



Inglewood Nursery and Infant School: Our Special Educational Needs Local Offer

Introduction

Our school local offer aims to provide clear information about what we normally provide in school to support children with special educational needs or disabilities (SEND). It also contains information about SEND processes, how you can make decisions and take action in support of your child needs and provides you with information and links to further avenues of support. Our local offer should be read in conjunction with our Special Educational Needs Policy, our Access Audit and Accessibility Plan and our SEND Information report.

What does SEND mean?

It stands for Special Educational Needs and /or Disability and this term covers a wide range of need. The Equality Act (2010) defines a person with a disability as someone who has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The definition of disability encompasses a broader range of impairments than might be commonly assumed.

The established SEND categories are: specific learning difficulty, moderate learning difficulty, severe learning difficulty, profound and multiple learning difficulty, complex learning difficulties and disabilities, behavioural, emotional and social difficulties, speech, language and communication needs, hearing impairment, visual impairment, multi-sensory impairment, physical disability and autism.

Inglewood Nursery and Infant School local offer forms part of the Cumberland SEND Local Offer. A SEND local Offer gives children, young people and their families information about what services are likely to be available in their area. It is not a guarantee that a particular service will be available at any time but is a guide to what you can expect to find and how you can access it.

We offer assistance to any parent / carer who requires help when completing paperwork or who does not have access to the internet.

The Cumberland local offer sets out all of the services available to support children and young people with a range of Special Educational Needs and Disabilities and information to help you to access that support and those services. It can be accessed at [Families Information | Special Educational Needs and/or Disabilities \(SEND\) Local Offer](#)

How does the school know if my child needs extra help?

At Inglewood Nursery and Infant School, we recognise if children need extra help in a variety of ways including:

- Liaison with your child's previous school /nursery / childminder
- Concerns are raised by parents/ carers, a key worker, a teacher or your child.
- Liaison with external agencies e.g., Family Hubs, Social Care
- You child is well behind where the Government says children should be for their age.
- There are concerns about the child's behaviour or emotional development.
- Your child receives a diagnosis or advice from a medical professional

What should I do if I think my child has SEND?

You are able to raise your concerns about your child's additional needs by talking to your child's keyworker or teacher. We operate an open-door policy and by emailing or ringing us, we can always arrange an appointment with one of us very quickly.

If there are still concerns after this, we will arrange a meeting with our one of our SENDCos (Special Education and Disabilities Coordinators).

How will school staff support my child?

Our class teachers oversee, plan and direct the work with each child with SEND in their class to ensure that progress is made in every area.

Our SENCOs oversee all support and progress of any child requiring additional support across the school.

There may be a Senior Teaching Assistant (STA) working with your child either individually or as part of a group if this is seen as necessary by the class teacher/SENDCOs. The regularity of these sessions will be explained to you when the support starts.

Class teachers and key workers meet with parent/carers at least termly, as part of Parents' Evenings, Review meetings or Focus Child meetings to discuss your child's needs, support and progress.

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

We plan all our learning opportunities so that all children are able to access it according to their specific need or level. Typically, this means that in a lesson a teacher's input is adapted for different groups of learners or for individuals. Sometimes, your child might be supported to record their learning in different ways from other children. Sometimes, your child might access their learning in one of the smaller learning stations that we have in each unit. This might be in a small group or they may work individually with a key worker.

We also take advice from external specialists and make further adaptations to the curriculum for your child if necessary – this might include using equipment or assistive technologies.

We also use a range of approaches for supporting children to develop their self-esteem – this may include personalised books, reward charts and learning boxes.

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

We believe that your child's education should be a partnership between us all, therefore we keep communication channels open and communicate regularly, especially if your child has complex needs. We operate an 'open door' policy, where you are welcome at any time to make an appointment to meet with either the class teacher or SENCOs and discuss how your child is getting on. We offer advice and practical ways that you can help your child at home.

If your child is receiving more adapted input than is usual in a classroom, we track this using our Plan, Do and Review Learning Plan which are also called an Individual Education Plan (IEP). This ensures that your child has individual targets, which we review every 8 to 10 weeks in discussion with you and your child. We celebrate what your child can do and we look at their next steps – including things that we are doing in school and how you can support with activities at home.

If your child has complex additional needs, and further support is needed, we work alongside outside agencies such as: health services, inclusion support, family support organisations and local authority specialist teachers, social care or educational psychologists. You may also get advice directly from them.

If your child has an Education Health Care Plan, and is in nursery or reception, there will be 6-monthly reviews meetings to discuss progress towards their outcomes.

If your child is in Year 1 or Year 2, there be an annual review, along with termly meetings to discuss progress towards their outcomes.

There are also many opportunities for regular contact about things that have happened in school. We hold 'open' events during the year when you can visit school to see your child's learning – and even take part in some activities yourself! We also organise parent training/learning events covering a wide range of useful areas.

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

We are an inclusive school – everyone matters - and we welcome and celebrate diversity. We believe that children having high self-esteem is crucial to their wellbeing. Our caring, understanding team looking after your child includes pastoral support workers, SENCOs, and key workers, who work children in a group or individual basis. Parents/ carers are welcome to drop in and talk with our team if they have any wellbeing concerns about their children. Class teachers have overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact.

We have a policy to support pupils with medical conditions (on our website) and use healthcare plans, which we write with you and with advice from health professionals. We also have a policy regarding the administration and management of medicines. We ask that if medication is recommended by health professionals to be taken during the school day, you contact the school office. As a staff, we have regular training and updates of conditions and medication affecting individual children so that staff are able to manage medical situations.

As a school, we have a very positive approach to all types of behaviour. We recognise and celebrate good behaviour throughout school using a range of age-appropriate rewards and reminders. Rewards include, stickers, certificates, class rewards, pom-pom parties, baking for school and displays of achievements,

Reminders include a rainbow, sun and cloud system or a colour system - with a supporting nurturing system to teach behaviours for learning and for self-regulation. If your child has significant behavioural difficulties, an individual Behaviour Management Plan may be written alongside you and them to identify the specific issues, put relevant support in place and set targets. As a result of the support we give, the rate of exclusions is very low at this school

We also know that children achieve more and are more settled if they attend school when it is open and they are well. We monitor attendance on a daily basis and absence and lates are recorded and reported upon to the Head teacher and our Attendance Officer. The Attendance Officer monitors attendance daily. If you are having trouble with attendance or punctuality, we work with you to improve this. We celebrate good and improved attendance.

We value and celebrate each child's voice in school. This includes their views on all aspects of school life. We gather their views through class circle times, School Council and Eco Committee meetings. From time to time, subject leaders chat with about different aspects of the curriculum and school

life. We make sure that as part of this process, children with SEND are asked in a sensitive way about the additional support that they receive.

How is my child enabled to participate?

As a Rights Respecting School, our curriculum and all classroom provision is adapted so that children with additional needs can access it. Additionally, there are some areas around school which have been created with additional needs in mind but that can be accessed by all children.

All out of school clubs run by Inglewood Nursery Infant School clubs and activities are open to all children and staff members are made available to support those with additional needs who wish to attend.

This year we have begun to offer an off-timetable activity session once a month so that children who are not able to attend after school provision have the opportunity to take part.

What specialist services and expertise are available at, or accessed by school?

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:

- Specialist Advisory Teachers for Early Years, Language and Communication, Autism, Physical and Medical Conditions, Behaviour and Wellbeing
- Health including GP, Practice Nurse, Health Visitor (under fives), Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Physiotherapist, Child and Adolescent Mental Health Services
- Social Care including Locality Team, Social Workers, Educational Psychologist, Counselling services and therapists
- Others including Police Community Support Officers, Operation Encompass, Safety Net, NSPCC, Children's Services and the local family hubs.

What training have the staff supporting children with SEND had?

Are any being trained currently?

Throughout the school week, we have staff working who are trained in the following areas including:

- Speech and Language (analytic and gestalt approaches)
- Early Talk
- Cumbria Reading Intervention
- Maths Recovery
- Nuffield Early Language Intervention (NELI) training
- English as an Additional Language Intensive Programme (EALIP)
- Precision Teaching
- Smart Moves
- Sensory processing and circuits
- Avoidance of Food and Restrictive Intake Diet (AFRID) training
- Hearing Impairment
- Autism Spectrum Condition
- ADHD and Oppositional Defiance Disorder
- Adverse Childhood Experiences (ACEs), Trauma and Attachment
- Nurture and Emotional Literacy
- Lego Therapy

- Drawing and Talking
- Bereavement Counselling

The newly appointed SENCO is undergoing inclusion training to complement her Qualified Teacher Status, autism and safeguarding qualification.

All STAs working with named children have appropriate training to support their health, wellbeing and learning needs, as part of the ongoing professional development programme in school.

How accessible is our school environment?

Our classrooms and learning areas are large and airy. There are smaller teaching and spaces throughout the school. We have break-out learning and sensory areas.

Our site also has large, secure fields / gardens with static outdoor play equipment and we have hard-standing areas. We have outdoor classroom areas where your child can learn and play. This means that there is a space and place for everyone to learn. We are built on a hill so are not fully wheelchair accessible, although we have made some adaptations to allow some access. We have adapted toilets. We have disabled parking in front of school.

We have handrails to support movement around school. Translation services and bilingual books/materials are available for families who are new to English, as required.

Some specialist equipment and assistive technology is available in school for those who require it.

We have systems in place to make sure that we can communicate with parents who do not speak English as their first language.

How will school prepare and support my child to join the setting or move to the next stage of education and life?

We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND, we would encourage further visits to assist them with acclimatisation of the new surroundings. We would also visit them in their current school or home, if appropriate.

We write social stories with children if transition is potentially going to be difficult, as well as making photo books of visits.

When children are preparing to transfer to other settings, visits are planned in to allow children and parents to become familiar with their new environment.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant information is passed on, and all needs are discussed and understood.

If your child has complex needs, then an EHCP review meeting will be used as a transition meeting during which we will invite staff from both schools to attend.

How are the school's resources allocated and matched to my child's special educational needs?

The SEND budget is allocated every financial year. The Governors uphold the principle that the budget is allocated on a 'needs' basis. We then provide additional resources and support to children based on our assessments of children's individual needs.

Based on our assessments, the SEND and support teams plan programmes designed to meet the needs of groups of children. These are delivered by a team of key workers / Senior Teaching Assistants who are funded from the school budget.

Children who have EHCPs have their support and resources set out by the Local and school makes sure that this happens and is working well. At review meetings, you can make decisions about the use of your child's personal budget.

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

Class teachers will initially adapt the curriculum and offer higher levels of 'in-class' support to children, to help them to make progress. If this is not enough to help a child make progress, we increase our levels of support and intervention. We judge if the support has had an impact by:

- using our tracking data and discussions with class teacher and key workers to measure progress from starting points;
- reviewing targets from IEPs/learning plans and ensuring they are being met; by monitoring progress against national age expected outcomes and observing that the gap is narrowing;
- discussions with your child and you about their learning and progress.

For children with complex SEND, advisory teachers/educational psychologists conduct their own assessments e.g., in Speech, Language and Communication, Cognitive Ability, Perceptual Reasoning which form part of the review process and provide additional information about the child's developmental progress

One of the Governors, who is responsible for SEND, meets regularly with the SENCOs, reporting back to the Governors to keep everyone informed about school processes and the Governors receive reports every term about the progress of children with SEND. Governor reports do not refer to individual children and confidentiality is maintained at all times. The Governors agree priorities for spending within the school budget with the overall aim that all children with SEND receive the support they need in order to make progress.

Evaluating our effectiveness

The ways of doing this depend on the level of need of your child. We use our plan, do review processes to see how effective our provision is.

All learners: Each half term or at the end of a teaching topic, teacher complete assessments of their learners. Children are tracked against expected progress measures (eg Early Learning Goals or National Curriculum age -related expectations) and next steps set from this which are evaluated within the ongoing plan, do review cycle. This process is monitored by the Assistant head with responsibility for curriculum.

Any children who have an additional long-term need e.g. visual impairment: As all learners PLUS termly meetings with you (either during Parents' Meetings/ Book Looks) and with specialist advisory teachers. This process is monitored by the SENCO

SEND Support: Children have an Individual education plan which lists the extra provision that they will be receiving to make progress. These are reviewed formally by the class teacher, any additional staff involved, the child and yourselves at least once each term. Progress is measured and next steps are set. This process is monitored by the SENCO

EHCs: As SEND support PLUS a formal annual review (or 6-monthly for children under 5) where all professionals working with your child review their progress and agree to maintain, amend or cease the Education Health Care Plan.

How can I be involved?

We pride ourselves on the positive relationships that we have built with parents/carers over the years and the new partnerships that we create each year.

Our open-door policy means that we can be responsive to you and your child's needs at different times of their school life. We are open and honest with parents/carers and hope that you feel able to be the same with us.

We encourage you to visit school as often as you can and take an active part in your child's learning - either at home or in school

Complaints

If you have a problem, the easiest thing to do is to email parent@inglewood-inf.cumbria.sch.uk so that we can arrange for you to speak to your child's key worker, teacher and/ or the SENCO.

If you have a complaint, we have a complaints procedure. This can be found on our website or you can come into school and we arrange for you to receive a copy.

Who can I contact for further information?

First point of contact would be your child's class teacher to share your concerns. You can do by emailing parent@inglewood-inf.cumbria.sch.uk or by ringing 01228 558774 to make an appointment. You could also arrange to meet one of our SENDCos - Miss Mitchell (Early Years) or Mrs Fletcher (Reception & Years 1 & 2).

If you are considering whether your child should join the school, contact the School Office on 01228558774 or email admin@inglewood-inf.cumbria.sch.uk to make an appointment to visit us and meet with the Headteacher and/or one of our the SENDCos