

## SEN Report

1. The kinds of special educational needs provision is made for at St Cuthbert's C of E Academy Infant and Pre-School:

We cater for children with a wide variety of needs at St Cuthbert's C of E C of E Academy Infant and Pre-School.

St Cuthbert's C of E Infant School is a fully accessible site, so wheelchair users and children with physical impairments can be confident in accessing all areas of the grounds. We have a disabled toilet, including shower facilities.

We work closely with the Hearing impairment support service to ensure that hearing impaired children are fully included in all aspects of the curriculum. Where necessary, adults wear radio transmitters which link into hearing aids to further enhance the clarity of hearing for children experiencing difficulties.

Children with Learning difficulties will receive additional support in a variety of ways. Some might access additional small group work targeted to their area of need in order to accelerate their learning, others may need more specific work on an individual basis to improve their skills. Adult support may be received within the classroom setting or in a quiet area to allow for more focused work to be carried out. Class work will always be carefully differentiated in order to suit the needs of the full range of children in the group.

Children with social or emotional difficulties can access support from our BESD (ELSA trained) Teaching assistant. They carries out group and individual work aimed at supporting children in developing their social communication skills, understanding and managing their emotions positively, discussing their needs with adults, resolving conflicts and developing friendships.

Children with medical conditions will be supported through medical support plans as St Cuthbert's C of E Academy Infant and Pre-School C of E Infant School works effectively with the PIMs (Physical Impairment and Medical team) Team. Whole staff training is being put into place to ensure all staff are aware of the specific condition and what actions are needed in different circumstances.

Children with difficulties with Speech, Language and Communication are supported in a wide variety of ways. We use Somerset Total Communication, a system of signs and symbols that support the children's understanding of spoken language. This is embedded across the whole school. The Talk for Writing structure we use for Literacy is designed to support children with language acquisition, ensuring they have the language skills they need and have experienced a wide and adventurous vocabulary through their reading. We have Teaching assistants trained to deliver Speech and Language therapy programmes, and work closely with both our own and the NHS Speech and Language specialists in identifying needs and putting the right provision in for individual children. Children on the Autistic spectrum may need a more finely tailored approach. For these children individual timetables will be devised to ensure they have the support they need, where they need it. For some, this may mean working outside the classroom in a quiet area for part of the day, for others, alternative provision at unstructured times such as play time or lunch time. It may also require more specific tailoring of tasks to suit the specific learning needs of the child. Additional adult support may be needed.

## 2. Policies for identification and assessment of pupils with Special Educational Needs

Please see SEN Policy document

## 3. School Policy for making provision for pupils with Special Educational Needs

Please see SEN Policy document

## 4. SENCO details

The SENCOs at St Cuthbert's C of E Academy Infant and Pre-School are Mrs Sheryl Cooper (Infants) and Mrs Sally Harrison (Pre-School). If you have concerns or wish to make an appointment for a meeting, contact the School Office on 01749 672591 or Pre-School on 01749 675995.

## 5. Staff training and expertise

We have highly trained and skilled staff. All Teachers are teachers of SEN, and children of all abilities are encouraged to interact and engage in a range of group situations. Staff meetings are used to ensure whole staff awareness of specific needs such as dyslexia, Autistic spectrum, positive behaviour management and speech, language and communication difficulties. This training may be delivered by the SENCO or external advisors. Training is continuously rolled out in this way to ensure all skills and knowledge are fresh and up to date, such as the recent training on working memory.

Where children with highly individualised needs are due to arrive in school, additional training will be delivered to ensure all staff are aware of the difficulties they may experience, and that they can follow a consistent whole school approach to supporting the child.

## 6. Specialist equipment and facilities

We work closely with the Physical Impairment and Medical Support service in order to ensure we have the right equipment to support the children in our care. They support us in applying for and securing the right equipment to suit individual needs within the school, and provide staff training in the operation and maintenance of that equipment.

The curriculum may need adapting to suit the specific needs of individual children with more practical approaches being included, specialist equipment being utilised or additional input being given. Tasks will be adapted to suit the stage of learning of all of the children in order to move them from one step to another.

We also have access to NHS Occupational Therapists and Physiotherapists, who can support and advise on devising specific programmes for children with specific needs in this area.

## 7. Parental consultation

Where your child is receiving additional SEN support – support that goes beyond what we normally offer within each class, you will be invited to a meeting to discuss your child in terms of their strengths, areas of difficulty and next steps. During this meeting a plan will be devised to support your child. This will be reviewed termly in school. If you have any concerns at any time, your child's class teacher or key worker is your first point of contact. If you feel your concerns are not being dealt with you can then go on to contact the SENCO to request an additional meeting.

If your child is in receipt of an Education, Health and Care Plan (or a statement), you will be invited to an Annual Review meeting which will give all parties, including your child, a chance to share their opinions and experiences and work together to plan the next steps to support your child in making

the best progress possible. External advisors working with your child will also be invited to contribute to these meetings.

#### 8. Consultation with children

Children are at the heart of all we do at St Cuthbert's C of E Academy Infant and Pre-School. They have a strong voice in sharing their opinions about the provision they receive on a day to day basis, but their opinions and thoughts are also sought prior to Annual Review and termly review meetings.

Pupils' will be asked their views before this, and they will be explained by the SENCO during the meeting. This is to avoid our younger children feeling overwhelmed, as attendance at some meetings can be large and we want to avoid them feeling daunted by so many adults around them asking them questions.

Children have a strong voice at St Cuthbert's C of E Academy Infant and Pre-School and are encouraged to talk to staff if they have any worries or difficulties.

#### 9. Evaluating effectiveness

The effectiveness of our SEN support is continuously and rigorously monitored through lesson observation, work scrutiny, data analysis and Pupil Progress Meetings. Discussions with children happen throughout the year to ascertain their views, and every child is involved in assessing their learning and progress in every session.

#### 10. Complaints

If you have concerns, please see your child's class teacher first or key worker, as they are best place to enact immediate changes. If your concerns persist, please arrange a meeting with the SENCo to discuss them and plan new ways forward.

If after these steps you are not happy with how your concerns have been managed, you may seek an appointment with the Head Teacher or Pre-School Manager to discuss your concerns.

Please see the office for a copy of our full complaints procedure.

#### 11. External advisors

All referrals to external support advisors are completed with Parental knowledge and consent. We refer to a range of services for advice, resources or training. These include services from the NHS: Speech and Language Therapy, Occupational Therapy and Physiotherapy; services from the Local Authority including: Learning Support, Social, Emotional and Behavioural support, Educational Psychology, Autism and Communication Service, Hearing impairment, Visual impairment, Physical Impairment and Medical support and voluntary or private organisations including: Barnardos, private educational psychologists, private speech and language therapists, private play therapists. We also liaise closely with Children's Social Care to ensure all children receive the best support possible during more challenging times in their lives.

These external advisors may come in and meet with school staff, meet Parents, work with individual children or provide training. All visits to children will result in written reports being published outlining strengths and areas to develop as well as practical advice for supporting in school and at home. If you need any clarification on any points raised in the reports, you can make an appointment to meet the SENCO to discuss it. She can also contact them on your behalf or arrange a meeting if you have any other issues you wish to raise following the report.

## 12. Transition arrangements

Transition into School from Pre-Schools involves a great deal of communication with Pre-School providers. Children with identified SEN will have a School Entry Planning meeting, which pre-school and school staff will attend, along with Parents and other professionals involved in their case. This will outline the strengths and needs of the pupil and outline a plan to support their successful integration into School.

Children moving from Year 2 to junior school will be supported through additional visits to the receiving secondary where necessary. Close contact is maintained with the junior school to ensure all children are known to the school before starting, allowing the schools to put appropriate provision in place prior to September.

Children looked after by the Local Authority will be able to access any or all of these measures as needed, with the understanding that their needs and circumstances will change over time.