and balanced and will meet individual needs. Our aim is to ensure that every child reaches their full potential in the time spent with us.

We have high expectations of each other and ourselves. We are all very proud of our school and we value the achievements of all pupils.

We want each child who attends Creswell Infant and Nursery School to be a self-confident, enquiring, creative learner, who is able to solve problems, communicate effectively and relate well to others.

Creswell Infant School is a mainstream infant school with an inclusive ethos. We value all members of our school community and their contribution to school. We aspire to provide a good learning environment for all our pupils irrespective of their individual needs.

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

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>

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

- When children appear to struggle or make limited progress
- When concerns are shared by parents/carers
- When concerns are raised by teachers
- If there are sudden changes in the child's behaviour

All children are monitored carefully by teachers and the senior leadership team in pupil progress meetings and informal weekly discussions about progress and attainment.

2. What does Special Educational Needs mean?

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a physical or learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition of the above statements or would so do if special educational provision was not made for them.

Types of SEND

SEND is divided into 4 types:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical Needs

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

Discuss it with your child's key worker on entry to Nursery or FS2. Speak to your child's class teacher. Parents and carers are encouraged to contact their child's class teacher.

Where necessary, action may be taken which may include assessments, meetings and interventions from school and/or outside agencies. Further meetings may then be arranged or any further information can be gained from the Special Needs Coordinator (SENDCo) Mrs. Hamilton.

4. How will the school support my child?

- a. The class teacher will take responsibility for working with every child in the class, including those with special educational needs or disabilities.
- b. Teaching will be differentiated to suit your child's individual
- c. Targeted support may be provided through specific interventions in small groups or if necessary 1:1.
- d. Outcomes from interventions will be monitored and recorded in class assessment files and on the whole school online assessment framework.
- e. Individual Education Plan (IEP) meetings are opportunities for school, the Educational Psychologist and parents to discuss a child and how they are developing, share their learning needs and possible future targets and how we will all work together in partnership. These are held three times a year with interim meetings held with the Class Teacher and parents.
- f. 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.

- g. The school's SEN Governor, Mrs Claire Senogles, monitors SEN across the school.
- h. The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the SEN and Inclusion policies.

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

- a. All children receive 'Quality First Teaching', and a range of teaching and learning styles are used.
- b. Assessment of your child's abilities will be used to identify the next steps in their learning.
- c. Teachers will plan differentiated work for your child to do as part of the whole class teaching and learning, in small groups or for them to do individually.
- d. Teaching assistants may be deployed under the guidance of the class teacher, SENCO and Deputy Head to provide adapted activities.
- e. Your child may participate in an intervention group for a period of time. All interventions have a clear assessment procedure and progress and impact is monitored throughout as part of the 'assess, plan, do and review' procedures.
- f. Resources and equipment will be provided to reduce barriers for learning.
- g. If your child has an IEP this will state specific targets that your child will work towards according to their area of need. The progress towards these will be monitored closely by the class teacher and the school SENDCo.
- h. For children with complex needs a bespoke programme of support will be implemented.

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

- a. Class teachers and the SENCO are available to answer queries throughout the year by appointment.
- b. Targets are shared with parents at IEP Meetings at six designated points throughout the year.
- c. A written report is provided annually.

- d. Parents are encouraged to support their child's learning through meeting's, Class assemblies, parents' evening and any other shared learning events.
- e. Methods of learning may be explained through examples sent home with homework by teachers and copies of any given intervention programs. Class Teachers or SENCO are happy to model to parents if desired.

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

- a. Training and support is provided to staff in order to build skills related to possible barriers to learning e.g. dyslexia, autistic spectrum, behaviour management.
- b. Staff may attend external training courses relevant to their role.

8. 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:

- a. Educational Psychologist
- b. School Nurse
- c. Social Care
- d. Counselling
- e. Occupational Therapist
- f. Family Services / Children Centre
- g. Specialist School Special Educational Needs Team
- h. Speech and Language Therapist
- i. Autism Outreach
- j. Behaviour Support

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

Creswell C of E Infant and Nursery staff are caring and supportive. All children are supported socially and pastorally by staff who know them well. School offers a wide range of activities within school, within the community and further afield to support children's social and emotional development including educational visits, sporting events, visitors to school and events with

other local schools. There is a 'School Council' where pupil voice is at the heart of the process.

All teachers deliver Personal, Social, Health and Economic education as part of the curriculum. We currently use the 'R' Time program.

In addition some children may require:

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

The school has a Medicine Policy which supports parents/carers with the management of their child's medication within school. Where a child has a specific medical need, the school nurse can provide staff with the relevant training

There are two staff trained in First Aid at Work and all Teaching Assistants have a Paediatric First Aid qualification. Some staff are trained to manage specific medical conditions eg asthma and gastric issues.

Attendance and punctuality are closely monitored and good attendance is celebrated in our Star assembly every Friday.

The safety and well- being of all children is paramount and we have rigorous Safeguarding procedures (see the school's Safeguarding Policy)

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

- a. The school is accessible for children or adults with a disability. Most areas of the school are accessible by wheelchair. There is a toilet for disabled use.
- b. Activities and school visits are available to all pupils. We provide the necessary support to ensure that these are successful. Risk assessments are carried out and procedures put in place to enable all pupils to participate.
- c. Reasonable adjustments are made for off-site and residential visits in partnership with the pupils concerned and their parents.

11. How will school prepare and support my child to join the school and to transfer to a new school?

- Before starting nursery your child will meet with the nursery teacher and Keyworker.
- Discussions with any agencies that may be supporting your child will enable school to glean a deeper understanding of your child's needs.
- Additional visits for children entering the Foundation Stage can be arranged for your child.
- All children take part in 'Transition Day' in the summer term as part of transition. Year 2 children transition to Junior School for the last week of the Summer Term (additional visits to Junior School can also be arranged for children).
- All children are discussed with their receiving teacher/school before the end of the summer term.
- An additional transition meeting will be arranged for children with Special Educational Needs between the school SENDCos.
- The Junior School SENDCo will also be invited to your child's annual review prior to transition.

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

If you are not happy with the SEND provision, please contact the class teacher, SENCO, SEND Governor or the Head Teacher. School will endeavour to work positively in partnership with parents and young people to listen and respond to any concerns.

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: C. Senogles

SENCO: J. Hamilton

Information Report written: January 2019

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