

Special Educational Needs (SEN) Information Report 2023

In September 2014 the government introduced a new Special Educational Needs Code of Practice. This replaced the Special Educational Needs Code of Practice (2001). The new Code of Practice 'Special Educational Needs and Disabilities' (SEND) is statutory guidance. It is for all organisations who work with and support children and young people, up to the age of 25, with special educational needs and disabilities.

At Crosshall Infant School Academy Trust we fully support the Code of Practice. We continually strive to ensure that all children who have a special educational need or disability receive the best possible support to enable them to make good progress. We are accredited with the Inclusion Quality Mark (July 2021) which recognises our inclusive provision.

A child is assessed as having a special educational need if they have noticeable difficulties in certain aspects of their development compared to the majority of children of their age. Alternatively, they are working at a level that is below average compared to the majority of other children in their year group. This may be short term or long term.

This information is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

What types of SEND do we provide for?

A difficulty could be related to any, or a combination of the following: cognitive, social, emotional or physical development. If a child has a medical condition any of these areas may be affected. At Crosshall Infant School Academy Trust we provide for a wide variety of needs.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example; autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example; dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example; attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example; visual impairments, hearing impairments, processing difficulties
- Moderate/severe/profound and multiple learning difficulties

How do we identify and assess pupils with SEND?

It is initially the class teacher's responsibility to identify and assess a child's specific needs. This may be done in conjunction with staff in the year group team who may work with the child. We liaise closely with parents and carers throughout this process. The school's Inclusion Leader/Special Educational Needs Co-ordinator (SENDCo) may also be involved and where appropriate, external specialists.

We will assess each child's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a child is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the child and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Who is our Special Educational Needs Co-ordinator (SENDCo) and how can she be contacted?

The school's Inclusion Leader/Special Educational Needs Co-ordinator is Mrs Karen Hurrell and she can be contacted on 01480 475980 or info@crosshallinfant.co.uk

The Governor with responsibility for Special Educational Needs is Mrs Stephanie Kemp.

How do we consult parents of pupils with SEND and involve them in their child's education?

We will have an early discussion with the parents/carers, and child where appropriate, when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the child's areas of strength and difficulty
- We take into account the parents' wishes and concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. Once specific needs have been assessed and a plan of action agreed, parents are involved as much as possible in helping their child progress. Regular meetings, both informal and formal, ensure that parents are involved and know how to support their child at home. A child with special educational needs will be given a Learning Plan which is shared and discussed with parents each term. Parents are able to contribute to this plan by adding their views and comments. They are able to contact the school at any time either by telephone, by email or speaking directly to the child's class teacher to make an appointment time.

We will notify parents when it is decided that a child will receive SEN support.

How do we consult children with SEND and involve them in their education?

The class teacher and staff who work with the child will involve the child in all aspects of their learning and ask the child for their views. The child is encouraged to talk about what they do well and also what is harder and how any difficulties can be helped. All children are made aware of what they need to work on, and how they will be supported, in order for their learning to progress.

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the child
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The child's own views
- Advice from external support services, if appropriate

The assessment will be reviewed regularly.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the child's progress.

How do we assess and review children's progress towards their outcomes?

The progress made by a child is closely monitored by the class teacher and staff who work with the child and the school's Inclusion Leader/Special Educational Needs Co-ordinator. Where a child is not making good progress towards next steps and targets, further support and different strategies are put in place, in discussion with parents.

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- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The child's own views
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Information is shared with parents in a variety of ways including; informal discussion, Learning Plan review meetings, meetings involving different professionals, and in a mid-year and an annual report.

How do we support pupils moving between different phases of education?

There are five transitions at Crosshall Infant School Academy Trust namely; home/nursery setting to Nursery, Nursery to Reception, Reception to Year 1, Year 1 to Year 2 and Year 2 to Year 3. At all of these phases there is a carefully planned transition programme to ensure that all children's needs are met and staff are aware of individual needs any child may have. This is applied also to children who transfer from other pre-school settings or schools. The Inclusion Leader liaises closely with the SENDCo from Crosshall Junior School Academy Trust to ensure smooth transition for children moving to Year 3.

What is our approach to teaching pupils with SEND?

We have high expectations and aspirations for all children, regardless of their needs or disabilities. Teachers are responsible and accountable for the progress and development of all the children in their class.

High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children. Teaching in the school is of a high quality to ensure that all children make at least good progress. Provision for all children is overseen by the Headteacher, with support from the Senior Leadership Team and Governing Body

We also provide a range of interventions which are delivered in an age appropriate way to develop progress in children's physical, sensory or academic skills. Interventions include:

- Sensory circuits
- Music intervention
- Speech and Language Therapy
- Fine/gross motor skill development
- Reading interventions

- Small group support in maths/literacy

Sometimes we may feel that it is appropriate to ask for advice from outside professionals to ensure that a child's needs are supported appropriately. Parents will be fully involved in this process.

How do we adapt the curriculum and learning environment?

All children have equality of opportunity regardless of their needs. The curriculum is broad and offers a wide variety of interesting and exciting activities to stimulate all children. All activities are differentiated to ensure that all children can and are encouraged to join in and learn at their level of development. The Headteacher, Senior Leadership Team, Governing Body and Site Manager work together closely to ensure that we are meeting our responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

The site is fully accessible and meets all requirements of the Equalities Act 2010.

What expertise and training do our staff have to support children with SEND?

Our SENDCo has completed the National Award for SENCO Coordination (NASENCO) and she is an experienced teacher in both EYFS and Key Stage 1. The SENDCo has allocated time to allow the effective management of SEND provision within the school. The SENDCo meets regularly with the Headteacher and SEND Governor to review provision. The SENDCo is also one of the school's Assistant Headteachers.

All staff have on going professional development in all aspects of the curriculum including training in specific aspects of special needs. The Inclusion Leader/Special Educational Needs Co-ordinator meets regularly with staff and provides updates as necessary. Where it is required, additional support and advice is sought from different specialists and also external agencies. We work closely with Cambridgeshire SEND services to ensure that staff are trained in up to date practice. All new staff have a full induction programme when joining the school.

How do we evaluate the effectiveness of our SEND provision?

We have an on-going cycle of reviewing what and how we teach and the different opportunities we offer children. As part of this review we are able to evaluate how successful our provision is and the impact it is having on children's learning. Through our continuous assessment in the different areas of learning, we are able to judge the progress a child is making and thus make specific judgements about how effective provision is that is offered to each individual child.

How do we support children with SEND to improve their emotional and social development?

A high emphasis is placed on children's social and emotional development. All staff seek to improve children's social and emotional development across the curriculum, offering additional support to any children who requires this. This may be in the form of specific one to one support or within a group focusing on a particular area, such as social skills. On occasions, external expertise may be sought. Time is always given to children to talk to adults, as needed in a variety of situations.

Children with SEND are supported and encouraged to take part in wider curriculum activities to support with team work, confidence building and development of friendships.

We have a zero tolerance approach to bullying.

How will we secure specialist expertise?

Involvement of outside agencies is always carried out following close liaison with parents. We work with a range of specialist practitioners including Cambridgeshire Specialist Teaching Team, Speech and Language Therapists, Paediatricians, Family Doctors, Sensory Support Services, Family Workers, Occupational Therapists and Educational Psychologists. We have close links with a wide range of local providers and regularly seek to involve other specialists to ensure the best possible support for our children.

How do we involve other organisations in meeting the needs of children with SEND and supporting their families?

Following conversations with parents we may agree that it is appropriate to complete an Early Help Assessment (EHA) of a child's needs. This process is carried out in conjunction with parents/carers. The school/parents may feel it would be beneficial to the child to request the support of external professionals.

How will we secure equipment and facilities to support children with SEND?

The school is well resourced and we have a rolling programme to ensure that the building, outdoor environment and teaching/learning resources are maintained to the highest quality. Additional equipment for individual pupils may be purchased from the school budget. We work closely with the Occupational Therapy service to provide support for specialist individual needs.

How do we adapt the curriculum and learning environment?

The school site is fully accessible and all buildings have flat or ramped access. Accessible toilet facilities for both adults and children are provided in all our school buildings. All year groups have access to a wide range of high quality teaching materials and resources, including ICT, and these are maintained and updated on a rolling programme.

How do we enable children with SEND to engage in activities with other pupils who do not have SEND?

Class teachers plan closely within year groups to provide differentiated learning opportunities which are designed to allow all children to access at a level which is appropriate to their needs and level of development. Where specialist practitioners are involved, their recommendations are incorporated into classroom provision. Wherever possible children access their learning within their classroom alongside their peers.

When a child is identified as needing additional support in a particular area of their learning they may be included in a support group with a few other children. Occasionally a child may be provided with 1-1 support in a specific area of learning for a specific amount of time.

Where parents and school agree that a child's needs warrant individual support then Inclusion Funding, Early Support or an Education, Health and Care Plan assessment may be requested from the Local Authority. Parents are fully involved in the process.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after school clubs. Additional funding may be requested from the Local Authority to provide staffing for children with high level needs.

All pupils are encouraged to take part in sports day, school plays, special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND.

Who can young people and parents contact if they have concerns?

We aim to liaise closely with parents so that concerns are avoided or dealt with promptly. In the first instance, concerns should be brought to the attention of the class teacher. If necessary other staff may support to ensure that matters are concluded to the satisfaction of all parties.

How do we handle complaints from parents of children with SEND about provision made at the school?

We encourage all parents to come in and share any concerns at the earliest opportunity. The school has a Complaints Policy which is available on the school's website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Where can the LA's local offer be found? How have we contributed to it?

Cambridgeshire Local Authority has published a Local Offer of what services are available in Cambridgeshire for children and young people (aged 0-25) who have special educational needs and or disabilities.

The local offer is available via:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

The Inclusion Leader and Inclusion Manager regularly attend meetings with local schools and providers to share good practice and network with other practitioners.

What support services are available to parents?

Parents are always welcome to come and chat about their child. Quick messages can be shared at the door at drop-off/home time however if parents wish to have a longer appointment then this can be arranged with the class teacher or via the school office.

Family Worker support and contact information is shared regularly through the Family Worker newsletter. School supports parents to access this service.

Family support is also provided through local PinPoint meetings: <https://www.pinpoint-cambs.org.uk/> Contact information and details of workshop groups are shared regularly with parents via email or individual signposting.

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs or a disability or who have concerns they may have special educational needs.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

How do we support pupils preparing for adulthood?

Our school mission statement is "Learning for Life" and this is displayed prominently around school, on our website and on our school uniform.

We strive to ensure that children are happy confident learners who are able to express their needs, likes and dislikes, work with others, have a secure sense of belonging and a strong sense of self identity.

We are committed to providing all children with an excellent start to their educational journey and there is a high priority given to the teaching and learning of reading, writing, maths, science and the wider curriculum - foundations for future learning and ultimately skills, essential in adult life.

If you require any further information, please contact the school office on either 01480 475980 or info@crosshallinfant.co.uk