





Cotmanhay Infant and Nursery School SEND Information Report 2025-2026

At Cotmanhay Infant and Nursery School we support children with a wide range of needs. It may be that a child has one specific need or needs in multiple areas.

COGNITION AND LEARNING	COMMUNICATION AND INTERACTION	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY OR PHYSICAL
			
Eg: Global Delay/Dyslexia	Eg: Speech and language difficulty and or Autism Spectrum Condition	Eg: Attachment disorder, ADHD, anxiety	Eg: Visual or hearing impairment, mobility/physical difficulties

Who can parents talk to about my child's special educational needs?

In school, parents and children can talk to Miss Dawson (SENDCO/Deputy Headteacher) about any concerns or questions they may have.

Miss Dawson can work in partnership with parents and agencies.

This may focus on:

- Cognition/learning
- Speech/language
- Behaviour
- Sensory needs
- Social and emotional

We may consult:

- Inclusion Service Advisory Teachers
- Occupational Therapists
- Physiotherapy Team
- Community Paediatrician
- Educational psychologists
- Speech and Language therapists
- Hearing and vision impairment teams



What is our approach to teaching children with SEND? What adaptations do we make to the environment and curriculum?

We pride ourselves in creating individual/bespoke timetables to support the needs of the children. We recognise **all children are different and they all deserve the best deal to suit their way of learning and integrating.**

We offer graduated entry in partnership with parents to ensure the transition to school is smooth and to ensure children become included as quickly as possible, whilst balancing their self-regulation and happiness/trust in us. We recognise this as the key to success.

We offer other rooms such as Busy Bee Room, Bears' Den, and The Hideout. These are lower arousal sensory environments and allow for smaller groups and a much higher level of experienced, skilled adult support, strategies and techniques.

How do we involve the children?

We always find ways to involve the children, even if they are pre-verbal. We use Makaton, photographs, Zones of Regulations boards and gestures to seek their views. Skilled staff tune into how each child communicates – they read their body language; they assess their facial expressions and choose whichever method is the most appropriate to gain pupil views/voice. Children surveys are also a useful tool and completed 2-3 times a year.

How does school assess and review children to check progress?

- Parents evening will take place in November and March each year with your child's class teacher.
- Parents are issued a letter to give/agree consent for their child to receive SEN Support Plan targets set by class staff and/or SENDCO.
- Parents will be informed as to why their child may require additional intervention or support and a joined-up way of working gets the best results for the child.
- SEN Support Plans (SSP's) are reviewed every 12 weeks – the evaluation of how the children have performed, and new targets are shared.
- SENDCO meets parents x 3 a year if the child has any form of funding or has multiple layers of intervention – this is to review progress on SSP (termly targets). Consideration is given if progress is not being made and actions are agreed.
- Updates are also provided verbally when the need arises either through dojo or a pre-planned meeting. This allows school and parents to share information/updates, so provision is always current and up to date. Inclusion is our main priority.

What training do staff receive in relation to children with SEND and what specialist experience may be secured?

- Our SENDCO has a vast amount of experience and has been SENDCO since 2008.
- Staff receive First Aid and/or Paediatric training.
- Staff attend or have attended a wealth of CPD programmes throughout the past 2 years including SENDCO Network Meetings, SENDCO Development Days, Zones of Regulation, Dyslexia, functions of behaviour, ADHD and escalation curve. There are many more courses accessed and parents can enquire about these should they have specific questions.

How do we identify children with special educational needs?

Early identification is preferable, but staff and parents are encouraged to work in partnership to ensure the best outcomes for the children.

Identification could come from:

- Medical notes
- Liaison with parents
- Consulting previous settings
- Reports from external agencies
- Pupil observations made by SENDCO/staff
- Consultation with school staff
- Assessment data

- Autism Education Framework
- Speech and Language assessments

How does school ensure children with SEND are involved in all aspects of the curriculum/school life?

The curriculum is planned to be accessible for all children. We acknowledge adaptations will be made for a handful of children. We acknowledge that all children learn differently and a wide variety of techniques, resources and strategies are offered in all settings/classrooms within our school.

Support may be available through additional resources or adult support.

Children will attend all educational visits. Staff will carry out risk assessments to consider the correct amount of support.

Our children are invited to extra curricular/enrichment activities where staff feel the right support can be provided and are confident the child can access the activity on offer safely.

How does school support social, emotional and mental health?

All staff are responsible for the well-being of our children, including those with SEND. We recognise that some children require targeted intervention to support their self-regulation in addition to class strategies used. This may come from support staff, SENDCO, School Counsellor, Family Support Worker or Sports Leader.

Children have specific timetables throughout the day to avoid "heightened" emotions/dysregulation.

All staff use the same language and refer to the Zones of Regulation boards that are displayed throughout school and available in each room. Children are encouraged to talk or show how they are feeling, then when the time is right, they share the problem and then in partnership or independently work on solutions. Children become very accustomed to this as they move through school.

How do we evaluate the effectiveness of the provisions made for children with SEND?

- Ongoing evaluations and assessments from class staff
- Adapted planning and questioning daily to ensure the children's needs are being met
- Book scrutiny to check progress towards their targets and the National Curriculum
- SSPs reviewed 3 times a year and discussions take place with SENDCO if progress slows – what else could we do?
- Discussions with parents at formal meetings/informal meetings and on parental surveys
- Discussions and reports from external agencies support the child's development and set next targets/steps
- Referrals made at the right time when evidence supports that the time is right
- Termly assessments in all areas
- Discussions with staff about the SEND children at pupil progress meetings