

CREST INFANT & NURSERY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITY INFORMATION REPORT

Person Responsible: *Laura Jones*

Date of this policy: *April 2025*

Date of the next review: *April 2026*

Special Educational Needs and Disabilities Information Report.

At Crest Infant and Nursery School the quality of education is judged to be 'good' (Ofsted, February 2020). We strongly believe that the standard of Teaching and Learning in our school is now moving towards 'outstanding'.

We are very proud of our consistent approach to meeting all pupils' needs. The most recent Ofsted inspection identified the strength of SEND provision and stated that:

***'The curriculum provides well for pupils with special educational needs and/or disabilities (SEND). The SENCo provides strong support. Staff are well trained and adept at meeting pupils' behavioural and pastoral needs. Pupils' needs are assessed promptly and accurately, and support is put in place. Pupils with SEND are fully included and involved in all lessons.'* (Ofsted, February 2020)**

The aim at Crest Infant and Nursery School is that all children will achieve to their full potential both academically and socially. Quality first teaching is vital to ensure we fulfil this aim for our children.

For some children, however, it is necessary to provide additional support and/or resources to enable them to achieve their potential in school. This booklet has been produced to answer questions you may have about the additional support that is being provided to help your child in school.

The SEND/Inclusion team – roles and responsibilities

Mrs Laura Jones –SENCo

I am responsible for the strategic co-ordination of provision for children who have Special Educational Needs and Disabilities throughout the school. It is my job to ensure that, as a school, we are following the guidance stipulated by the 2014 SEND Code of Practice. The link to the document is here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

I am also responsible for ensuring that all practice in school is in line with our SEND policy, which can be found on the link below on the school website. Alternatively click on Learning, then Special Educational Needs.

[Special Educational Needs - Crest Infant & Nursery School - \(crestinfants.co.uk\)](https://www.crestinfants.co.uk/special-educational-needs)

I liaise regularly with staff, parents and pupils to ensure that children are promptly identified as having special educational needs and are subsequently given the most appropriate support and resources to meet their individual needs. A large part of my role is to work

closely with a wide range of external agencies (see section below) to gain specialist assessments, advice and support for individual children.

As part of my role, I am responsible for overseeing the day-to-day running of the therapeutic support team, which includes the Home School Support Worker.

Miss Louise Coniam – Home School Support Worker – SEN Learning Support Assistant

My role is to provide support and guidance to all of our children and their families where it is needed, working from a child-centred approach. This support will primarily focus on developing and maintaining positive working relationships with parents/carers in order to enable children and families to be the best they can be.

Any parent is able to access support at any time – a problem shared is a problem halved! If you would like to access support, please contact the school office to request a call/appointment and I will contact you to arrange this. Alternatively, there are pink forms in the office which you can complete and put into the blue message box – I check this daily and will make contact with you as soon as I can. Please be aware that the school phone number often shows as unknown/withheld so this may be me!

In my role I also work with children who may need some social/emotional support. I am trained in a range of interventions and I plan small group or individual support sessions in liaison with Mrs Jones, including Lego Therapy, Sensory Circuits and more direct therapeutic support for individual pupils.

Additionally, in conjunction with the School Nursing Team, I am able to offer advice and support on a range of topics, including:

- Parenting (including emotional support for parents)
- Behaviour
- Sleep issues
- Toileting
- Healthy eating

Miss Bridie Fry – Speech and Language Therapist from MCH

My role is to provide assessments, advice and resources to the school/parents so that they are able to support individual pupils with their Speech, Language and Communication Needs. The school buys into the Speech and Language Therapy Service and during this time I deliver targeted programmes to individual children, model and share good practice with parents/staff and conduct reviews of pupils' progress against their targets. I am also available to deliver training to school staff on a range of topics related to Speech, Language and Communication needs.

Ms Hannah Hobart

My role as a private Speech and language therapist is to provide targeted children with assessments, advice and resources so that the school/parents are able to support individual pupils with their Speech, Language and Communication Needs. The school buys into this

Speech and Language Therapy Service from its budget. I am also available to deliver training to school staff on a range of topics related to Speech, Language and Communication needs.

Mrs King – Learning Support Assistant (Speech & Language Needs)

As well as being a Learning Support Assistant, I am also responsible for administering individual screeners to assess the speech and language skills of children who may be causing concern to parents and/or staff. For this I use the ‘Speech Link’ and/or ‘Language Link’ programmes, which are both online assessment tools.

Following screening/assessment, part of my role is to implement specific Speech and Language programmes with children who have additional support from the Speech and Language Service, as well as Speech Link and Language Link programmes as recommended by assessments using these tools. I liaise closely with Mrs Jones and the class teachers to make sure the programmes are also followed up in class.

Ms Clare Hewitt - Occupational Therapy Service

The school sets aside a budget to buy in the services of a private Occupational therapist who provide us with support for children who may have a sensory or physical need by administering assessments, conducting classroom observations and providing strategies and resources recommended to support pupils. Clare is also available to provide training to staff related to supporting pupils with physical and/or sensory needs.

One of the biggest barriers to working together is how we communicate. There are many SEN terms that are abbreviated which can lead to confusion for us all.

Below is a glossary of the most used SEN terms that you may find helpful.

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| AAP | Attendance Advisory Practitioner |
| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit & Hyperactivity Disorder |
| AOS | Autism Outreach Service |
| ASD | Autistic Spectrum Disorder |
| CAF | Common Assessment Framework |
| CAMHS | Child & Adolescent Mental Health Service |
| CAST | Child and Adolescent Support Team |
| COP | Code of Practice |
| CP | Child Protection |
| DCD | Developmental Co-ordination Disorder |
| EAL | English as an Additional Language |
| EHCP | Educational Health Care Plan |
| EP | Educational Psychologist |
| EYFS | Early Years Foundation Stage – Nursery (FS1) and Reception (FS2) |
| FSM | Free School Meals |
| HI | Hearing Impairment |
| ISR | In School Review |
| KS | Key Stage |

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|-------|--|
| LAC | Looked After Child |
| LEA | Local Education Authority |
| LSS | Learning Support Solutions |
| MLD | Moderate Learning Difficulty |
| NC | National Curriculum |
| OT | Occupational Therapist |
| PSP | Pastoral Support Programme |
| SALT | Speech and Language Therapy |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and Disability |
| SENCO | Special Educational Needs Co-ordinator |
| SpLD | Specific Learning Difficulty |
| VI | Visual Impairment |

Current SEND Updates

Medway's SEND Strategy 2023-2025:

The Medway SEND Strategy 2012 - 2025 can be found via the following link:

[Medway strategy for children and young people with special educational needs or disabilities \(SEND\) 2022 to 2025 | Medway Council](#)

Due to the previous failings of the Local Authority's SEND department, Crest Infant and Nursery School have recognised the need to source expertise, training and resources elsewhere and have done so by accessing SEND support from other successful local authorities, such as Kent, Southampton and Greenwich – all of whom we have worked with to share outstanding practice through attending training events, visiting settings and engaging in continuing professional development opportunities on a range of SEND topics. We also gain high quality training and support for our children via The Fortis Trust.

The Pupil Premium

What is Pupil Premium?

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after (within the social care system) continuously for more than six months, and children of service personnel.

Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers.

Who decides on how the money is spent?

In most cases the Pupil Premium is paid directly to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what their pupils need.

How are schools accountable for the spending of Pupil Premium?

They are held accountable for the decisions they make through:

- The performance tables, which show the performance of FSM pupils, compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, for example, those who are eligible to receive the Pupil Premium.

The SEND Code of Practice

What is the Code of Practice?

The new SEN Code of Practice became statutory in July 2014. “The Code of Practice is the product of extensive consultation, and draws on the experience of pathfinder Councils which have been piloting new approaches with local communities. We’ve also made sure that we’ve listened to a wide range of individuals and groups to get it right. The result is a Code which will help everyone working with children and young people with special educational needs and disability to secure for them the outcomes from education, health and social care which will make the biggest difference to their lives.” (COP Foreword, pg11)

What will it do?

The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

How has it changed?

The main changes from the SEN Code of Practice (2001) reflect the changes introduced by the Children and Families Act 2014. These are:

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels.
- There is a stronger focus on high aspirations and on improving outcomes for children and young people.
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care.
- It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities.

- There is new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN which are classed as 'SEN Support' (to replace the previous categories of School Action and School Action Plus).
- For children and young people with more complex needs, a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHCP) replaces statements and Learning Difficulty Assessments (LDAs).
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.
- Information is provided on relevant duties under the Equality Act 2010.
- Information is provided on relevant provisions of the Mental Capacity Act 2005.

The Children and Families Bill 2014

The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill will extend the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.

It takes forward the reform programme set out in 'Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps' by:

- Replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan - extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

The Local Offer

What is the Local Offer?

- The Local Offer was first introduced in the Green Paper (March 2011) as "a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally

available in schools to help children with SEN as well as the options available to support families who need additional help to care for their child.”

- The 2014 Code of Practice stipulates that “The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN.” (6.79 COP, pg 95)

What will it do?

- The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings.
- The Medway Local Offer can be found via the following link:
https://www.medway.gov.uk/info/200307/local_offer
- The Medway Local Offer has 14 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These **must** be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child’s needs.

Crest Infant and Nursery School’s Local Offer

1. How does Crest Infant and Nursery School know if children need extra help?

We know a child needs extra help when:

- The parents/carers, teaching staff or the pre-school/ previous school raise concerns.
- There is a lack of progress identified by parents/carers or school staff.
- There is a change in the child’s behaviour, which impacts on their learning.
- A child asks for help.

What should I do if I think my child may have special educational needs?

If you have any concerns regarding your child’s progress or wellbeing in school, please pop in to speak to the class teacher in the first instance, who will then direct you to Mrs Jones, the SENCo, for further discussion if and when this is needed.

2. How will I know how Crest Infant and Nursery School supports my child?

- Class teachers have overall responsibility for the planning and teaching of the curriculum for all children in their class, which is monitored regularly by senior leaders in our school.
- You will receive a termly topic web to show you what your child is working on in school. Homework tasks will be sent home via the PIP book to enhance your child’s learning.

- In instances of school closure, learning tasks will be shared on the school website and Facebook page.
- You will also be kept informed about your child's progress and the support in place through parent consultations (usually held in Terms 2 and 4) and your child's annual school report (Term 6).
- Should your child require additional support, they may be included in a focused intervention group. These will be run by the class teacher, Learning Support Assistant or SEN learning Support Assistant and will take place either within the classroom or in a quiet area close by. These interventions will usually last for a term (6 weeks) but may extend beyond this time frame, if required.
- Specific, planned interventions may be provided for your child in consultation with the head teacher, during pupil progress meetings, or with the SENCo. All interventions will be recorded on an individual provision map to evidence the support they are currently receiving in school and the impact of this additional provision on their progress.
- These will be shared with you at least 3 times a year, usually at parent consultations, and will have suggested activities for you to work on at home. If you have any queries regarding the provision map, please speak to the class teacher in the first instance and then Mrs Jones, the SENCo.
- Occasionally, a child or family may need more specialist support from an external agency and, as a result, may be chosen for discussion at our In-School Review (ISR). These meetings are held three times per year and are an opportunity for the SENCo to seek advice and support from external agencies such as LSS (Learning Support Solutions), the EP (Educational Psychologist), our SALT (Speech and Language Therapist), our Occupational Therapist or the Early Years Services. We will inform you, by letter, if your child is going to be discussed. There will also be the opportunity for you to complete a short contribution form to ensure that your views are shared, with regard to your child's progress and any concerns you may have. The SENCo will write to you after the ISR to provide you with a summary of the discussion and the action points.
- If a referral to an external agency is recommended, this will be completed in conjunction with parents/carers and then sent on to the relevant agency. Referrals are usually recommended once the school has provided a high level of support for a child over a sustained period of time (usually 12 weeks). In some cases, however, specialist advice and/or assessment may be required immediately due to the nature of the concern e.g. a child who has significant speech and language difficulties.
- There are some circumstances which may require a more formalised approach to implementing additional support through the use of a School Based Support Plan.
- The introduction of the School Based Support Plan is usually triggered following 12 academic weeks of alternative or additional intervention/provision which has had limited impact on pupil outcomes. This document may be implemented sooner if the child is at risk of exclusion or joins our school with SEN support in place from any previous educational setting. This will be judged on an individual basis through discussion with the child's parent(s) and class teacher.
- The School Based Support Plan should be discussed and agreed with the child, their parent/s, school staff and external professionals as appropriate. It is a document which records the additional support provided for the child and serves to record the shared understanding of the child's difficulties so that a collaborative action plan can be implemented.

- It is appropriate for a School Based Support Plan to be devised if:
 - Additional support has been put in place for a period of at least 12 school weeks without sufficient progress;
 - The child is at risk of permanent exclusion;
 - The child may benefit from additional support that has not been already identified.
- The Governors of Crest Infant and Nursery School are responsible for entrusting a named person, Mrs Kerry Seales (Head Teacher) to monitor Safeguarding and Child protection procedures. She is also responsible for monitoring and correct administration of the Disclosure and Barring Service procedures and the school's Single Central Record.
- The Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE (Department for Education).

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

- At Crest Infant and Nursery School we follow advice from the Local Education Authority and 2014 SEN Code of Practice in order to adapt the curriculum and the learning environment for pupils with Special Educational Needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the recommendations laid out in Education, Health and Care Plans.
- All children at our school are entitled to quality first teaching, which will be adapted accordingly to meet individual children's needs to enable them to access the curriculum alongside their peers.
- All curriculum planning includes pupil-specific differentiation. This is regularly monitored by the SENCo and Senior Leadership Team.
- Class teachers and/or learning support assistants may be allocated to work with your child either 1-1 or in a small group to target more specific needs.
- If appropriate, specialist equipment may be provided for your child e.g. writing slopes, privacy boards, spring-loaded scissors, pencil grips, sit and move cushions.

4. How will I know how my child is doing?

- Every child is given a contact/reading record book in which messages can be exchanged between the adults working with your child in school and yourself.
- Your child's class teacher will be available at the end of the day if you need to have an informal chat. If you wish to speak in more detail, please request an appointment with them. Appointments can be made with the SENCo by contacting the school office.
- You will be kept informed of your child's progress through parent consultations (usually held in Terms 2 and 4) and your child's annual school report. (Term 6).
- Individual provision maps are shared with parents at least three times a year with details of interventions and targets and they are actively encouraged to contribute to the creation and monitoring of the targets set.
- The SENCo has an open-door policy and parents are invited to arrange a meeting at any time, should they have a concern regarding their child. The SENCo works very closely with the Home School Support Worker. Between these two resources and

other whole-school processes, contact and consultation with parents is embedded and working well.

How will you help me to support my child's learning?

- Your child's teacher may suggest ways in which you can help at home through messages in the contact book, on your child's provision map or at parent consultations.
- Parent/carer workshops and opportunities to observe lessons in class are arranged throughout the year, where advice and ideas can be shared.
- Mrs Jones, the SENCo, may meet with you to discuss ways in which you can support your child's progress.
- Our Home School Support Worker, Miss Coniam may meet with you to support issues such as attendance, housing and other family related difficulties.
- If external agencies have been involved, a report is usually provided with recommendations and ideas that can be used at home as well as in school. These reports will be shared with parents at the earliest opportunity and an invitation for parents to meet with appropriate school staff discuss any concerns/queries will be offered.
- Professionals from external agencies (SALT/OT/Physio etc) are also accessible to provide guidance and resources to parents in order to help them support their child's learning.
- The school website and Facebook page has lots of ideas and activities parents can use to support their child's learning at home.

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

We pride ourselves on our excellent pastoral provision and have worked incredibly hard to develop and sustain this through recent years of decreasing funding. We believe this provision is quite unique and has a significant positive impact on outcomes for our children and families.

The school offers a variety of pastoral support for all children, including those who may be experiencing emotional difficulties. These may include:

- A whole-school approach in supporting children to develop a Growth Mindset.
- The use of Character Education principles to develop key attributes, such as respect, perseverance, teamwork and aspirational thinking.
- Behaviour management strategies based on praise and reward rather than sanctions.
- Character assemblies and the use of the Golden Book to recognise achievements – linked to personal development and not just academic achievement.
- Members of staff greeting children as they enter the building every day.
- Opportunities for children to talk to members of staff such as the head teacher, other senior leaders, teachers, learning support assistants and the HSSW, if they have any concerns.
- Social skills groups run by teachers and/or learning support assistants.
- Miss Coniam, our Home School Support Worker, or other members of the pastoral team, may work directly with the child to support and develop emotional wellbeing.

- A range of optional lunchtime clubs, including a quiet zone, are available for **all** children to access. These clubs may be particularly helpful for children who may find it difficult to cope on the playground or for those finding lunchtime too noisy/overstimulating.
- ELSA (Emotional Literacy Support) sessions may be beneficial to individual children. This is an offer run by the pastoral team.
- Therapeutic support from external agencies, such as play therapists and counsellors, may be provided if this is deemed appropriate.

Pupils with medical needs:

- The SENCo, in consultation with the parents/carers and Head Teacher, will complete a detailed care plan for children with specific medical needs.
- All staff will be verbally briefed on the medical need, implications, treatment needed etc.
- Children with a medical need will also have an alert sheet created which is displayed on a dedicated board in the staff room.
- The school is equipped with a defibrillator and all school staff have received training on how to use this.
- All school staff members receive annual epipen training delivered by the school nurse.
- Keeping medical equipment (inhalers/diabetes boxes) securely in classrooms.
- Where necessary, and in agreement with parents/carers, medicines are administered in school where a signed care plan is in place.
- The school work closely with other outside agencies to ensure that recommendations and strategies for supporting children with medical needs are appropriately met.

6. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to engage the support of external agencies to seek their specialist advice and recommendations. These agencies may include:

- Early Years support
- Autism Outreach Team
- Child Protection Advisors
- Educational Psychologist
- CAST (Child and Adolescent Support Team)
- NELFT (North East London NHS Foundation Trust)
- CAMHS (Child and Adolescent Mental Health Service)
- AAP (Attendance Advisory Practitioner)
- PASS (Physical and Sensory Service) to support children with hearing/visual impairments.
- Inclusion Team at Medway Council
- Social Services
- Children's Therapy Team (Speech and Language/Occupational Therapy)
- MAGIC (Medway Autism Group and Information Centre)
- Paediatricians (Medway Hospital)
- School Nurse

- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy

The school has an allocated Educational Psychologist, Dr Karen Turner. She attends all of the In-School Reviews and will act on any recommendations made during these meetings to assess individual children who may not have progressed despite the interventions that have been put into place for them. She is also able to provide cognitive assessments and will complete these as part of an EHCP assessment.

Representatives from various learning support services are available to provide assessments, support and guidance for children who may be experiencing specific difficulties in certain aspects of the curriculum, for example, using phonics in their reading and writing. They may also be asked to complete specific assessments such as the Dyslexia Early Screening test to provide more specialised information on a child's needs. This will usually take place after the class teacher or parents/carers have raised concerns to the SENCo.

7. What training have the staff supporting children and young people with SEND had or are having?

All staff at Crest Infant and Nursery School have access to regular training in relation to special educational needs. Most recent training includes:

- How to support children with emotional needs – Emotional First Aid.
- How to support children with Autism Spectrum Condition.
- How to support children with physical and sensory needs (Hopscotch training).
- Implications of the New Code of Practice 2014 upon teaching and learning.
- Behaviour for Learning.
- Team Teach (positive handling) including key de-escalation techniques.
- Positive Play.
- ELSA (Emotional Literacy Support Assistant) training.
- Defibrillator training for the whole staff.
- Insulin administration training.
- Character Education training.
- Sensory circuits training.
- Drawing and Talking Therapy.
- Lego Therapy
- Signalong
- Intensive Interactions
- Bubbletime

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are: Educational Psychologist, Speech and language Therapist, Occupational Therapists, Dyslexia specialists, our Home School Support Worker, Learning Support Solutions, other Local Authorities etc. The school also has access to specialist schools in Medway who can provide specialist advice, training and resources as and when required, such as the Fortis Trust. The cost of training is covered by the notional SEND funding.

Mrs King (learning support assistant) receive regular training in speech and language support and deliver any speech and language programmes which the speech and language therapist provides or which have been recommended by the Speech Link and Language Link programmes. She also has been accredited with the Language for Learning award after completing the training.

The SENCo, Mrs Jones, continues to develop her Professional Development opportunities covering a broad variety of topics. She regularly attends training via the Medway SENCo forums, Fortis Trust and Creative Education, also keeps up-to-date with any new SEND reforms.

8. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available for **all** children. Risk assessments are carried out and procedures are put in place to enable all children to participate.

If a health and safety risk assessment suggests that an intensive level of 1-1 support is required a parent or carer may be asked to accompany their child during the activity in addition to the usual school staff. Risk assessments are produced collaboratively with parents and pupils, where appropriate.

9. How accessible is the school environment?

As a school we are happy to discuss individual access requirements and will, wherever possible, make reasonable adjustments to meet these requirements.

The school has an up-to-date Accessibility plan which highlights what we already have in place and the plans we have for future developments.

Facilities we have at present include:

- Ramps into school and onto the playground to make them more accessible for all children, staff and visitors.
- Toilets for adults and children with disabilities.
- Signs at different levels throughout the building to ensure they are visible for wheelchair users.
- Visual strips on stairs/steps etc to support children/adults with visual impairments.
- A lift to make all three levels of the school building accessible.
- Wide doors in most areas of the building.
- Fob access on internal and external doors for safeguarding and safety purposes.

10. How will the school prepare and support my child when joining Crest Infant and Nursery School or transferring to a new school?

Crest Infant and Nursery School understands that moving schools can be a challenging experience and, therefore, has strategies in place to support this transition. These include:

- Meetings between the pre-school or receiving school prior to the child starting/leaving, wherever possible.

- Liaison with the Individual Children’s Support Service (ICSS) for pre-schoolers with additional needs moving to Crest Infants.
- Our Foundation Stage leader will visit the main feeder pre-schools/nurseries – the SENCo attends these too, where appropriate.
- Additional visits, as well as the usual induction procedures, will be arranged for any children who may need extra time in their new school.
- Transition booklets/posters/social stories will be provided for children who may need visual aids prior to starting – these will include photographs of the new teacher/classroom and other areas of the school.
- Senior staff members, including the SENCo from receiving junior schools are invited to attend our In-School Review in term 5, wherever possible.
- A transition plan between Crest Infant and Nursery School and receiving junior schools is carefully organised to ensure children spend time in their new school. Year 3 staff members also visit us in school to share stories with children and establish relationships.
- Year 2 and Year 3 staff spend time together to share general information on the children who are moving on.
- Once school placement offers have been confirmed, meetings are planned during terms 5 and 6 for Crest Infant and Nursery School to share information with receiving junior schools which focus on handing over key information about provision in place to support the needs of our most vulnerable families and our SEND children.
- The SENCo liaises with the receiving school’s SENCo and head of KS2 to share information regarding any children with special educational needs.

11. How are the school’s resources allocated and matched to children’s special educational needs?

- The notional SEND budget is used to acquire resources such as additional staff hours, external services, physical/sensory equipment and speech and language resources to support special educational needs throughout the school.
- The money provided to the school by the Local Authority for children with special educational needs is used to provide support for individual children dependent on their needs. For example, specific focus groups are planned and the most appropriately qualified member of staff will be employed to run these sessions.
- Additional resources may be purchased for individuals or groups of children.
- Specialist advice/support may be bought in to support individual children.
- Individual Pupil Premium payments are used to support the children who qualify for this payment.
- All provision is closely monitored and evaluated regularly to ensure that it is appropriately matched to children’s needs and is cost-effective. Pupil progress data is analysed to measure impact of each provision.
- Provision mapping software is provided by Edukey and enables the SENCo and other administrators to oversee and effectively evaluate the deployment, use and impact of resources throughout the school.
- Teaching and support staff are allocated according to the level of need of a particular teaching group or cohort of children. Ongoing reviews about school organisation

and resource deployment are held regularly between the Head Teacher, Deputies, SENCo, Business Manager and Governors – these are then amended as and when necessary to best suit the needs of the children.

12. How is the decision made about how much support my child will receive?

- When children first join us, additional support for children with special educational needs is allocated using the information provided by the pre-school/previous school/parents. The class teacher will then carefully monitor progress and, in consultation with the head teacher at pupil progress meetings, together with the SENCo, will adjust the level of support accordingly.
- We always try to allow a period of time for the child to settle before making firm decisions about a child's SEN status, although there are exceptions to this and we always judge each child on their individual merits, with no preconceived ideas.
- During their school life, if further concerns are identified due to the child's lack of progress or well-being then other interventions will be put in place.
- Parents/carers will be able to see the support their child is receiving on their individual provision map or School Based Support Plan (see Questions 2 and 4).
- Wherever possible, we endeavour to work with parents and the child to agree needs and the provision required to meet them.
- Collaboration between home and school involves regular contact between the parent, class teacher and SENCo, in order to make joint decisions about the level of support required.

13. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education and we operate an open-door policy at Crest Infant and Nursery School. Contributions to discussions about provision may be made through:

- Discussions with the class teacher.
- Discussion during parent consultations.
- Discussions with the SENCo, Head Teacher or other professionals involved.
- Completing the In-School Review parental contribution form.
- Completing other SEND-related paperwork with staff members.
- Participation in SBSP (School Based Support Plans) meetings.
- Regular SEND review meetings.
- Person-Centred Annual Review meetings for EHCPs.

14. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please speak with your child's class teacher in the first instance. If you then need further clarification, please contact:

- Mrs Jones - SENCo office@crestinf.medway.sch.uk
- Miss Coniam – Home School Support Worker office@crestinf.medway.sch.uk
- Mrs Seales – Head Teacher headteacher@crestinfant.medway.sch.uk

- Mr Charlwood – Chair of Governors charn136@crestinf.medway.sch.uk

I hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.