St Chad's CofE Nursery and Infant School

SEND Information Report

Head of School:	**K Leach**	
Link Governor:	**M.Gladwell**	
Policy Approved	**Signed: P. Geary**	**Date: April 2018**
Policy Reviewed	Signed: M Gladwell	Date: 04.12.19
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Policy Reviewed	Signed:	Date:

School Information Report for St Chads CofE Nursery and Infant School 2018-2019

St Chad's is a small school with a big heart. We are an inner city school situated in Normaton near Derby City Centre. We are proud of our school's history and the strong links that we have with our local community and St Augustine's church. We have one nursery class and four infant classes located within a Victorian building. The nursery has part time places for children aged 3 and 4 years. Children start full time school in the September before their 5th birthday and stay until the end of Year 2 when they move to a Year 3 in a Primary or Junior school.

LOVE God LOVE Neighbour LOVE Self *(Matthew 22:36)*

Our school vision takes inspiration from and is deeply rooted in the Greatest Commandment: *"Love God with all your heart and with all your soul and with all your mind and love your neighbour as yourself".*

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values of **love, friendship, compassion and respect** sit at the heart of our school community and underpin every aspect of school life.

Love: "Do everything with love". *(Corinthians 16:14)*

Friendship: "Encourage one another and build each other up". *(Thessalonians 5:11)*

Compassion: "Be kind to one another". *(Ephesians 4:32)*

Respect: "Treat others as you want to be treated". *(Luke 6:31)*

At St Chad's, we consider the role that we play in our children's education is an immense privilege. During their time in our school, our children will lay many important foundations and achieve many significant milestones that will help carve their future towards becoming happy, well-rounded and successful lifelong learners.

We want every child in our care to:

- know that they are loved, special and valued;
- experience life in its fullness and achieve their fullest potential;
- have a high self-regard and positive mental health;
- make excellent educational progress, regardless of their background or starting points;
- show compassion and respect towards themselves, each other and their world.
- be equipped with the necessary skills and character to overcome challenges that they may encounter in life;
- flourish with their unique God-given talents in all that they choose to do.

We seek to be positive role models to our children, guiding and teaching them through our 'LOVE Promise'. We:

Look after each other and our school
Only ever do our best
Value everyone and remember our manners
Enjoy learning together

In line with Derby City Council's Equal Opportunities guidelines, St Chad's CE Nursery and Infant school promotes equality and fulfils its duties under the Equality Act 2010 towards individual disabled children. All children receive equal treatment, regardless of sex, disability, race, colour, religious beliefs, ethnic or national origin and tolerance to differences in others is positively encouraged.

We support the agenda of improving attainment and progression for all pupils and uphold the belief that a good education is crucial for opening up opportunities and increasing the chance of a successful life.

What is SEND and SEND support?

SEND stands for Special Educational Needs and, or a disability.

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children Young People (CYP) of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present, quickly and easily. A few CYP will need extra help for some or all of their time in school.

Derby's Local Offer

Derby's SEND Local Offer is an online one-stop shop for parents and young people to find out about all the services and support on offer to children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND)in the city. Derby City Council, along with all other local authorities, are required to publish information about services they expect to be available in their area. Derby City's Local Offer is available here: www.derby.gov.uk/sendlocaloffer . It tells parents how to access services and support in Derby City and what to expect from these services, including details of Higher Needs Funding and Education and Health Care Plans.

You can view our schools Local Offer description on our school website and on the Local Offer education directory.

Who are the best people to talk to at our school about my child's difficulties with learning or SEND?

The class teacher has responsibility for all of the children in the class. Teacher's expertise and training will enable them to identify children in the class who may have particular needs. Where a pupil is identified, action is taken to put effective special education provision in place.

Class teacher is responsible for:

- checking on the progress of all children
- identifying, planning and delivering the differentiated curriculum in class as required
- personalised teaching and learning
- ensuring that the school's SEND Policy and attention to Equality is followed in the classroom.
- promote high standards for all children with SEND and for them to achieve their best through high expectations from staff.

Staff with specific responsibility for SEND

SENCO Mrs R. Blurton
SEND HLTA Mrs A. Thomas
Senco Contact details are:
Telephone: 01332 345997
E mail: senco@stchads.derby.sch.uk

Head of School Ms. K. Leach
Telephone: 01332 345997
Email: head@stchads.derby.sch.uk

SEND Governor Mr M. Gladwell
Telephone: 01332 345997

SEND Team are responsible for:

- developing and reviewing the school's SEND Information report/ policy
- coordinating all the support for students with special educational needs or disabilities
- updating the school's SEND register (a system for ensuring that all the SEND needs of students in the school are known) and making sure those records of your child's progress and needs are kept up to date and are confidential
- providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best possible progress.

They are also responsible for ensuring that parents are:

- involved in supporting the child's learning
- kept informed about the support the child is receiving
- involved in reviewing how the child is progressing and liaising with all other agencies which may be involved with the child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

The kinds of SEND provided for in our school are:
When identifying the nature of a child's special educational needs, the four areas of need taken into account are:

Communication and interaction

- Children with a speech, language and communication need. This includes social communication need. Children who have a speech delay. Selective mutism.
- Children who have Autism Spectrum disorder with difficulties in social communication.

Cognition and Learning

- Support for a wide range of learning difficulties including MLD (moderate learning difficulty) SLD (severe learning difficulty)
- Specific learning difficulties covers dyslexia and dyspraxia.

Social, emotional and mental health difficulties

- Support for a child who is withdrawn, isolated, displaying challenging, disruptive, disturbing behaviour.
- Anxiety, depression, physical symptoms.
- School have clear processes on managing disruptive behaviour.

Sensory and/or physical needs

- children who have a range of medical conditions
- children with visual impairment / hearing impairment or multi-sensory impairment.
- Fine/Gross motor and other physical disability

The school recognises that a child may need support in more than one of these areas.

How are children with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014,

"a child has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age".

Class teachers make regular assessments of the progress for all children. From this, the school is able to identify children making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of students, for example those who are in care and/ or eligible for the pupil premium.

When deciding whether to make special educational provision, a meeting will be arranged between the **SEND team and class teacher** to consider all the information gathered from within the school.

Parents/carers will be notified by person and by letter of the meeting, when the following will be discussed:

- the child's areas of strengths and difficulties
- any parent/carer concerns, any school concerns
- plan any additional support the child may receive, next steps, agreed outcomes.
- discussion around permission for referrals to outside professionals for advice and assessment.

Where a child is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place.

THE SEND support will take the form of a four-part cycle:

Assess
Following a period of 'settling in' after transition to the class/school, an analysis of a child's areas of strengths/difficulties and needs will be carried out by the class teacher and SENCO. There will be a discussion on previous progress and achievement including any concerns expressed by parent's.
The assessment phase includes high quality teaching, support, interventions and a differentiated curriculum for the individual pupils alongside observations, assessments and information gathering,

Plan
Parents/carers will be notified if the school decides the child requires SEN support. All staff involved with the child will be informed. Outside agencies may also be involved at this stage or referrals to other professionals made with parental consent. Targets, support, discussions between staff, teaching strategies and interventions are introduced.

Do
Class teacher remains responsible for working with the child daily.
Interventions / support / teaching / targets can be delivered away from the classroom by a Teaching Assistant. Impact assessed. Small groups / 1:1 support.

Review

The effectiveness of the intervention/support will be reviewed regularly. Impact on the child's progress and the quality of support evaluated.
Revise / change support as needed. Feed back to parents. Plan next steps.
If child has an EHCP a planned review is held annually with all agencies.

We aim to work with the child and parents throughout this process.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class.
The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of children with SEND.
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to fully access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to the child's needs.
- The child is fully involved in learning in the classroom.
- Strategies which may be suggested by the SENCO or other professionals working with the child are in place to support the child to learn.

Specific group interventions;

- This could be for reading, communication, speech and language, writing, phonics, reading comprehension, spelling, maths, social skills, emotional support, physical literacy, listening and attention, sensory needs, physiotherapy or confidence building. These could be delivered by a teacher, TA, or intervention support staff.
- This year, we are running the following interventions:
    - Talk Boost in EY and KS1
    - Precision Teaching
    - Individual speech and language interventions under guidance from a speech and language therapist
    - Physical Literacy
    - Musical Gems
    - Dough Disco

Adaptations to curriculum or learning environment may be made to remove barriers to learning and to enable children to participate in the curriculum.

- Sitting at the front of the classroom
- Using adapted, enlarged resources
- Use of ICT
- Working out of the classroom
- Work stations
- Using TEACCH intervention for children with ASD
- Use of colour overlays
- Use of symbols and a visual timetable
- Reduced school days

- Use of Makaton / sign language / PECS
- Sensory breaks

There are many more that may be put in place depending on the individual pupils needs.

Outside Agencies

Parents may be asked to give permission for their child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and parents to understand a child's needs better and to support them more effectively.

The specialist professional may work directly with parents and the child and may make recommendations on support strategies to be used at home and in school.

How do we measure progress?

Children's progress is continually monitored by **the class teacher, the SENCO and SEND HLTA**. Progress is reviewed at regular intervals and formally once each half term. If a child is at SEND Support or has an EHC Plan, parents receive a termly report on their progress as well as having the opportunity to speak to class teachers, the SENCO and/or the SEND HLTA at a **parents'/carers' evening.** At these meetings, the views of parents will be sought and considered in evaluating the effectiveness of provision so far, and in determining future provision.

The progress of children with an EHC Plan is formally reviewed at an annual review.

The SENCO and SEND HLTA will monitor the child's progress in any targeted work and monitor the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SENCO and SEND HLTA and school leadership team will use the four-part cycle (Assess, Plan, Do, Review) through which decisions and actions are revisited, refined and revised. Staff gain an understanding of the child's needs and the strategies required to enable the child to make good progress and secure good outcomes. This is known as the graduated approach. (6.44 Code of Practice)

How can I let the school know I am concerned about my child's progress in school?

If parents have concerns about their child's progress they should, in the first instance, speak to the child's class teacher. If parents have concerns that their child has an unmet special educational need after speaking to the class teacher, they should contact the SENCO and/or the SEND HLTA.

The class teacher will outline parent's concerns to the SENCO and SEND HLTA. Observations will be made and other relevant information gathered which will then be developed into a programme. Parents will have a meeting with class teacher, SENCO and SEND HLTA and be informed of intervention plans and targets.

This programme will be reviewed every half term and parents will be involved in this process. This regular review will involve assessing targets and how effective the interventions are and in making decisions about next steps.

Translation will be provided where necessary by staff in school who speak a range of languages and we have thrice weekly input from the 'New Communities Team' (NCAT) who provide translation for parents / guardians in a range of Eastern European languages.

What support is there for my child's overall wellbeing?

Any member of staff or the child's family can refer concerns about a child's wellbeing to the SENCO/SEND HLTA. Decisions are then made about the appropriate response. Safeguarding, SEND and Equality policies are followed and applied.

Pastoral support is coordinated by the SENCO and SEND HLTA and can involve the SEND team and other staff as appropriate. Individual programmes are written to support children with behavioural needs. Where there is a social and emotional need school staff work closely with families and the child to identify the issue and use appropriate means to support the child. This could include individual time with a member of staff or following a specific strategy such as for anger management. School promotes good relationships and communication with parents which enable us to work together.

Daily Collective Worship and circle times provide opportunities for children to be quiet and reflective and to be able to discuss social and emotional issues. We promote mindfulness and time to be 'calm quiet and still'.

There are facilities in the playgrounds such as buddy benches and we have used a variety of approaches such as buddy systems and peer mentoring. School clubs are available to all children and enable them to engage in enrichment activities in small groups. Clubs and group activities include singing, gardening, art, music, school council, lunchtime monitors and collective worship leaders.

Other agencies are involved as appropriate and the school nurse comes into school to provide input on issues such as emotional support, healthy eating, vaccinations, weight management, hearing tests and teeth-cleaning. Other health professionals and and/or specialist educational services are accessed as required.

How is SEND support allocated to children at our School?

The Code of Practice 2014 states that:

'*A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.'*

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEND support when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Children with more complex needs who may also require support from outside agencies would be classified as SEND support.

The school budget is received from Derby City Council (Local Authority), which includes funding to support children with SEND. This is £6,000 per pupil on the SEND register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.

The Executive Head teacher decides on the budget allocation for SEND in consultation with the school governors, on the basis of needs within the school. The Executive Head teacher, Head of School, School Business Manager and SENCO / SEND HLTA discuss information they have about SEND including:

- Children who have been identified as not making the expected progress
- Children needing extra support
- Children already receiving extra support
- Children who have or will need an EHCP

All resources/training and support are reviewed regularly and changes made as necessary.
Children will be taken off the SEND register if and when progress is consistent and targets/outcomes have been achieved.

Who else could support your child with SEND?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs
- Educational Psychology Service / STePS
- Educational Welfare Officer
- STePS Team for ASD / Social Communication advice/support
- Independent SEND Consultants

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team (MAT)
- SENDIASS
- Support Teacher Services for children - Hearing Impaired (HI), Physically Impaired (PI) & Visually Impaired(HI)
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Continence nurse
- Physiotherapy Service
- Lighthouse
- Community Paediatrician

Voluntary Sector:

- Umbrella
- Fun8bility
- Family Fund
- Disability Direct
- Derby City Parent and Carer Forum
- SENDIASS
- Voices in Action

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent / carer of a child with SEND?

This section is also appropriate for children who are looked after by the Local Authority (corporate parent)

- Head teacher, Class teacher, SENCO, SEND HLTA, SEN Support, Pastoral Support are available to meet and discuss issues, as appropriate to their roles in school.

- The child's target will be reviewed 3 times a year, we will meet with parents to plan and to discuss how things are progressing at a review meeting. A letter confirming the meeting date will be sent home.
- We will hold meetings with outside professionals where and when appropriate
- We hold information/transition meetings
- We will share information about parent / carer support groups
- We will provide information about funding, grants or charities which are accessible to parents of children with SEND
- We will help parents with completing family information forms for children's EHCP's or provide interpreters to explain the process.

How does the school support children with medical conditions?

The school follows 'Supporting pupils at school with medical conditions
Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014
The school has a policy regarding the administration and management of medicines on the school site.
Some children will have an Individual Healthcare Plan in place.
Staff have updated information on conditions and medications affecting individual students and are given training, where appropriate, so that they are able to manage specific medical procedures/ interventions/ treatment the child may require during the school day.

How is our school accessible to children with SEND?

The site building regulations comply with all relevant accessibility requirements as far as possible but we are constrained by the limitations of being a two storey Victorian school built on a steep slope.
The classrooms and dining hall are on the ground floor. The classrooms have wide entrances and exits, making easy access for wheelchair users to all ground floor areas. The furniture can be easily rearranged to allow for wheelchair manoeuvrability. There is a large accessible toilet and shower.
A sensory room with sensory equipment is provided for children with sensory issues or emotional issues to access for a quiet peaceful experience.
The lower playground used by KS1 has restricted disabled access as it is at the bottom of a steep slope.
The school field used during dry weather and the Foundation Stage playground are accessible to all.
School has contact with external agencies who can provide appropriate equipment and physical aids needed to support any child's needs. We provide large print books, writing slopes, thick lined exercise books and other resources for children with low vision.
Teaching resources and equipment used are equally accessible to all children.
After school and extra-curricular provision is accessible to all children including those with SEND.
Educational visits will only be planned to locations accessible to all. Risk assessments are carried out prior to any off site activity. All children have an equal opportunity to go on all school visits. If required extra support is provided by staff who have had the medical training needed to support a particular child's needs. Staff have up to date Paediatric First Aid training.

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEND and their families.

School plan and prepare for transitions between phases of education, supporting visits, arranging meetings with new class teachers, new school, parents, outside agencies and sharing of information and planning the process with parents.
School prepare passports, photograph books, social stories and plan extra school visits to support a child's transition.
Steps are taken to ensure any transition is as smooth as possible.

Starting school:

- Visits to school
- Home visits
- Parent sessions/meetings
- Share information records
- Photo booklet (school, teacher, classroom)

When moving classes in school:

- Information will be passed on to new class teachers. All relevant information will be shared.
- Sessions spent in new class
- Photos of teacher
- Introduction to new class environment

Children moving to another school: From Infant to Junior school:

- We will contact the school's SENCO, share relevant information and ensure they know about any special arrangements and support that needs to be made for each child
- All records about the child are passed on as soon as possible.
- Any safeguarding information will be shared with new schools Designated Safeguarding Lead and confidential records handed over in person. A signed receipt will be requested.
- Visits to new school
- Parent sessions
- Share records/ information / targets / reports / EHCP
- Inform of need for staff training in any relevant medical conditions
- Transition meeting with parents, new teachers, current school staff
- Photo booklet (school, teacher, classroom)
- Updated child information / one page profile

What are the admission arrangements for St Chads Nursery and Infant school.

Nursery / Early Years applications are made through the school.
See Admissions policy on school website.

Allocation of places (Governors' agreed oversubscription criteria)

The following criteria will be used to allocate the available places in the Nursery at St Chad's CE Nursery and Infant School should we receive more applications than can be accommodated:

• Children known by the local authority to have identified additional needs with an Education and Healthcare plan (EHC plan) and whose needs can be best met at the preferred setting.

• Looked after children and children who were looked after, but ceased to be so because they were adopted or became subject to a residence order or special guardianship order.

• The child has medical or social grounds (supported by written evidence from a Doctor, Social Worker or Education Welfare Officers) for admittance to the school

• Children whose permanent home address is in the designated area for St Chad's CE Nursery and Infant School

• The child does not live within the school catchment area, but has a sibling that currently attends St Chad's CE Nursery and Infant School.

• Church School request

• The child does not live within the school catchment area

• Any other child whose parent's apply for admission

• In case of over subscription priority will be given to those children living nearest to school.

How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life.
This is usually carried out through regular meetings of the School Council, child questionnaires, class discussions.
If your child has an EHC Plan, depending on their age will be given the opportunity to be involved in writing and reviewing their own outcomes.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school.

- Differentiation, target setting, MEP's, monitoring
- Positive/Safe handling theory and practice.
- Access arrangements
- Information on ADHD, ASD, Dyslexia, Diabetes, Attachment disorder, Down's syndrome, Asthma, Communication disorders, Behaviour.
- Autism interest groups
- Autism specialist
- Applying the new SEND Code of Practice.
- Administration of medicines training.
- Training for appropriate use of specialist equipment to administer interventions/treatment to children such as epipen, insulin injections (diabetes), gastrostomy peg feeding.
- Particular medical conditions eg Haemophilia
- Provision needed for children with Hearing impairment and/ or Visual needs.
- Safeguarding/Child Protection.
- Paediatric First Aid

This year we will cover / completed training:

Training	**Staff**
ASD basic training	All staff
Hearing Impairment Training	AT CW
Visual Impairment Training	AT HW
AIG ASD friendly classroom/transitions	AT LS

Positive handling training	All staff
Child Protection / Safeguarding Neglect, Prevent,	KL (DSL) and AT (DDSL)
ASD Champion meetings	AT
First Aid	All teaching staff
Senco sensory/communication needs	AT EYFS staff
LA SEND training	AT
Attention Autism	AT LS DS JN
Lego therapy	NA
Mindfulness	All staff

What if I want to complain?

The school has a Complaints policy which can be found on our school website.
If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.
If you still want to complain you can do so in writing to:
Ms. K Leach - Head of School.
Please see the complaints policy for full details.

Linked documents on the school's website include:

Attendance Policy
Admissions Policy
Anti-Bullying Policy
Accessibility Plan.
Behaviour Policy
Complaints Policy
Complaints Procedure
Derby City (Local Authority) Local Offer Equality Act 2010
Equality and Diversity policy
Health and Safety Policy
Inclusion Policy
Safeguarding and Child Protection Policy
Supporting pupils at school with medical conditions 2014
SEND/Inclusion Policy