

Special Educational Needs (SEN) Information Report St Ives Nursery and Infant School



Last reviewed in November 2023
Next review date November 2024

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our [website](#).

You can ask a member of staff to make a copy/send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, please contact Mrs Lamb or Mr Wigham.

St Ives Nursery and Infants School believes that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We are an inclusive school and offer a variety of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies.

The support is designed to promote students working towards becoming independent and resilient learners who will leave our school with a good sense of self-worth and a belief in their own ability to achieve whatever goal they set themselves.

Our Special Educational Needs Coordinator, or SENCO

Our SENCO is Cat Lamb

They have recently taken on the role of SENCO and is a qualified teacher. They are working towards achieving the National Award in Special Educational Needs Co-ordination.

Our Nursery SENCO is Rachael Williams.

They have recently completed their NCFE Cache Level 3 Award for Special Educational Needs Co-ordination in Early Years Settings.

Our Governor with responsibility for SEN is Simon Stevens.

Contact details:

If you think your child might have Special Educational Needs or you have any concerns about your child's progress or any other questions about our SEN provision please contact either your child's **class teacher** or **Mrs Ange Ashton** (family liaison officer) or **Mrs Cat Lamb** (SEN coordinator)

Mr Richard Wigham is our Child Protection Officer

Mrs Ange Ashton is our Attendance Officer

Julie Barnett is our First Aid designated person.

We will do our best to answer all of your queries and point you in the right direction if you need further advice.

All of the above people can be reached by either coming into school or phoning on 01209 713982.

The levels of support and provision offered by our school

1. How we decide if children need extra help

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

The progress of all children is regularly monitored and at half termly pupil progress meetings the class teacher, head and special needs coordinator discuss any children who might be causing concern either academically, socially or emotionally. We will put in place small group or in class interventions for children who just need a little help in catching up. We expect progress in these groups to be accelerated so that the child is quickly brought to the expected level. If the child still has not made enough progress after these interventions, we will consult with parents and the educational psychologist to decide if we need to call upon the expertise of specialists such as the speech and language therapist or occupational therapist.

2. How the curriculum is matched to each child's needs

When planning the curriculum and the half termly topic we make sure that it is fully accessible to all of our pupils regardless of ability or need. The staff meet at the end of each half term to discuss the next term's planning and we discuss any children with specific needs to ensure that any adaptations that need to be made are put in place at the planning stage. We discuss any trips, special events or after school clubs that are planned to make sure that they are accessible to everyone.

Children who have been identified with a special educational need will have their own individual educational plan (IEP) which identifies the current targets they need to work on and evaluates progress against previous targets. These are shared with parents and reviewed at regular intervals.

Some children with a more complex special educational need will have an Education and Health Care Plan (EHCP) which outlines any adaptations that need to be made to the curriculum and will set both long term and short-term targets with suggestions of how they might be achieved. These EHCPs are written in consultation with parents/carers, staff from the school and relevant specialists.

They are reviewed either 6 monthly or yearly depending on the age of the child.

3. How the teaching supports children with SEN

Every child at St Ives Nursery and Infant School receives quality first teaching. This means that a wide range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

The intervention groups that we currently provide give more specialist teaching in certain areas and are led by specially trained staff.

An example of the intervention programmes we provide are as follows;

- Read Write Inc 1:1 sessions for children who are making slower progress in learning to read and write the phonic sounds necessary for reading and spelling
- 1:1 speech and language work with the class teacher under the guidance of the local authority speech therapist
- Self-esteem, social skills, and emotional and behavioural support as and when required with our TIS practitioners.

If it is clear that a child needs a more specialised teaching programme then we will seek help from the Local Authority Advisors. We will also look for further specialised training for staff if it is at all possible.

4. Areas of staff special expertise

We have a highly qualified staff with many specialisms including:

Teachers trained in PRICE de-escalation strategies to support children demonstrating dysregulating behaviours

Family liaison officer (FLO) has been trained in Supporting Parents and Children Emotionally (SPACE)

FLO who has been trained in Protective Behaviours training which supports children in trauma.

A RWI tutor who has been trained in the use of the 1:1 Read Write Inc phonics interventions, who has cascaded this training to support staff.

Some teachers and support staff are trained in British Sign Language (BSL) to support children with hearing and communication difficulties.

One of our TA's has expertise in teaching Fun Fit which helps children to develop fine and gross motor skills.

We have several support staff trained in Lego Therapy and they are able to support children with social skills.

5. The support we can access from outside agencies and professionals

We can access support from the following agencies:

- The Autism Team
- Educational Psychologist
- Occupational Therapist
- Dieticians
- Speech and Language Therapy
- Child and Adolescent Mental Health Service
- Hearing support
- Visual Support
- School nurse/ Health visitor
- MHST- Mental Health Support Team

6. The physical environment (accessibility, safety and positive learning environment).

We have taken steps to ensure that our site is fully accessible to everyone and have had ramps built so that wheelchair access is available into the main school building.

Part of our playground has a soft surface which provides a flat and smooth area to play on. We have a small adventure play area which offers physical challenge to all children along with a forest school quiet area to support children with sensory needs.

The site is safe and secure with perimeter fences and gates. All visitors have to come to the main reception to gain access to the building and are required to sign in.

We have designated safeguarding lead (DSL) and 2 deputy officers (DDSLs). All staff have received child protection training.

We have a designated first aider who has a first aid at work, as well as a paediatric first aid certificate. The majority of other staff have undergone first aid training to support the children in school.

Our behaviour policy is adhered to by all staff and children thrive in an environment where they feel safe and secure.

Specialist equipment and resources and available to children who need them.

7. How we support children's health and well-being

If a child has a medical need, then a Medical Care Plan will be written in consultation with parents/carers, the School Nurse and the relevant health care professionals.

The Medical Care Plan will be reviewed, at least, annually in September, or whenever appropriate, to meet the needs of the child. All staff are made aware of the plan and the procedures they need to follow.

Where necessary, and in agreement with parents/carers, medicines can be administered in school where a signed consent form is in place. See "Administering Medicines Policy".

Members of staff such as the class teacher, teaching assistant and SENCO are readily available to children, who wish to discuss emotional issues and concerns.

Mrs Ange Ashton, our family liaison officer (FLO) is available every morning to see any parent/carer who would like to discuss any concerns they have.

Children who find lunchtime a challenge are supported by our Lunchtime Supervisors and Mrs Ashton when required.

8. How we support children who move from year to year and setting to setting

Open days are arranged for parents/carers and children before they join our Nursery and Reception classes.

One to one meeting between parents/carers and the teacher are arranged to discuss needs. Mrs Wigham (Head teacher) and Mrs Ashton (FLO) are always willing to meet parents/carers prior to their child joining school.

Where a child has more specialised needs an extra meeting is arranged between parents/carers, Mrs Lamb, Mrs Ashton, Mr Wigham and other relevant professionals.

All new Reception children spend taster sessions and transition mornings in their new classroom in July where they meet their new teacher and teaching assistant.

All year 2 children visit the Junior School in the summer term to have a tour around and meet the staff so that they can get to know their school before their transition day in July. On this morning they will spend the day with their new teacher and classmates.

The Junior School staff visit our school and liaise with our staff prior to the pupils' visits on Transition Days.

Some children find moving into a new class or school particularly daunting and stressful and in these instances additional visits are arranged by Mrs Lamb and Mrs Ashton.

9. The SEND qualifications of, and SEND training recently attended by, our staff

Mrs Cat Lamb currently undertaking the - National Award for SEN Coordination- completion in September 2024.

Miss Rachael Williams- completed SEN Level 3 qualification and works within the Nursery.

We regularly evaluate the needs of all children including those who require SEN support and staff are carefully deployed according to their strengths and the children's needs.

Recently all staff have received training, safeguarding, Epi-pen training, sensory integration training, and visuals for communication training.

Specific training has been undertaken by individuals for sign language BSL (British Sign Language) and meeting hearing needs in the classroom.

10. Pupil progress

The progress of all of our children is monitored at least termly and if any child is causing concern in any area then their progress will be discussed between the Headteacher, SENCo and the Class Teacher. Parents will also be consulted and if required we will consider placing children on the SEN register of need. We will then put in place any extra support that is needed within the class and if more specialist support is required, we will consult with the relevant experts.

Children on the SEN register will have a Personal Learning Plan (PLP) which has individual targets which are reviewed regularly. We would expect children who have received extra support to make accelerated progress.

11. Effectiveness of our SEN provision

We are very pleased with the progress that our SEN children make. The Reading Recovery and RWI 1:1 sessions are particularly successful in ensuring that all children learn to read.

12. If you wish to complain

The first point of contact for concerns is the class teacher.

Mr Wigham (Headteacher) and Mr Stevens (SEN Governor) are both available through the office.

Details of our full complaints procedures are available on the school website or through the school office.

Cornwall's Local Offer can be found on The Cornwall Family Information Services

(FIS) website: <http://cornwall.childreancesservicesdirectory.org.uk>