

## 1. How does Cunningham Hill Infant school know if children/young people need extra help?

We know when pupils need help if:

- ❖ Concerns are raised by parents, carer, class teacher or previous setting.
- ❖ Limited progress is being made
- ❖ Through observations and discussions with parents or carers
- ❖ There is a change in pupil's behaviour or progress

### What should I do if I think my child may have special educational needs?

- ❖ The class teacher is the initial point of contact for responding to parental concerns.
- ❖ You might be invited to meet with Mrs Fernandes (SENCo) and other specialist linked to the school.

## 2. How will Cunningham Infant school staff support my child?

- ❖ Quality first teaching in all classes, teachers continually assess pupils' progress through daily observation, marking and feedback.
- ❖ Achievements are tracked using a variety of tools that enable teachers to check that pupils are making progress in line with the expectations for their age.
- ❖ If a pupil has needs related to more specific areas of their education, such as phonics, spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings and impact of intervention.) If you have any queries related to the interventions, please do not hesitate to contact the class teacher or Mrs Fernandes (SENCo).
- ❖ Pupil progress meetings are held each term. This is a meeting where the class teacher meets with Miss Cooper and Mrs Fernandes to discuss the progress of pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- ❖ Occasionally a pupil may need more expert support from an outside agency such as LINKs, Educational Psychologist, Specialist speech and language therapists etc. A referral will be made, with your consent and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

- ❖ Where appropriate SEN support including a tailored plan with specific targets (Assess, Plan, Do and Review)

### **3. How will I know how my child is doing?**

- ❖ You will be able to discuss your child's progress at Meet the Teacher Evenings.
- ❖ Informal meetings with the class teacher at the end of the day (as appropriate)
- ❖ Appointments can be made to speak in more detail to the class teacher or SENCO by visiting the school office.
- ❖ Mid-year report
- ❖ Annual review for students with an Education Health Care Plan (EHCP)

### **4. How will the learning and development provision be matched to my child's needs?**

- ❖ Needs will be assessed and staff, pupils and parents work together to plan what is required to help your child develop their full potential.

### **5. What support will there be for my child's overall wellbeing?**

The school offers a variety of pastoral support for pupil's who are encountering emotional difficulties.

These include:

- ❖ Members of staff such as the class teacher, Family Support Worker and SENCO are readily available for pupils who wish to discuss issues and concerns. Where appropriate mediation sessions are carried out.
- ❖ We also have provision for some individual and group work (nurturing), counselling and mentoring. We have a nurture support in the afternoons.

#### Pupil's with Medical needs

- ❖ If a pupil has a medical need then a detailed Care Plan is compiled with support from the school nurse in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- ❖ Staff receive Epi-pen training delivered by the school nurse.
- ❖ All staff have basic first aid training.
- ❖ Also refer to our policy for Support for children with medical conditions

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise.

The agencies used by the school include:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Specific Learning Difficulties
- Advisory Teachers for ASD
- Advisory Teacher for SPLD
- School Nurse
- Physical and sensory needs
- Child Protection Advisors
- CAMHS (Child & Adolescent Mental Health Services)
- Behaviour support ~ LINKs
- Family support worker
- Support teachers for pupils with hearing impairment
- Bi-lingual teaching assistants
- Visual Impairment team

#### **7. What training have the staff, supporting children and young people with SEND, had or are having?**

This is ongoing depending on the needs of the children and staff working with them.

Mrs Fernandes has the 'National Award for Special Educational Needs Co-ordination. Miss Brookfield is WellComm trained to support speech and language development in the Early Years. Mrs Crook is trained in drawing and talking therapy. Miss Brookfield is trained in Lego Therapy. Mrs Conder is trained in delivering nurture support.

#### **8. How will you help me to support my child's learning?**

The school aims to have an 'open door' policy were parents are welcome to discuss their child with staff.

- ❖ All parents are informed about the curriculum taught each term/ half term.
- ❖ Staff will let you know if your child is having extra help to follow this curriculum, the nature of help and provide extra materials to support at home if necessary.
- ❖ The school provide parent workshops to explain methods used in teaching key subjects.
- ❖ Where appropriate, home/school communication books will be used.

### **9. How will I be involved in discussions about and planning for my child's education?**

- ❖ Parents of children with special needs will be invited in to school regularly to help plan the way forward for their child.
- ❖ The opinion of your child will also be taken into account.
- ❖ Parents will receive copies of this plan which will be reviewed regularly.

### **10. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all.

- ❖ Risk assessments are carried out and procedures are put in place to enable all children to participate.
- ❖ However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

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

- ❖ All areas of the school can be accessed.
- ❖ All teachers use highly visual approaches to teaching and learning.
- ❖ Black and Yellow tape on steps
- ❖ Yellow and Black tape on the carpet
- ❖ Contrasting table covering for making table
- ❖ Prominent table on the exit route out of Purple class
- ❖ Allocated seat at lunchtimes
- ❖ Cane and glasses for outside play and learning

### **12. Who can I contact for further information?**

- ❖ Your first contact is your child's class teacher.
- ❖ The school office staff can direct enquiries to the most appropriate member of staff or our SEN governor
- ❖ Mrs Fernandes is the Special Educational Needs Coordinator, Autism Lead and Mental Health Lead
- ❖ The Headteacher, Katherine Cooper
- ❖ If you are working with a specialist linked to the school, they will give you full contact details or can be contacted through the school.

You can also get more information from the following school policies: Special Educational Needs and Disabilities, Inclusion, Teaching and Learning, Behaviour, Support for children with medical conditions, accessibility plan

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

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- ❖ Discussion between previous or receiving schools prior to the pupils joining/ leaving.
- ❖ The school staff will meet with pre-school setting and those in the Junior school to make special arrangements for transition.
- ❖ Mrs Fernandes liaise with the SENCO from the Junior School or other schools to pass on information regarding pupils with SEN.
- ❖ All children going to the Junior school attend transition sessions, where they spend time in their new class.
- ❖ Additional visits can be arranged for pupils who need extra time.

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

- ❖ The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- ❖ The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year. This will be shown on the class Provision Maps.
- ❖ Provision maps are updated termly and when children with needs join and progress through the school.
- ❖ All children with special educational needs have a graduated approach plan in place

**15. How is the decision made about how much support my child will receive?**

- ❖ The decision is made through continual assessment of how your child is progressing, what type of support your child needs and the advice given by specialist linked to the school.
- ❖ It is our aim to develop the independence of all pupils and no child will receive full-time support from the same adult.
- ❖ Some children with exceptional needs receive specific funding for specialist equipment or support that cannot be supplied through what is normally available in school.

**16. How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

- ❖ You can find this out via <https://www.hertfordshire.gov.uk/microsites/local-offer.aspx>

