



## **St Meriadoc Nursery & Infant Academy**

### **SEN Information Report**

May 2021

St Meriadoc Nursery and Infant Academy believes that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We are an inclusive school and offer a variety of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. The support is designed to promote students working towards becoming independent and resilient learners who will leave our school with a good sense of self-worth and a belief in their own ability to achieve whatever goal they set themselves.

This report should be read alongside our SEN, Accessibility and Equality and Diversity policies which can all be found on our website.

#### **Name of the Special Educational Needs/Disabilities Coordinator:**

Mrs Natasha Stephens

Our Governor with responsibility for SEN is Dr Julie Moseley

#### **Contact details:**

If you think your child might have Special Educational Needs or you have any concerns about your child's progress or any other questions about our SEN provision please contact either your child's **class teacher**

or **Miss Tash Smith** (parent liaison officer)

or **Mrs Natasha Stephens** (SEN coordinator)

**Mrs Rebekah Bailey** is our Child Protection Officer

**Miss Tash Smith** is our Attendance Officer

**Mrs Sue Jenkin** is our First Aid designated person

We will do our best to answer all of your queries and point you in the right direction if you need further advice.

All of the above people can be reached by either coming into school or phoning on 01209 713982.

## **The levels of support and provision offered by our school**

### **1. How we decide if children need extra help**

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

The progress of all children is regularly monitored and at half termly pupil progress meetings the class teacher, head and special needs coordinator discuss any children who might be causing concern either academically, socially or emotionally. We will put in place small group or in class interventions for children who just need a little help in catching up. We expect progress in these groups to be accelerated so that the child is quickly brought to the expected level. If the child still has not made enough progress after these interventions we will consult with parents and the educational psychologist to decide if we need to call upon the expertise of specialists such as the speech and language therapist or occupational therapist.

### **2. How the curriculum is matched to each child's needs**

When planning the curriculum and the half termly topic we make sure that it is fully accessible to all of our pupils regardless of ability or need. The staff meet at the end of each half term to discuss the next term's planning and we discuss any children with specific needs to ensure that any adaptations that need to be made are put in place at the planning stage. We discuss any trips, special events or after school clubs that are planned to make sure that they are accessible to everyone. Children who have been identified with a special educational need will have their own individual educational plan (IEP) which identifies the current targets they need to work on and evaluates progress against previous targets. These are shared with parents and reviewed at regular intervals.

Some children with a more complex special educational need will have an Education and Health Care Plan (EHCP) which outlines any adaptations that need to be made to the curriculum and will set both long term and short term targets with suggestions of how they might be achieved. These EHCPs are written in consultation with parents/carers, staff from the school and relevant specialists. They are reviewed either 6 monthly or yearly depending on the age of the child.

### **3. How the teaching supports children with SEN**

Every child at St Meriadoc Infant Academy receives quality first teaching. This means that a wide range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

The intervention groups that we currently provide give more specialist teaching in certain areas and are led by specially trained staff.

An example of the intervention programmes we provide are as follows;

- Read Write Inc 1:1 sessions for children who are making slower progress in learning to read and write the phonic sounds necessary for reading and spelling
- 1:1 speech and language work with the class teacher under the guidance of the local authority speech therapist
- Self-esteem, social skills, and emotional and behavioural support programmes are delivered by the Learning Mentor/TIS practitioner as and when required.

If it is clear that a child needs a more specialised teaching programme then we will seek help from the local special school – Curnow, the Child Development Centre at Truro and the Area Resource Base at Trevithick Academy as well as the Local Authority Advisors. We will look for further specialised training for staff if it is at all possible.

### **4. Areas of staff special expertise**

We have a highly qualified staff with many specialisms including:

A very experienced Teaching Assistant who has been trained to deliver speech and language therapy sessions.

Teaching Assistants who have built up expertise in supporting pupils on the autistic spectrum or who have other social and communication difficulties.

Teachers and Teaching assistants who have been trained in Team teach - Behavioural Techniques and Strategies.

A RWI tutor who have been trained in the use of the 1:1 Read Write Inc phonics interventions.

Our Learning Mentor has been trained in delivering bereavement counselling and other emotional problems.

We have 3 fully trained TIS practitioners who are able to support children who have suffered trauma.

Many of our staff are able to use the Makaton sign language to assist children who have speech and communication difficulties.

One of our TA's has expertise in teaching Fun Fit which helps children to develop fine and gross motor skills.

## **5. The support we can access from outside agencies and professionals**

The school has links with Curnow School which is the local special school, The Child Development Centre at Treliske Truro which caters for younger children with special educational needs and the Area Resource Base which provides for children whose special educational need means that they require smaller groups and greater adaptations of the curriculum than can be easily provided within a mainstream school.

We can access support from the following agencies

The Autism Team

- Educational Psychologist
- Occupational Therapist
- Dieticians
- Speech and Language Therapy
- Child and Adolescent Mental Health Service
- Hearing support
- Visual Support
- School nurse/ Health visitor

## **6. The physical environment (accessibility, safety and positive learning environment).**

We have taken steps to ensure that our site is fully accessible to everyone and have had ramps built so that wheelchair access is available onto the field and adventure playground as well as into the main school building.

We have 2 soft playgrounds and foam protection on areas we consider to be bump hazards.

There are braille signs around the school and on classroom doors.

The site is safe and secure with high perimeter fences and gates. All visitors have to come to the main reception to gain access to the building and are required to sign in.

We have designated children protection officer and 2 deputy officers. All staff have received child protection training.

We have a designated first aider who has a first aid at work, as well as a paediatric first aid certificate. The majority of other staff have undergone first aid and in many cases paediatric first aid training.

Our behaviour policy is adhered to by all staff and children thrive in an environment where they feel safe and secure.

Specialist equipment and resources are available to children who need them.

## **7. How we support children's health and well being**

If a child has a medical need then a Medical Care Plan will be written in consultation with parents/carers, the School Nurse and the relevant health care professionals. The Medical Care Plan will be reviewed, at least, annually in September, or whenever appropriate, to meet the needs of the child. All staff are made aware of the plan and the procedures they need to follow.

Where necessary, and in agreement with parents/carers, medicines can be administered in school where a signed consent form is in place. See "Policy for Managing Medicines".

Members of staff such as the class teacher, teaching assistant and SENCO and Learning Mentor are readily available to children, who wish to discuss emotional issues and concerns.

Mrs Steph Uren, our parent liaison officer and SEN TA is available most mornings to see any parent/carer who would like to discuss any concerns they have.

Children who find lunchtime a challenge are supported by our Lunchtime Supervisor Mrs Caroline Trestrail and her team of lunchtime assistants as well as Mrs Uren when required.

## **8. How we support children who move from year to year and setting to setting**

Open days are arranged for parents/carers and children before they join our Nursery and Reception classes.

One to one meetings between parents/carers and the teacher are arranged to discuss needs. Mrs Stephens (Head teacher) and Mrs Uren (SEN TA, Parent Liaison) are always willing to meet parents/carers prior to their child joining school.

Where a child has more specialised needs an extra meeting is arranged between parents/carers, Mrs Stephens, Mrs Callaway, Mrs Palmer, Mrs Uren and other relevant professionals.

All new Reception children spend taster sessions and a transition morning in their new classroom in July where they meet their new teacher and teaching assistant. All year 2 children visit the Junior School in the summer term to have a tour around and meet the staff so that they can get to know their school before their transition morning in July. On this morning they will spend the morning with their new teacher and classmates.

The Junior School staff visit our school and liaise with our staff prior to the pupils' visits on Transition Days.

Some children find moving into a new class or school particularly daunting and stressful and in these instances additional visits are arranged by Mrs Uren.

## **9. The SEND qualifications of, and SEND training recently attended by, our staff**

Mrs Stacey Callaway- National Award for SEN Coordination

We regularly evaluate the needs of all children including those who require SEN support and staff are carefully deployed according to their strengths and the children's needs.

Recently all staff have received training on vision awareness for teaching children with visual impairment, first aid training, safeguarding, Makaton update, Epi pen training.

Specific training has been undertaken by individuals in Autism and complex needs, attachment and brain development.

## **10. Pupil progress**

The progress of all of our children is monitored at least half termly and if any child is causing concern in any area then their progress will be discussed between the Headteacher, Senco and the Class Teacher. Parents will also be consulted and if required we will consider placing children on the SEN register of need. We will then put in place any extra support that is needed within the class and if more specialist support is required we will consult with the relevant experts. Children on the SEN register will have an Individual Education Plan which has individual targets which are reviewed regularly. We would expect children who have received extra support to make accelerated progress.

## **11. Effectiveness of our SEN provision**

We are very pleased with the progress that our SEN children make. The Reading Recovery and RWI 1:1 sessions are particularly successful in ensuring that all children learn to read. The effectiveness of the speech and language intervention means that most children come off of the support before they leave the school. Last year our Key Stage 1 and Foundation Stage made better than expected progress in Reading, Writing and Maths.

## **12. If you wish to complain**

The first point of contact for concerns is the class teacher.

Mrs Stephens (Headteacher) and Dr Moseley (SEN Governor) are both available through the office.

Details of our full complaints procedures are available on the school website or through the school office.

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childrensservicedirectory.org.uk>