

# Chapel Street Infants and Nursery School SEND Local Offer

## Everyone is Special .... Believe in Yourself!

Children with significant additional needs are usually identified before starting school, by parents and health care professionals. However, children may be highlighted as having additional needs once they begin nursery or full time school. Special educational needs and provision can be considered in

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

At Chapel Street Infants and Nursery, we always work in partnership with parents and we have an 'Open Door' Policy, as good communication between home and school is important to us. Parents are welcome to discuss any concerns they may have and can make an appointment to meet with any staff at a time suitable to everyone.

### **How does the school know if my child needs extra help and what should I do if I think my child may have Special Educational Needs?**

Children are monitored regularly during the school year. If your child is identified as not making sufficient progress the school will arrange a meeting to discuss this with you in more detail. School will also listen to any concerns you have and plan any additional support your child may need. This could include setting targets for a Learning Journey or an Individual Education Plan (IEP). School may discuss any referrals to outside professionals and then complete an Early Help Assessment Form with your input. Parents can discuss any concerns they have about their child with the class teacher, SENCO (Special Educational Needs Co-Ordinator) or Headteacher.

### **How will school staff support my child?**

Many of the staff at Chapel Street Infants and Nursery School have been trained in specific areas which could support your child's needs (Reading Intervention, Maths Recovery, Dyslexia, ASC). The SENCO and class teachers will plan appropriate work for each child. A Teaching Assistant will provide extra help for your child and they may work with them individually or within a group. Children are also taught in streamed groups and may work one morning a week with the SENCO in a small group. Resources and equipment will be made available to support your child in their learning. The Teaching Assistants receive regular advice from services such as the Speech Therapy Service to ensure each child is working towards specific targets.

### **How will the curriculum be matched to my child's needs?**

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs (differentiated work, appropriate resources). Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary. They may work alongside your child in the classroom or withdraw them to a quiet area. Specific resources and strategies will be used to support your child individually and in groups.

### **How will I know how my child is doing and how will you help me to support my child's learning?**

Parents have the opportunity to discuss their child's progress with the class teacher at Parents Evenings held throughout the year. They also receive a written report at the end of the Summer Term. The SENCO and Headteacher are available at these meetings to discuss your child's progress. School can offer advice and practical ways that you can help your child at home.

If your child has an Individual Education Plan the class teacher will discuss the progress towards their targets with you at the end of each term. Specific targets will be written for a new IEP which you will be given to sign.

If your child has a Statement of Educational Needs or Education Health Care Plan (EHIC) there will be a formal annual review. Your child's progress and needs will be discussed and a report will be written.

We offer an 'Open Door' policy and you are welcome at any time to make an appointment to meet with either the class teacher or SENCO to discuss how your child's progress.

### **What support will there be for my child's overall well-being?**

We are an inclusive school and try to ensure pupils are able to develop in a caring, fair and understanding environment.

The school has a trained SERIS (Social & Emotional Resilience in Schools) worker who regularly works with children either individually or in small groups. This ensures that children who are vulnerable receive the support they need in a caring environment.

The school has a policy regarding the administration and management of medicines on the school site. Some children require a School Health Care plan. These plans are written and monitored by school staff. The plan may include the administration of regular medication (Asthma, Diabetes) or advice regarding what to do in the event of an allergic reaction.

Chapel Street Infants and Nursery School has a consistent approach towards behaviour. A variety of reward systems are used in school to reward positive behaviour. If a child's behaviour is inappropriate or unacceptable a meeting will be arranged with parents and a behaviour plan may need to be written. The school has a Caring Code which we refer to ensure everyone in school feels special.

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

Many of the staff at Chapel Street Infants and Nursery School have received training to support children with SEND (Autism, Dyslexia, Maths Recovery, Reading Intervention, Speech Language and Communication Needs). A Higher Level Teaching Assistant is trained as a SERIS worker and she can give support to vulnerable children. As a school we work closely with external agencies that we feel are relevant to individual children's needs within our school. These include:

- Health (School Nurses, Health Visitors, Paediatricians, Physiotherapists, Occupational Therapists, Speech and Language Therapists).
- Education (Specialist Advisory teachers for Autistic Spectrum Condition and Speech and Language, Educational Psychologists).

### **What training is the staff receiving or have completed to support children and young people with SEND?**

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 such as ASC, Dyslexia and Speech and Language difficulties. This training is provided by specialists who come into school. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Specialist teachers can be invited into school to give staff advice about specific programmes which can be used to support children with SEND.

### **How accessible is the school environment?**

The school has wheelchair access and a toilet for use by people with disabilities (due to be refurbished by Sept 2015). We ensure that equipment used is accessible to all children regardless of their needs. Extra curricular activities are accessible for children with SEND.

Children with English as an additional language (EAL) receive support from the Equalities Learning Officer (EAL). The school has many resources to support these children and their families.

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

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. All Nursery children receive a Home visit from Early Years staff before they start their education at Chapel Street Infants and Nursery School. Parents have the opportunity to discuss any concerns they have about their child. School may also liaise with Health Visitors and Speech and Language Therapists to ensure information about children is shared in confidence so they can be given appropriate support. If your child is moving to another school we will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

When moving classes within school information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher and SENCO. All IEPs will be shared with the new teacher. Children with SEND will take part in Transition Group work with the schools SERIS worker. They will work on a transition programme and will have extra accompanied visits to their new classroom or school. They will make a photo album with pictures of their new classroom and teacher to take home.

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

The school budget, received from Cumbria LA, includes money for supporting children with SEND. The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school. The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including the children who need extra support and the children who have been identified as not making as much progress as would be expected, and decide which resources, training and support are needed. Support provided by Teaching Assistants is monitored regularly and changes made as needed to ensure SEND children are provided with the most effective support.

### **How is the decision made about what type and how much support my child will receive?**

The class teacher and SENCO will discuss your child's needs and decide what support would be appropriate. Any recommendations from external specialists will be taken into account. Parents will also be asked for their views. Different children will require different amounts of support in order to bridge the gap to achieve age expected levels. Children's progress will be monitored regularly and the level of support will change according to needs.