

Camborne Nursery School

SEN Information Report

Camborne Nursery School welcomes all children and aims to be fully inclusive and adaptable. We believe that parents and carers know their children best and therefore at all stages we will work together to provide a stimulating learning environment, working with you and your child at all times.

All Cornwall Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities and are supported to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

The areas of SEND include: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical.

What is the LA Local Offer?

Local Authorities (LA) and schools are required to publish and keep information about services they expect to be available for children and young people with special educational needs (SEN) aged 0- 25. This is known as the 'Local Offer'. The support which can be offered in our school is part of the wider Local Authority Offer, details of which can be found at localoffer@cornwall.gov.uk.

Please find below information that may help you as a parent when considering appropriate SEND provision for your child.

Who are the best people to talk to in this school about my child's difficulties with learning/ special educational needs or disability (SEND)?

The SENCO: Carrie Richards Email: carrie@camborne-nursery.cornwall.sch.uk



Responsible for:

Developing and reviewing the school's SEN policy. Co-ordinating all the support for children with special educational needs or disabilities (SEND) Ensuring that you are:

- i) involved in supporting your child's learning
- ii) kept informed about the support your child is getting
- iii) involved in reviewing how they are doing.

Liaising with professionals who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.

Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

iv) supporting the EHCP process

Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Class Teachers: Katie Pascoe and Tamsin Williams



Responsible for:

- Delivering quality first teaching appropriate to all children in their class regardless of ability.

- Reporting/discussing progress and attainment at least termly.

- Liaising with the SENCO (Special Education Needs/Disabilities Co-ordinator) to discuss, identify, plan and organise the delivery of any additional support your child may need which could be individual targeted work or group support. The school has a clear process for identifying SEND pupils to which teaching staff refer.

- Ensuring that all aspects of the school's SEN policy are fulfilled in their classroom. Contributing to the whole school provision map that sets out the additional provision SEN children receive to address their needs in school.



The Head teacher: Emma Short

Responsible for

The day-to-day management of all aspects of the school; this includes the support for children with SEND.

The Head teacher will give responsibility to the SENCO and class teachers, but is still responsible for ensuring that your child's needs are met.

The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governors: Victoria Brown

Responsible for:

Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01209713607

What are the different types of support available for children with SEND in this school?

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class.

That all teaching is built on what your child already knows, can do and can understand.

That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning. Here at Camborne Nursery School we ensure that communicating clearly and supporting children in their language development is our top priority. All staff have been trained in “Learning ,Language and Loving it” a Hanen Approach to child development, Makaton signing (used in the classroom daily with all children to support early communication) and have use of the Soundfield system (used daily to support all children including those with glue ear and hearing impairment) alongside visual timetables of daily routines.

Visual Support: All staff use visual support for children. Picture and symbols help with times of change through our visual timetable. The classroom is clearly labelled with PECs (Picture Exchange Communication System) and we use a visual timetable. Some children may need extra support when using this as a means of communication.

Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.



We have been awarded Makaton accredited status. Singing and signing is a fun way to engage all children and help them communicate together.

Specific group work

Intervention which may be:

Run in the classroom or a group room.

Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies,

SEN Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

Local Authority services, such as Speech and Language support (SALT) hearing support team, the Additional Needs Team, Behaviour Support Team or the Educational Psychology Service (EPS).

What could happen:

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. The Additional Needs Team or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

The specialist professional will work with your child in school to understand their needs and make recommendations as to the ways your child may be given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child may also need specialist support in school from one of the professional services as detailed above.

For your child this would mean

The school (or you) can request that Local Authority (LA) Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you and some from them as age appropriate), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will provide top up funding to the school or provide an Education Health Care Plan (EHCP).

The EHC Plan will outline recommendations as to the level and type of support your child will receive from the LA to include how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.

How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCO)
- The school Head teacher or SEN governor can also be contacted for support.

How will the school let me know if they have concerns about my child's progress in school?

If your child is identified as not making sufficient progress, the school will set up a meeting to discuss this with you in more detail and to listen to any concerns you may have. These are held additionally to our termly Time to Talk meetings.

They will plan any additional support your child may need and discuss with you any referrals to outside professionals to support your child. You and your child will be involved fully with the whole process and very much part of conversations regarding their education in partnership with us.

How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Cornwall Local Authority, includes some money for supporting children with SEN.

The Head Teacher decides on the deployment of resources 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 getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEN pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

Who are the other people providing services to children with SEND in the school?

School provision

Teaching Assistants are allocated specific roles alongside their keyworker role. For some, this will include working with either individual children or small groups to support their additional or special needs.

Examples of this support include:

ICT support, for example, a phonic reading programme, may be delivered by teaching assistants during small group or individual sessions, according to need.

Supporting emotional and social development through social skills groups.

Class teachers working with individual children or small groups within the class setting.

Local Authority Provision delivered as needed in school

- Educational Psychology Service
- Specialist Teacher Service
- Speech and Language support
- ASD specialist worker

How are the teachers in school helped to work with children with SEND and what training do they receive?

Part of the SENCO's role is to support class teachers in planning for children with SEN.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD), Dyslexia and Speech and Language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Additional Needs Team. We have an in-house Autism Champion and two Makaton Champions who support the SENCO to lead in this area, supporting development and knowledge.

How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class with the aim of ensuring that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs

How will we measure the progress of your child in school?

Your child's progress will be continually monitored by his/her class teacher.

His/her progress will be reviewed formally, every term collating a best fit overview of where your child is working in line with the developmental matters following the Early Years Foundation Stage, with the class teacher (and where appropriate the SENCO.)

Children with SEND will also have an Individual Education Plan (IEP) containing specific targets against which your child's progress will be measured. These are reviewed and evaluated, in consultation with parents, at least three times per year and plans made for the next IEP cycle. The targets in the IEP are selected by the SENCO, or are derived from a specialist teacher report that has been received following a consultation session in school. Reports from Educational Psychologists also contain targets that class teachers can use for IEPs. These targets are intended to accelerate learning and close the gap between current attainment and age appropriate attainment. The progress of children, with an Education Health and Care Plan, will be formally reviewed on a 6 monthly basis in consultation with parents, teachers and any other professionals involved in the child's education.

The SENCO will also check that your child is making good progress within any individual work and in any group in which they take part.

Regular lesson observations will be carried out by the SENCO and the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What support do we provide for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All referrals to outside agencies are shared with parents and formal consent from you sought before submitting.
- All information received from outside professionals will be discussed with you and with any person involved directly, or where this is not possible, information will be passed on via a report.
- Personal progress targets and IEPs will be reviewed with your involvement at least termly. These meetings will normally take place as part of the Parents evening cycle. In the summer term, parents are invited to comment on/edit their child's IEP whilst in a draft format.

Homework can be adjusted as needed to meet your child's individual requirements.

How is Camborne Nursery School accessible to children with SEND?

The school is fully compliant with Disability Discrimination Act requirements.

We have a disabled toilet and all extra-curricular activities are accessible for children with SEN.

How will we support your child when joining the school, leaving this school or moving to another class?

We recognise that transitions can be difficult for a child with SEN, and consequently take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

The SENCO will visit your home before your child starts (we do this for all children) to ensure we have time to get to know your child's likes and interests and personality.

Your child will be able to visit our school and stay for a taster session.

Transition is flexible on an individual basis but we will work together with you to help settle in your child.

When the time comes to move onto reception, we will arrange transition meetings with key staff and ensure your child.

If your child is moving to another school:

We will contact the primary school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEP s will be shared with the new teacher.

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, attachment and being uncommunicative.

All staff have received training in emotion coaching to support children and we follow the Leuven Scales of Well being and Involvement to ensure our children are emotionally progressing throughout their time here.

Contact details of support services for parents of our children with SEN, including those for arrangements made in accordance with Section 32 (mediation)

This information is set out in Cornwall County Council's Local Offer.

Information on where the local Offer in Cornwall is published

www.cornwall.gov.uk/SEND
localoffer@cornwall.gov.uk.

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