

Cassiobury Infant & Nursery School

SEN Information Report



This SEN information report is a Statutory Requirement as part of the Special Educational Needs Code of Practice 2014. Its primary purpose is to inform parents and carers of resources and information available for children who have, or may have needs in school which are different to those of their peers.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

We pride ourselves on our communication with parents and carers. If you have any concerns regarding your child's learning and/or development then the first course of action is to speak to your child's class teacher. If the class teacher feels that your child needs additional support, then s/he will ask the Acting Inclusion Manager, Mrs Macnish, to arrange an appointment to see you.

All children are tracked carefully throughout their time at Cassiobury Infants, through regular day to day assessments, observations and also through end of phase assessments – for example the Early Years Foundation Stage Profile, Phonics Screening Check and end of KS1 assessment.

Each teacher has a termly Pupil Progress meeting with the Inclusion Manager and Senior Leadership Team (Headteacher, Deputy Headteacher, Phase Leader) All children's progress and attainment are monitored and discussed. Interventions and additional support are put in place, if it is felt to be necessary, following these meetings.

Children's views on how they are learning are also taken into account through 4+1 and One Page Profile Review Meetings, Pupil Interviews and Questionnaires.

How will school staff support my child?

All teachers deliver Quality First Teaching. (Good teaching for all.)

In Key Stage 1, (Years 1&2) each class has a Teaching Assistant (TA) for the morning who works under the direction of the class teacher. There is TA support in the afternoons for: Maths, Phonics, Reading and/or Social Skills support based on the needs of each year group.

The Inclusion Manager works closely with the class teachers to monitor and assess children's progress and attainment. She operates an open door policy to see parents at the end of the school day and appointments can also be made via the school website to see her. She works in consultation with a wide variety of outside agencies to provide training for staff and support for children.

There is an Inclusion Governor who meets with the Acting Inclusion Manager to discuss the strategic nature of Inclusion at Cassiobury Infants. The Governor reports back to the Governing Body on his/her findings.

How will I know how my child is doing?

All children have access to high quality teaching. All staff have high expectations of themselves and children as learners. The curriculum is highly differentiated through engaging, creative planned activities, skilled questioning and strategically placed support. Different learning styles are taken into account. Technology is used to support learning.

Parents have the opportunity to meet their child's teacher formally every term and as mentioned above



there is an Open Door Policy whereby parents can speak to teachers on an informal basis to find out how their child is progressing.

If children are falling behind their peers, parents will be informed at the earliest opportunity. A plan of action will be put in place and there will be regular progress updates.

If a child is falling behind in a particular area then the following model applies: **assess, plan, do, review**. If it appears that the amount of progress being made is not sufficient then the Acting Inclusion Manager will become involved. Together, with the class teacher, parent and child a One Page Profile and 4+1 form will be created which sets out short term targets to work towards considering the pupils thoughts and feelings about how they are best supported. The class teacher will meet regularly with parents and child to discuss progress. Parent and child are key contributors to this process through discussion and will help inform these targets.

How will the learning and development provision be matched to my child's needs?

All children have access to Quality First Teaching. As part of this, the curriculum is differentiated to meet the needs of all children in order to ensure that all children are able to make progress. If a child has needs related to more specific areas of their education (e.g. literacy and numeracy) then s/he may be placed in a small intervention group. We refer to these as Spotlights. Spotlights are monitored by the Acting Inclusion Manager and reviewed regularly to ensure that the child is making progress.

What support will there be for my child's overall wellbeing?

A child's wellbeing is of paramount importance and underpins all learning. The PSHE (Personal, Social, Health and Education) is delivered on a weekly basis either as a discrete subject or through cross curricular links. We use 'Jigsaw' to deliver key topics. The Deputy Headteacher and Acting Inclusion Manager lead a PSHE theme assembly on alternate weeks.

We have Peer Mediators in order to support children at playtimes and lunchtimes. We follow a 'Protective Behaviours' programme so that children can feel safe and know which adults they can turn to and reinforce this using Network Hands which remind the children who they can turn to for support both at School and Home.

We have a medical room staffed by qualified First Aiders. Some children require additional medical support using a Healthcare Plan and specialist support is provided to meet their needs. The School Nurse is in regular contact with the school and meets the SLT. She is available to talk to parents and carers.

What specialist services and expertise are available at or accessed by the school?

- Specialist Advisory Teachers (Visual Impairment, Physical & Neurological Impairment, Early Years, Autism)
- Speech and Language Therapy (SLT)
- Educational Psychologist (EP)
- Occupational Therapist (OT)
- Physiotherapist
- Specific Learning Difficulties Outreach (SpLD)
- Colnbrook Outreach (MLD)
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse and Health Visitors



- Chessbrook Education Support Centre (ESC) Outreach
- Social Services
- Family Support Worker

What training have the staff, supporting children and young people with SEND, had or are having?

All school staff who work with children receive regular training to support children with SEND. Outreach Teams from Colnbrook and Chessbrook have provided school training on areas such as: Dyscalculia, Dyslexia, Autistic Spectrum Disorder, Speech and Language. Health care professionals have provided training on Anaphylaxis and First Aid. In addition, the Acting Inclusion Manager receives ongoing SEND training in specific areas.

How will you help me to support my child's learning?

You are the 'first educator' of your child. Close, effective communication and partnership with parents/carers is essential to a child's learning and wellbeing. We operate an 'Open Door' policy at the end of the school day so you can meet with your child's class teacher. The Acting Inclusion Manager is available, Monday-Wednesday to meet with parents at this time too. We hold termly consultation meetings. At the beginning of each academic year there is a 'Learning Together Evening' for parents where teachers meet the parents to disseminate information about how to help your child at home. Targets are discussed at termly 'Parents Evening'. The Acting Inclusion Manager is available to support you at these meetings. If needed the school will support families with multiple issues by completing a 'Common Assessment Framework' in order to coordinate provision from other agencies to We ensure that 'Annual Review' meetings for Education, Health and Care Plans and 'Team Around the Family' meetings are arranged at mutually agreeable times.

How will I be involved in discussions about and planning for my child's education?

We work closely with parents on a formal and informal basis. If we feel that your child has needs additional to or different from their peers we may decide to use a One Page Profile and 4+1 to set clear, achievable targets. Discussions will take place as to how you can help meet these individual targets. You and your child are involved at every step and together we devise the plan.

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place to enable all children to participate in activities both inside and outside the classroom. Reasonable adjustments will be made in order to achieve this. It may be the case that a child will need 1:1 support on a school trip and if so, the school will provide an additional adult.

How accessible is the school environment?

We adhere to the 2010 Equalities Act to ensure that all children are able to access the school setting. Reasonable adjustments are made to improve the accessibility of the environment. The school's Accessibility Plan is regularly updated and advice is sought from external professionals where necessary.

Who can I contact for further information?

In the first instance parents are encouraged to talk to their child's class teacher. For children with SEND, further information and advice can be obtained from the Acting Inclusion Manager who can be contacted via the School Office.



How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Transitions can be unsettling for children with SEND.

We endeavour to handover with all pre-school and nursery settings before children begin their journey with us to ensure a positive start at school. We constantly review our transition offer with the aim of providing the best start at school for children who are joining us. This can include setting visits, both at the current setting and visits to us at school, stay and play sessions and a staggered start to introduce new routines at an appropriate pace. New parents are also invited to join us prior to their child starting school to meet the team, see the environment and ask any questions around starting school.

All Year 2 children have a transition programme to the Junior school. This includes regular visits with peers and parents. Children are paired with a buddy from Year 5. Children who may need additional support will be provided with transition books and additional visits to the school. The Acting Inclusion Manager meets regularly with the Junior School SENCo to discuss the children's needs. All SEND reports and paper work is handed over. Specialists and Advisory Teachers may be involved in the transition to support your child, family and school staff.

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated every financial year. The money is used to provide additional support or resources dependent upon the needs of the children. The Senior Leadership Team audit the school's resources and needs of the children to ensure the budget is effectively managed.

How is the decision made about how much support my child will receive?

Quality First Teaching as mentioned above is paramount in meeting the needs of all children. Some children require additional support to ensure progress is being made. Internal spotlight sessions may be offered to your child and you will be informed if this is the case. These spotlights are monitored and reviewed regularly. If further support and advice is needed the Acting Inclusion Manager will make an appointment to see you to discuss the viability of seeking advice from specialists. Should specialist support be required, you will be consulted and informed of the outcomes.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The Hertfordshire Local Offer can be accessed at :

www.hertsdirect.org/localoffer

Glossary:

Anaphylaxis:	An extreme and severe allergic reaction.
Annual Review	A review of the EHC Plan which needs to be carried out on a yearly basis.
Autistic Spectrum Disorder: (ASD)	A condition that affects social interaction, communication, interests and behaviour
Attention Deficit (and Hyperactivity) Disorder ADD/ADHD	A group of behavioural symptoms that include inattentiveness, hyperactivity and impulsiveness
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offers assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.

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Children's Centre	Children's Centres offer all families with children under five a range of services, information and support in their local community including: home visiting, family drop-ins, parenting support, information about your child's health needs, training courses to improve your life skills or help you back to work and help finding specialist groups and services
Disability	A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities as defined by the 2010 Equality Act.
Dyscalculia	Difficulty in acquiring maths skills
Dyslexia	Difficulty in learning to read, write and spell when making progress in other areas. A range of other areas can be affected including concentration, organisational skills, comprehension and handwriting.
Educational Psychologist	A psychologist concerned with helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning.
Education, Health and Care Plan	A single plan that includes all of a child's assessed needs from Education, Health and Social Care. It sets out the desired outcomes for the child and the particular arrangements and provision required to deliver those outcomes.
Family Support Worker (FSW)	FSWs provide emotional and practical help and advice to families that are having long or short-term difficulties
Individual Education Plan/ Passport	Working document which records short term targets and strategies for individual children.
Individual Speech and Language Plans	Working document which records short term targets and strategies set by a SaLT for individual children.
Moderate Learning Difficulties (MLD)	Children with moderate learning difficulties will have attainments significantly below expected levels in most areas of the curriculum, despite appropriate interventions.
Occupational Therapist (OT)	The primary goal of occupational therapy is to enable people to participate in the activities of everyday life.
Peer Mediators	Problem solving by child with child. It is a process by which two or more children involved in a dispute meet in a private, safe and confidential setting to work out problems with the assistance of a trained student mediator .
Play Therapist	Play therapy refers to a method of psychotherapy with children in which a therapist uses a child's fantasies and the symbolic meanings of his or her play as a medium for understanding and communication with the child.
Physiotherapy	A Physiotherapist evaluates, maintains and restores physical function
Protective Behaviours	A safety awareness and resilience building programme which helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe.
Quality First Teaching (QFT)	Inclusive classroom practice which includes high demands for pupil involvement and engagement with their learning, high levels of interaction for all pupils, appropriate use of questioning, modelling and explaining on the part of the teacher and regular use of encouragement and authentic praise to engage and motivate children.

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Specific Learning Difficulties (SpLD)	A group of conditions that seem to be caused by variations in the way the brain develops, leading to some individuals exhibiting an unusual way of perceiving the world and processing information. The most common SpLDs are: dyslexia, dyspraxia, dyscalculia, ADHD and ASD.
Speech and Language Therapist (SaLT)	Children are referred to the school's link SALT. If there is an issue, the SALT will set targets for school staff to work on.

Updated by B.Parker, Inclusion Manager, September 2021