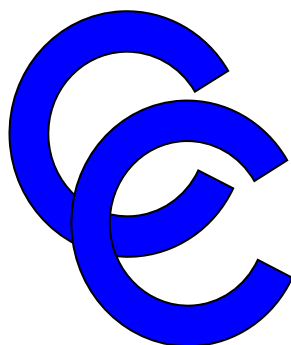


SEND Information Report

Cavendish Close Infant & Nursery School



Approved by:	Mrs C. Diffin and Full Governing Body
Last reviewed on:	October 2025
Next review due by:	October 2026

SEND information report 2024-2025

The kinds of SEN that are provided for

Our school currently provides additional provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum disorder (ASD), speech, language and communication needs (SLCN), social and communication difficulties,
- **Cognition and learning**, for example, moderate learning difficulties (MLD), severe learning difficulties (SLD), dyslexia, dyspraxia
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorder, demand avoidance
- **Sensory and/or physical needs**, for example, hearing impairments, visual impairments, processing difficulties, epilepsy, cerebral palsy, sensory sensitivities to noise, smell, taste, touch

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents/carers

Our early identification of need is strong. We have open and honest dialogue with parents. The Deputy Head Teacher spends a significant amount of time engaging with parents/carers in Nursery. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents/carers when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Our graduated response system is robust, efficient and effective. Appropriate screening and assessment tools are used to ascertain pupil progress through:

- Evidence obtained by teacher observation and assessment.
- EYFS: Foundation Stage profile scores and progress against the criteria contained in the 'Ages and Stages' documentation.

- Key Stage 1: Performance in National Curriculum subjects judged against age related expectations (attainment).
- Key Stage 1: Pupil progress in relation to the National Curriculum objectives in English and Maths (progress).

Assessments will be made through:

- Observations,
- Records from feeder provision/schools,
- Information from parents,
- Teacher assessments,
- DfE Assessments: EYFSP, Phonics Screening, Key Stage 1 tests,
- Progress towards personal and learning targets,
- Pupil tracking information.

This information helps staff to make an informed decision as to the type and level of support that is needed. We adopt the levels of intervention as described in the SEND Code of Practice.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The Inclusion Leader is in regular contact with the link Local Authority SEND Officer in order to ensure that EHCPs are being processed and reviewed.

The Inclusion Leader is in regular contact with other professionals e.g. Educational Psychologists, Speech and Language Therapists, Autism Consultants, Behaviour Specialists, Community Paediatricians.

Information is shared via secure email in order to complete reports and make referrals.

With parental permission, the Inclusion Leader and external agencies are able to contact the family home to gain further information when writing a report/completing a referral.

Supporting pupils moving between phases of education

We will support pupils who are due to move school in September by -

The Inclusion Leader will communicate with the Junior Academy SENCo via secure email/telephone conversation to discuss the needs of those children with SEND who are moving to the Junior Academy.

The Inclusion Leader will contact any other school SENCos in reference to children with SEND who may be moving to their school.

The Junior Academy SENCo will be invited to all Summer Term Year 2 Specialist SEND support review meetings.

The Inclusion Leader and Year 2 team will ensure as smooth a transition as possible for all Year 2 pupils with SEND.

Year 2 pupils with SEND may require additional transition visits to the Junior Academy during the summer term.

SEND parents and carers will be updated regularly in the summer term with information about moving into Year 3.

Passports will be developed and sent out to families who have children with SEND in order to prepare those children for a transition into Year 3.

Our approach to teaching pupils with SEN

Class teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our initial step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Adaptive teaching strategies enable our SEND children to fully access the curriculum. Reasonable adaptations are made to enable children to succeed.

Staff have unwavering ambition so that SEND pupils achieve their best personal and academic outcomes.

We have a number of well-established and successful intervention programmes which run alongside QFT:

- SALT support,
- Speech/Language Link Programmes,
- Early Talk Boost/Talk Boost/ECAT sessions, Blank level language sessions,
- Daily Little Wandle interventions – Daily keep up, Rapid catch up, SEND pathway,
- We are able to use physical interventions when it is a pupil's primary area of need e.g. ECAM sessions, Active Hands intervention, Physical Literacy, Success with scissors,
- Movement breaks,
- Sensory circuits,
- Support and advice from an Autism specialist,
- Support and advice from an Educational Psychologist,
- Support and advice from a Behaviour Specialist,
- Weekly Lego Therapy sessions,
- Weekly ELSA sessions,
- Use of the Leuvan scales,
- Drawing and Talking sessions,
- Theraplay sessions,
- Use of the Boxall profile,
- Emotion coaching is imbedded throughout school,
- A 'safe space' has been created within each classroom,
- Each classroom has a 'Zones of Regulation' area,
- Each classroom has a Calming Toolkit,
- A KS1 Enchanted Woodland Retreat has been developed to support children with Emotional Dysregulation,
- An EYFS Wonderland Snug has been developed to support children with Emotional Dysregulation,
- The Woodland Room has been developed to support children with Emotional Dysregulation,
- Transition support in place for our specialist SEND pupils,
- Personalised resources and timetables are used for our specialist SEND pupils,
- Personalised Fix it, Sensory, Calm down and Physical tool kits are used for our specialist SEND pupils.

Adaptations to the curriculum and learning environment

Our enabling environments enable children to thrive and achieve their best outcomes.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, personalised timetables, personalised learning objectives,
- Adapting our resources and staffing,
- Adapting the classroom environment,
- Some pupils may require a 'soft landing' when they arrive at school, before accessing learning,
- Some pupils may require 'decompression' time before leaving school,

- Some pupils may require a personalised start and finish time,
- Some pupils may require access to a sensory circuit at various points throughout the day,
- Using recommended aids, such as visual timetables, PECS books, zones of regulation, visual aids to support regulation, fiddle toys, ear defenders, weighted blankets, 3 spot timers, 'First/Then' resources, fix it toolkit, calm down toolkit, sensory toolkit, physical toolkit,
- Differentiating our teaching, for example, giving longer processing times, 1:1 support to maintain attention and concentrate, personalised work stations e.g. a safe space, Zones of Regulation area, Calming Toolkit, Enchanted Woodland Retreat, Wonderland Snug, Woodland Room

Additional support for learning

We have a team of highly skilled teaching assistants who are trained to deliver interventions such as Early Talk Boost, Talk Boost, ECAT, Speech link, Language link, ECAM, Active Hands, Physical literacy, Success with scissors, Little Wandle interventions, Emotion Coaching, Lego Therapy and ELSA sessions, Drawing & Talking sessions and Theraplay sessions.

Teaching assistants will support pupils on a 1:1 basis when they have a specific diagnosis e.g. ASD, ADHD and/or have an EHCP in place and when they need extra support in order to access the curriculum.

Teaching assistants will support pupils in small groups when completing Early Talk Boost, Talk Boost, ECAT, ECAM, Active Hands, Physical literacy, Success with scissors, Speech Link, Language Link, Little Wandle intervention groups and Lego therapy.

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Support Services,
- Community Paediatricians,
- School Nurses,
- Occupational Therapists,
- Physiotherapists,
- Derby City Steps advisory teachers,
- Health visitors,
- Educational Psychologists,
- Behaviour Specialist Teachers,
- Autism Consultants.

Expertise and training of staff

Our Inclusion Leader has 6 years' experience in this role and has worked as a class teacher for 16 years. She is allocated 2.5 days a week to lead and manage SEN provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver specialist SEN provision.

Staff have been trained in Lego Therapy, PROACT-SCIPr-UK de-escalation Training, ACEs Training and Emotion Coaching Training, Attention Autism and Social skills toolkit training.

We use specialist staff for – Little Wandle interventions, Speech and Language Link sessions, Early Talk Boost/Talk Boost interventions, ECAT interventions, ECAM sessions, Physical Literacy sessions, Success with scissors sessions, Lego Therapy, ELSA sessions, Drawing & Talking sessions, Theraplay sessions and 1:1 support for children with EHCPs.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions

- Monitoring by the Inclusion Leader and the SLT
- Holding annual reviews and phase transfer reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We ensure that pupils with SEND take as full a part as possible in all school activities. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs where appropriate. All pupils are encouraged to go on our annual educational visits. All pupils are encouraged to take part in sports day/school plays/special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- We have a zero tolerance approach to bullying.
- We promote 'Zones of Regulation.'
- Each classroom has a set of Mood Monsters clearly displayed.
- A 'Safe Space' has been created in each classroom for children who are feeling emotionally dysregulated.
- Each classroom has a 'Zones of Regulation' area,
- Each classroom has a Calming Toolkit,
- The Key Stage 1 Enchanted Woodland Retreat is available for children who need time to sit quietly and reflect.
- The EYFS Wonderland Snug is available for children who need time to sit quietly and reflect.
- The Woodland Room is available for children who need time to sit quietly and reflect.
- Each class takes part in 'Together Time' every morning. This is a time to talk, reflect and share experiences.
- We have a wide range of professionals who are able to provide support and guidance for those pupils who need help with their social, emotional and mental health e.g. Educational Psychologist, Autism Consultant, Behaviour Specialist,
- As a school we have taken part in Emotion Coaching Training. This approach is used throughout school by all staff.
- We have a HLTA who has received ELSA training and is able to deliver 1:1 ELSA sessions to pupils.

Working with other agencies

The Inclusion Leader is in regular contact with the link Local Authority SEND Officer in order to ensure that EHCPs are being processed and reviewed.

The Inclusion Leader is in regular contact with other professionals e.g. Educational Psychologists, Speech and Language Therapists, Autism Consultants, Behaviour Specialists, Community Paediatricians.

Information is shared via secure email in order to complete reports and make referrals.

With parental permission, the Inclusion Leader and external agencies are able to contact the family home to gain further information when writing a report/completing a referral.

REFERRAL FOR A HEALTH ASSESSMENT

If a child is displaying neuro-diverse behaviours a Single Point of Access (SPOA) referral can be made by GP or primary care professional in health or education. The referral is completed in partnership with parents.

Within our school we have a specific system in place which all staff must follow when completing a SPOA referral.

- Initially if a member of a class team has a SEN concern regarding a pupil this must be discussed with the Inclusion Leader,
- After an initial discussion it may be decided that a SPOA referral needs to be completed,
- Parents will receive a copy of the Neurodevelopmental Pathway Parent Questionnaire to complete. They will be offered a meeting with either the class teacher or the Inclusion Leader if they need help to complete the forms,
- The class teacher will be given a copy of the Neurodevelopmental Pathway Teacher Questionnaire to complete,
- Completed Teacher and Parent forms must then be given to the Inclusion Leader, to be securely stored within the child's SEND file,
- The Inclusion Leader will then complete a SENCO SPOA referral form. This will include key SEND information regarding the child along with any other relevant documents.
- The Inclusion Leader will then send the Teacher Questionnaire, Parent Questionnaire, and the SENCO SPOA referral form via secure email to the Neurodevelopmental pathway team.

Only the Inclusion Leader, Headteacher or Deputy Headteacher are able to complete the SENCO SPOA referral form and to send via secure email all relevant paperwork as part of a SPOA referral.

It is not possible to send completed Teacher and Parent Questionnaires without a completed SENCO SPOA referral form. The referral will not be accepted by the Neurodevelopmental pathway team without a completed SENCO SPOA referral form.

Concerns or complaints about SEN provision

Concerns about SEN provision in our school should be made to the Class Teacher in the first instance. If the Class Teacher is not able to resolve the concern then the parent/carer should be referred to the Inclusion Leader, who can hopefully resolve the concern. If the concern is not resolved satisfactorily then the parent/carer should be referred to the school's complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

List of support services for parents of pupils with SEN

- Educational Psychologists,
- Medical professionals, for example, Community Paediatricians, Clinical Psychologists,
- Speech and Language Therapists,
- Physiotherapists,
- Occupational Therapists,
- Hearing Impairment Specialists,
- Visual Impairment Specialists,
- Physical Impairment Specialists,
- Autism Consultant,
- School Nurse,
- Behaviour Specialists,
- LA SEND officer,
- LA SEND case workers

Contact details for raising concerns

Mrs C. Diffin – Head Teacher

Mrs R. Vincett – Inclusion Leader

Leadership@cavclosei.derby.sch.uk

senco@cavclosei.derby.sch.uk

The local authority local offer

Our contribution to the local offer is:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents/carers.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Providing all information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for the child.
- Making parents and carers aware of support services.

Our local authority's local offer is published here: <https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

This information was written by Mrs R. Vincett in September 2025.

CHANGES

<u>DATE</u>	<u>CHANGE & REASON</u>
November 2022	Information added into the types of SEN provision provided for.
November 2022	Updated list of interventions.
November 2022	Updated list of adaptations to the curriculum and learning environment.
November 2022	Updated list of additional support for learning.
November 2022	Updated list of support provided for SEMH.
May 2023	Page 2 – Demand avoidance added to SEMH needs.
May 2023	Page 3 – Junior SENDCo to attend Summer SEND review meetings.
May 2023	Page 3 & 4 – Updated list of interventions.
May 2023	Page 4 – Adaptations to the curriculum and learning environment updated.
May 2023	Page 3 – Our approach to teaching pupils with SEN updated.
May 2023	Page 3 – Information added to Consulting and involving pupils and parents/carers.
May 2023	Page 3 & 4 - Information added to Our approach to teaching pupils with SEN.
May 2023	Page 4 & 5 – Information added into Additional support for learning
May 2023	Page 5 - Information added to the Expertise and training of staff.
September 2023	<p>Page 2 – Visual impairment added to ‘Sensory and/or physical needs’.</p> <p>Page 3 – Supporting pupils moving between phases of education updated.</p> <p>Page 4 – List of interventions updated.</p> <p>Page 5 – Expertise and training of staff section updated.</p> <p>Evaluating the effectiveness of SEN provision updated.</p> <p>Page 6 – Support for improving social and emotional development updated.</p>
September 2024	<p>Page 3 – Updated ‘assessments made through...’</p> <p>Page 3 – Supporting pupils moving through education section updated.</p> <p>Page 4 – Our approach to teaching pupils with SEN section updated.</p>

	<p>Page 4 – Adaptations to the curriculum and environment section updated.</p> <p>Page 5 - Adaptations to the curriculum and learning environment section updated.</p> <p>Page 5 – Additional support for learning section updated.</p> <p>Page 5 – Expertise and training of staff section updated.</p>
January 2025	Page 6/7 – Information regarding a SPOA referral added.
September 2025	<p>Page 4 – Adaptations to the curriculum and learning environment updated,</p> <p>Page 5 – Additional support for learning updated,</p> <p>Page 5 – Expertise of staff and training updated,</p> <p>Page 7 – Referral for a health assessment updated</p>