



Creswell C of E Infant School

Our Mission Aim is to:

Reach for the Stars!

SEN Information Report

March 2017

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 are all very proud of our school and we value the achievements of all pupils.

We have high expectations of each other and ourselves.

We want each child who attends Creswell Infant 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. These may include:

- 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?

Children are identified as having SEND through a variety of ways, which may include some of the following:

- Information provided by previous school or setting
- Liaison with assigned outside agencies
- Teacher, parent or young person raising concerns
- Child working below 'age related' expected levels within the curriculum
- Issues relating to self-esteem, anxiety and behaviour which may have an impact on learning

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

Parents and carers are encouraged to contact their child's class teacher in the first instance who will then discuss any concerns with the SENCO. Where necessary, action may be taken which may include assessments, meetings and interventions from school and/or outside agencies.

3. How will the school support my child?

- The class teacher will take responsibility 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 and monitor progress to inform future planning.
- Outcomes from interventions will be monitored and recorded in an Intervention File
- 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.
- 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.

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

- Teachers monitor progress and use their best endeavour to meet the needs of all pupils in their class.
- Teaching assistants may be deployed under the guidance of the class teacher and SENCCO to provide adapted activities
- Resources and equipment will be provided to reduce barriers for learning.
- The plan, do and review cycle will be implemented to inform the target setting process.
- For children with complex needs a bespoke programme of support will be implemented

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

- Class teachers and the SENCO are available to answer queries throughout the year by appointment.
- Targets are shared with parents at IEP Meetings at six designated points throughout the year.
- A written report is provided annually.
- Parents are encouraged to support their child's learning through meeting's, Class assemblies, parents' evening and any other shared learning events.
- 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.

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

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

7. 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

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

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:

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

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.

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.

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

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

10. 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 SEN provision, please contact the class teacher, SEN coordinator or the Head Teacher. School will endeavour to

work in positively 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.

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