



# **CROFTLANDS INFANT AND NURSERY SCHOOL**

**Croftlands Infant and Nursery School, Oakwood Drive, Ulverston, LA12 9JU**

**01229 586565**

This SEND information report is designed to be a point of reference for parents and carers and to allow them to understand the provision for children with Special Educational Needs or Disabilities (SEND) within our school. It assists parents in seeing what our school offers for children with additional needs, including how they are identified, and signposts them in the direction of appropriate help, services and extra support which may be available within the school and in Cumbria.

Our school, Croftlands Infant & Nursery School, is a fully inclusive school which ensures that every pupil achieves their potential in all areas of the curriculum, regardless of gender, ethnicity, social background, religion, emotional state, physical ability or educational needs.

It is also intended to provide you with information regarding how you will be updated about your child's progress, what specialist services the school has access to and how accessible the school environment is to those with SEN and disability.

## **What forms of Special Educational Needs do we provide for at our school?**

At our school we provide for a range of special educational needs.

These four broad areas give an overview of the range of needs that may be planned for.

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

As a team, with the SENCO's assistance and supervision, we identify what issues or additional needs may be affecting a child with SEND. We strive to never merely categorise the child. Instead, the team seek to create an overview of a child which will include their strengths and weaknesses so that a global picture of the child can be formed.

## **What are the ways in which we identify children with SEND and how are they assessed?**

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Pupils are assessed regularly at school and Mr Stewart the school SENCO liaises with class teachers frequently to discuss any children working below the age related expectations. Further evaluations, conversations or observations may need to be carried out to detect if further support is needed.

If a child does not make sufficient progress in line with national expectations, despite appropriate intervention and good quality personalised teaching, they will be identified as having Special Educational Needs (SEN) and an Individual Education Plan (IPP) will be written.

For children with Special Educational Needs (SEN), IPP's are written and reviewed termly and these are shared with parents. Through these plans, parents are given ideas and strategies of how they can help their child at home as well as within the classroom environment.

Appropriate intervention will be put in place for a specific period of time (usually termly) and a child's progress will be measured and assessed at the end of such intervention. If a child continues to make limited progress, despite specific support within school, it may be necessary for the SENCO to make a referral to an outside professional such as an educational psychologist, speech and language therapist or specialist advisory teacher to seek further advice and support.

If a parent has concerns about their child they may make an appointment with their child's class teacher or a consultation with Mr Stewart to discuss this further.

**Who has the role of SENCO at Croftlands Infant & Nursery School? How should I contact them?**

Currently the role of SENCO is undertaken by Mr Daniel Stewart.

To contact Mr Stewart please telephone the school on: 01229 586565

Please contact Mr Stewart by email  
at: [stewart@croftlandsinf.cumbria.sch.uk](mailto:stewart@croftlandsinf.cumbria.sch.uk)

Alternatively, it is also possible to make contact with the SENCO via the Class Dojo App.

**Are parents involved in their child's education and are they consulted?**

Home visits by Early Years staff are carried out prior to a child starting at Croftlands Infant & Nursery School. At these visits important information is collected in relation to a child and parents are given the chance to discuss any supplementary needs that their child may have when they commence school. This will ensure that any additional requirements can be put in place as soon as possible.

Besides the normal reporting measures, parents' evenings are held throughout the year. At these appointments teachers will discuss the progress that a child is making and ways in which parents can support their child at home, if necessary. Further consultations and dialogue is offered with the SENCO if a child has an Individual Education Plan (IEP) where parents can discuss individual targets and additional support that their child is receiving if their questions have not been answered by the class teacher.

For children with Special Educational Needs (SEN), Individual Education Plans (IEP's) are written and reviewed termly and these are sent home at the start of each term for parents to read and sign. Within the IEP's there are ideas and strategies of how parents can help their child at home. If parent's have any queries or questions linked to the IEP they should contact Mr Stewart the school SENCO who will endeavour to explain or add anything that is pertinent to the document.

Wherever possible, all involved with a child should be included when in the decision making process linked to how much and what kind of support a child should receive in school. This dialogue should include parents.

Parents are able to contact teachers or the SENCO (via email, telephone or Class Dojo) to arrange a meeting at any time throughout the academic year, should they wish to discuss their child or raise any concerns.

#### **Are children included in the planning of support and their education?**

Children are involved, wherever possible, in the setting and reviewing of their targets on their IPP. Targets are to be written in child-friendly language.

#### **Is there assessment of my child, review of their progress and are parents, carers and children involved?**

The effectiveness of SEN support is scrutinised through discussions with teachers and teaching assistants. At the school IPP's are reviewed termly and children's progress towards their targets is documented and archived. Such evaluations allow the SENCO to ascertain how potent their provision has been and will form the basis of further assessment and planning.

Core subject assessments are also carried out termly and results are tracked to monitor a child's progress in reading, writing and maths. In conjunction with the class teacher, Mr Stewart (SENCO) is responsible for monitoring the progress of children with SEN. This monitoring also takes place in IEP clinics hosted by Mr Stewart where all teachers and assistants attend and IEPs are reviewed and discussed amongst the whole team.

**Does Croftlands Infant & Nursery School support those who are transitioning to other schools? If so how?**

We recognise how important a successful transition is to our pupils with additional needs and the period of transition would depend on the individual needs of the child. When a pupil is transferring to an alternate school or setting, appropriate data, documentation and material linked to a child's SEN is shared between them. In some cases, teachers may visit the other setting to have a conversation with staff about the needs of a particular child, if they feel it is required.

If a child leaving our school has Special Educational Needs or a pupil's new school to pass on relevant information and documentation: electronic or hard copy.

Supplementary transition days or visits for children with SEND are arranged by the SENCO to make the transition between schools or classes smoother. This may involve a child visiting another infant school or a prospective junior school with a Teaching Assistant to familiarise themselves with their new environment, take photographs and have any queries they have answered.

Croftlands Infant & Nursery School believes that in robust communication between schools and parents. It is important that any pertinent information is shared discretely so that appropriate support can be put in place for a child to guaranteeing a smooth transition.

Transition sessions are provided by Croftlands Junior School, in the summer term for Year 2 children who are transferring to KS2. These sessions take place both in their current school and future school setting. During this period both our SENCO and the SENCO at Croftlands Junior School endeavour to make transition events as enjoyable, reassuring and productive as possible for all concerned. Extensive dialogue also takes place well before summer transitions so that their future education provider's leadership team and SENCO can action plan way in advance any needs that may be specific to a child with SEND. Within these sessions children are given the opportunity to discuss any concerns or anxieties that they may have or ask questions in relation to their new school.

**Is there a specific approach to teaching pupils with SEND at your school?**

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. At Croftlands Infant and Nursery school our vision is to be happy, be caring and always do our best. Our inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. We make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

At our school our SEND budget is dispersed according to the needs of the pupils. Support staff and resources are apportioned fittingly and this varies each academic year. If specialist equipment or resources are needed these will be purchased using money from the SEND budget. The SENCO liaises with the Head Teacher concerning staffing in relation to SEND and this is examined often to check that effective SEN support is provided through the school.

Within Croftlands Infant and Nursery School there are a number of Teaching Assistants who may deliver added support to children who need it. Numerous staff, including the SENCO and some Teaching Assistants have SEND qualifications that are used successfully to provide particular support to children e.g. reading interventions, speech & language support etc.

If our school has pursued the guidance of an outside SEN specialist they will provide assistance concerning the kind of provision a child should obtain.

### **Can the learning environment be adapted to suit a child with SEND?**

Children's singular needs are met through differentiated teaching within the classroom. Some pupils shall require additional assistance to help them access the curriculum. This assistance can be provided with the help of a Teaching Assistant who works in conjunction with a child in the classroom or the deployment of suitable resources. All lessons that are planned by the class teachers are suitably stimulating for all pupils and take into consideration their varying abilities and wants.

At the school children may also work in different groups which are supported by the class teacher or Teaching Assistant, have specific 1:1 sessions, work with a 'buddy' in class or in mixed ability groups.

Visual timetables and prompts are used in classrooms and interactive displays are put up to support individual children's visual and auditory needs.

### **Does the school seek support and guidance from external practitioners? How does the school strive to develop staff and keep their knowledge and strategies up to date?**

Staff training in relation to SEND is carried out on regular basis depending on the needs of the children within our school. Individual staff may attend the training and this may be on specific areas of need such as Dyslexia or Autism or more whole school issues such as disability awareness.

In-house training can also be offered to a number of staff where a specialist will come into school and provide training on a specific area of SEND, if needed.

There are currently a number of staff who have additional qualifications, experience or training in relation to SEN. These include: autism, speech, language and communication needs, Dyslexia, Reading Interventions, etc. The SENCO also attends regular training events around Cumbria to develop their own skill set.

Referrals can be made to external agencies by the SENCO if specialist support and assistance is necessary. The services that we currently have access to include: Education Psychology, Autistic Spectrum Conditions, Speech and Language Therapy, Early Years Specialists, Children's Services and the School Health Team. Such practitioners will then come into school and provide staff with guidance and approaches, if appropriate, that can be used to support individual children. Parental permission is pursued before a referral is completed and sent to an external agency.

### **How do we know if our support of pupils with SEND is effective?**

The tactics and interventions arranged in a child's IPP will be executed and progress examined using the school's usual assessment structures, explicit tracking of attainment through interventions. Improvement may be measured through assessment scores and/or through qualitative observations.

The progress of a pupil will be reviewed at the end of the specified period of intervention. This appraisal will form the foundation of further assessment and planning. Parents are invited to a termly meeting with the SENCO and/or class teacher to discuss their child's progress.

### **Are children with SEND enabled to take part in school activities and events both in and external to school?**

Extra-curricular activities at our school are available to all pupils and particular provisions will be made, if necessary, for children requiring extra support.

Events that take place separate the classroom or school trips are planned to safeguard that all children can take part in them. Fitting risk assessments are carried out for off-site excursions as well as guaranteeing that the child, adult ratio is right and all obligatory precautions have been made.

### **How do we support children with emotional and behavioural issues?**

Here at Croftlands Infant School & Nursery, expectations in relation to behaviour are consistent throughout classes. All children are treated alike and rewards and sanctions are in place for proper or incorrect behaviour (stickers, Class Dojo Points, Cloud System, certificates etc.).

For pupils who consistently display inappropriate/unacceptable behaviour in and around school a meeting will be arranged with parents and next steps will be discussed. In some instances it may be necessary for a behaviour plan to be formed by staff and this will be reviewed on a regular basis. For further details please see our school behaviour policy.

### **How is bullying prevented at Croftlands Infant & Nursery School?**

Bullying is taken very seriously at our school and our anti-bullying policy is available to view on our school website.

Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff at Croftlands Infant & Nursery School venture to make a culture of support and care among pupils.

### **How are other professionals utilised and included, like members of the Local Authority, in the support of children with SEND?**

We have access to support from other organisations such as health, speech therapy, occupational therapy and social care, as well as specialist advisory teachers and educational psychologists.

If a pupil has a greater level of need, which requires specific advice and intervention, it may be essential to draw on more focused assessments from outside agencies and specialists such as educational psychologists, speech therapists or specialist practitioners. Parents will be required to give their consent before the SENCO refers a child for any expert support and the SENCO and child's teacher will meet with parents to discuss a referral first.

In some cases the specialist may come into school to meet with a child, their parents, SENCO and class teacher. They may carry out assessments and/or observations with the child and produce a report which includes targets and strategies to inform a child's IPP. The SENCO, Mr Stewart, will keep parents fully involved and informed during this process and about any suggested interventions or subsequent steps.

Contact details of support services are available upon request for the parents of children with special educational needs. Please contact the SENCO at Croftlands Infant & Nursery School for further details. Additional information can also be found on the local authority website.

### **Is Croftlands Infant & Nursery School accessible for those with SEN and disabilities?**

We are fortunate at Croftlands Infant & Nursery School that our building is all on one level and is accessible for wheelchair users and there is an accessible toilet and shower on site. In addition our school entrances are wide enough for wheelchair access. Our

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playgrounds are all flat and on one level and so is the school field to the rear of the building and the gates to them are also wide enough for a wheelchair to pass comfortably.

Interactive displays, visual timetables (in some classrooms) and a form of colourful semantics is also utilised in classrooms where children may experience visual stress and have dyslexic tendencies.

In relation to children who have English as an additional language (EAL) letters can be translated upon request for parents/carers, if necessary.

### **What arrangements are made for children who have SEND and also in the care of the Local Authority?**

Some children are looked after by the local authority and are suspected to have SEN they will be assessed in exactly the same way as any other child and appropriate support will be put in place, if necessary.

Mr Stewart and other staff members will also work in tandem with social workers and any other agencies that support the child to ensure that any child who is in care is supported to ensure their social, emotional and academic wellbeing.

### **If I have a complaint or have a concern about my child's SEN provision what can I do?**

Croftlands Infant & Nursery School's complaint procedures are set out in our school's prospectus and can also be found on our website.

Under the SEN and Disability Act 2001 parents can request the assistance of an independent disagreement resolution. The SENCO will provide more information about this on request.

If a parent or carer has a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- Discuss the problem with the SENCO.
- Discuss the problem with the Head Teacher.
- More serious on-going concerns should be presented in writing to the SEN Governor, who will inform the Chair of the Governors.

### **Who do we contact if we require support linked to SEND issues in the local area?**

Cumbria SEND IAS Service (which was formerly known as the Parent Partnership Service) offers impartial information, advice and support to children and young people with special educational needs and or



disabilities and their parents and carers. This support now includes signposting to health and social care advisory services.

Cumbria SEND IAS Service staff will make sure that parents/carers of all children (0-25 years old) with additional needs have access to information, advice and support. Confidential and impartial support is offered to parents/carers so they can make informed decisions about their child's education.

More information can be found on:

<http://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/partnership/default.asp>

Or by calling:

Barrow and South Lakes

Karen Hull (South Lakes and Furness)

Tel: 01229 407559

Email: karen.hull@cumbria.gov.uk

Celia Jones (Furness and South Lakes)

Tel: 01229 407439

Email: celia.jones@cumbria.gov.uk