Cassiobury Infant & Nursery School
SEND Information Report

This SEND information report is a Statutory Requirement as part of the Special Educational Needs Code of Practice 2015. 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 our SENCO/Inclusion Leaders, 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 SENCo/Inclusion Leader and Senior Leadership Team (Headteacher, Assistant Headteachers, Phase Leader). All children's progress and attainment are monitored and discussed. Spotlights 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 SEND Support Plan Review Meetings, specific pupil voice questions and ongoing discussions with their class teacher.

How will school staff support my child?

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

Across the school Teaching Assistants (TA) work under the direction of the class teacher and may deliver spotlights in: Maths, Phonics, Reading and/or Social Skills based on the needs of each year group.

The SENCo/Inclusion Leader works closely with the class teachers to monitor and assess children's progress and attainment. They operate an open door policy to see parents at the end of the school day and appointments can also be made via the school office or inclusion email inclusion@cassioburyinfants.herts.sch.uk*. They work in consultation with a wide variety of outside agencies to provide training for staff and support for children.*

There is a Link SEND and Inclusion Governor who meets with the SENCo/Inclusion Leader to discuss the strategic nature of Inclusion at Cassiobury Infants. The Governor reports back to the Governing Body on their discussions.

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 adapted through engaging, creatively planned activities, skilled questioning and strategically placed support. Technology is used to support learning, where appropriate.

Parents have the opportunity to meet their child's teacher formally every term and as mentioned previously 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.*** *We record this on a SEND Support Plan 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 termly with parents 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 high quality teaching. As part of this, the curriculum is adapted 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 they may be placed in a small intervention group. We refer to these as Spotlights. Spotlights are monitored by the SENCo/Inclusion Leader 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 Economic Education) is delivered on a weekly basis either as a discrete subject or through cross curricular links. We use 'Kapow' to deliver key topics.

We follow 'Protective Behaviours' and 'Positive Regard' programmes so that children can build positive relationships, feel safe and know which adults they can turn to. We reinforce this using Network Hands which remind the children who they can turn to for support both at School and Home.

Staff are qualified First Aiders. Some children require additional medical support using a Healthcare Plan and specialist support is provided to meet their needs.

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

Specialist Advisory Teachers (Visual and Hearing Impairment, Physical & Neurological Impairment, Early Years, Communication and Autism, Emotional and Well-being)
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
Acorn Outreach
Social Services
Family Support Worker
DSPL9
Play Therapist and Drawing and Talking Therapists

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 have provided school training on areas such as: Neurodiversity and Speech and Language. Health care professionals have provided training on Anaphylaxis and First Aid. In addition, the SENCO/Inclusion Leader receives ongoing SEND training in specific area which is cascaded to the appropriate staff.

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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 SENCo/Inclusion Leader is available throughout the week, teaching commitments allowing. We hold consultation meetings twice a year and a written report in the other term. Each term there is a 'Learning Together Session' and an 'Open Afternoon' for parents to look at the work their child has been completing in class and to see the types of learning they do. If your child has a SEND Support Plan or EHCP, additional meetings are held each term to discuss your child's progress against their targets. If needed, the school will seek additional advice from external professionals to support your child. 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 SEND Support Plan 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, parents may also be invited to join their child 1:1 if it is felt that this is the best option for the child.

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 schools 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 SENCo/Inclusion Leader who can be contacted via their email address inclusion@cassioburyinfants.herts.sch.uk.

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 all children, especially those with SEND. We endeavour to complete 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. Children are invited to a number of planned transition visit with their new teacher.

All Year 2 children have a transition programme to the Junior school. This includes regular visits with peers and parents. Children who may need additional support will be provided with transition books and additional visits to the school. The Infant and Junior School SENCos meet regularly 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.

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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 SENCo/Inclusion Leader 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:

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.
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	Children with moderate learning difficulties will have attainments

Difficulties (MLD)	significantly below expected levels in most areas of the curriculum, despite appropriate interventions.
Neurodiversity	Describes the natural and diverse range of differences in how the human brain functions, thinks, learns, and processes information. Autism Spectrum Disorder (ASD) and Attention Deficit (and Hyperactivity) Disorder (ADD/ADHD) are often referred to within this term
Occupational Therapist (OT)	The primary goal of occupational therapy is to enable people to participate in the activities of everyday life.
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.
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.

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