



## *Cumnor House Sussex*

### **Local Offer: *a summary of provision for children with special educational needs or disabilities in the Early Years.***

Every Local Authority is required to publish information about their 'Local Offer' – or the services available in their area for children and young people aged 0-25 with special educational needs and/or disabilities (known as SEND). Each Local Authority website has information about education, health and leisure.

Our Early Years offer will be in line with the School's admissions policy. We are an inclusive school, but in order to ensure that we can provide individual needs, we will seek to discuss and assess any children who have additional needs, and in consultation with parents, the Head of Learning Support, Head of Pre-Prep and the Headmaster, decide if we can provide a tailored education to fulfil their needs.

The following FAQs will help you understand our 'Local Offer' for the Early Years at Cumnor House Pre-Prep. We call these year groups Nursery and Reception.

### ***How does Cumnor House Pre-Prep identify whether a child needs extra help and what should I do if I think my child may have special educational needs or a disability?***

Our teaching staff in the Pre-Prep will identify children with special educational needs and or disabilities in the following ways:

- By reviewing previous records and discussions with parents. Parents who are already aware of a special need, should discuss this with the Headmaster during the admission process
- Careful observation of each child's progress in the classroom and at play
- Cumnor House Sussex has a team of qualified specialist teachers available in the Learning Support Department, led by Hazel Chant. Debs Lovill has a special focus in the Pre-Prep, working with and alongside class teachers to assist with observation and give advice
- We undertake in-house and educational assessments when appropriate for individual children, for others we will support external assessment and work with families and other professionals to understand a child's needs
- Our staff work closely with parents who have children in the Pre-Prep we welcome any comments, concerns or queries about a child's progress or behaviours. We believe children learn better if they see teachers and parents working together for their benefit
- Parents can speak to teachers informally each day, phone or email to make an appointment for a longer meeting with class teachers, Head of Pre-Prep, Learning support staff or the Headmaster, if they have worries or concerns at any time.

## ***How does Cumnor House staff support your child during the early years of their education and how will the curriculum be adjusted to their needs?***

In the Nursery and Reception classes at Cumnor we have a graduated response to additional needs and follow a cycle of Assess Plan Do Review which emphasises that the responsibility for every child in their care remains with class teachers.

### **Class Teachers**

The graduated response starts in class, where teachers and teaching/nursery assistants have a responsibility to monitor the progress of each child. This is supported by regular communication with parents. Differentiated targets, adjustments to the environment or grouping, focussed work or individual activities are all part of classroom life

### **EYFS Watch**

When concerns about a child have been raised and discussed with parents, strategies will be agreed and the child's progress closely monitored.

### **EYFS Support**

Triggers for further intervention are the teachers'/parents' concern underpinned by evidence about a child who despite receiving differentiated learning opportunities:

- Continues to have difficulty gaining new skills
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems and continues to make little progress despite the provision of specialist equipment.
- Has communication or interaction difficulties and continues to make little progress despite the provision of a differentiated curriculum.

The Learning Support department will work with the Head of EYFS, teachers and parents, to provide strategies which are additional to those which are normally available. A Personal Provision Plan will be drawn up and reviewed at the end of an intervention or at the end of the school year. It is a working document, adjusted as necessary, and will include:

- Short term targets
- Teaching strategies to be used
- Provision to be put in place/Success Criteria

Pupils receiving EYFS Support will be recorded on the school SEN Register. At this point outside specialists may be involved to give advice, assessment or be involved in teaching the child directly.

### **Individual Support**

From September 2016 there will be an additional charge for individual support in the EYFS. Outside assessments from independent specialists and individual support such as Occupational Therapy and Speech and Language Therapy, must be paid for by parents. We endeavour to work with therapists to carry out programmes as part of the school day, often supported by the class teaching assistant.

## ***How will both you and I know how my child is doing and how will you help me to support my child's learning?***

- There are two Parents' Consultation meetings a year, more time or additional meetings can be arranged during the year
- There are regular review meetings for children who have a Personal Provision Plan. The learning support department will also send frequent emails to update on progress
- We have an on-line Learning Journal called Tapestry which is used to track Early Learning Goal achievements. Parents have access to this through a secure website. We encourage parents to make contributions to the journals to give an overall view of a child's progress
- Daily contact books between home and school enable us to share news, achievements and information
- Special events are planned throughout the year to enable parents to see their child in a school context and to share the Cumnor House community as a family
- There is a new parents evening at the beginning of the school year, this is a social event which enables parents to meet key staff and to meet other families in an informal setting

## ***What support will there be for my child's overall wellbeing whilst in the Pre-Prep?***

- We have robust Safeguarding policies which are regularly reviewed and are available for you to read on our website. Our safeguarding lead is our school nurse, Sister Paula Talman. Paula is a member of the Senior Management Team and leads the nursing team in the dispensary who are always available to assess, plan, implement and review the care for each child's physical and emotional needs
- We have an educational psychologist who is part of our staff team two days a week. Her work with families is confidential and the referrals can be made through the Headmaster
- The Nursery and Pre-Prep Handbooks set out our expectations for all children, including our positive behaviour code, the Golden Rules. "Be Kind" is at the centre of our school ethos and we believe that children must be safe and happy in order to learn well. Children are listened to and encouraged to listen to others
- Medical needs are met by the school nurse and two nursing assistants who are always ready to discuss individual requirements with parents. There are procedures for the safe storage and administration of medicine. Special dietary requirements are discussed with parents as needed
- There are two members of staff in the EYFS and Nursery who are fully qualified paediatric first aiders
- Staff have regular meetings focused on the pastoral and emotional needs of children
- There is a strong Personal, Social, Health Education element in the Early Years Curriculum which can be viewed in the Department Handbook
- Access to the broader environment of Cumnor House gives opportunities for swimming, physical education, music and drama which enhance each pupils' experience

### ***Which Specialist services and expertise are available or accessed by the school?***

- Within Cumnor we have an educational psychologist and five specialist Learning Support teachers, who all have additional qualifications to teach pupils with dyslexia. We take advice from the wider school staff especially the school nurse.
- We work in co-operation with a range of outside agencies including therapists and educational psychologists
- One speech and language therapist and an occupational therapist carry out their assessments and weekly sessions in school. Whilst this is a private arrangement with parents it enables closer working and cooperation

### ***What is the training of staff supporting children with SEND?***

- Meeting additional needs and inclusion are targeted through the school's long term goals and school development plan as such all staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified at an individual pupil or whole class level
- Regular monitoring of teaching enables evaluation of staff training needs
- Whole staff training updates are carried out by the learning support department
- Staff in the learning support department, have undertaken further training in supporting learning difficulties

### ***How will my child be included in trips and activities outside Cumnor House School?***

We will always strive to make all trips and activities inclusive through planning and risk assessment. Discussion with parents is a key to making sure that all barriers have been considered.

### ***How accessible is the Early Years environment at Cumnor house?***

There are no special facilities at the school for pupils who are physically disabled. However, the school is committed to the integration of pupils with a wide range of needs and their involvement in the whole life of the school. This is in line with our Equal Opportunities Policy. The reasonable adjustments necessary for inclusion of individual pupils with a disability are set out in the school's SENDA document.

- The new Nursery building will have wheelchair access and disabled toilets. Similarly other buildings on site will have wheelchair access to some rooms, and disabled toilets. Our new Science centre will also have a lift for access to the first floor
- Older parts of the school are not suitable for conversion and the school is on a number of levels

## ***How will Cumnor House prepare and support my child to join the school and transfer to a new setting?***

Parents are invited to visit the school for a tour and discussion with the Headmaster. At this point they should raise any issues or concerns about their child if already known.

- All pupils are invited to a taster day where they spend a day following the normal timetable; this allows informal observation and discussion about individual needs.
- Pupils who need a slower transition can return for further visits, photographs of key places and staff can ease transition for some pupils
- Teachers will visit other settings or previous nurseries if possible, to learn about the child
- The head of Learning Support will observe the child and meet with parents if appropriate
- A comprehensive information pack is sent to all families
- Pupils who move on to Year One at Cumnor will already be familiar with the setting, staff and routines of the Pre- Prep and it is a very gentle transition

## ***How are resources allocated and matched to children's special needs?***

As an independent setting, funding may not be available from the local authority. The Headmaster and Governors will consider the need for additional funding to determine where it is a reasonable adjustment or where the cost should be passed on to parents. Cumnor House Sussex aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We will respond to needs within the context of a carefully monitored budget which serves the school development plan.

## ***How is the decision about what type and how much support my child will receive made?***

- Class teachers, Head of Pre-Prep and learning support teachers will make decisions about the level of support needed for different activities, in collaboration with parents
- Where children have a Personal Provision Plan, support is agreed with Parents. Reviews are held twice a year to discuss progress and make further plans. Details are available in the Early Years Handbook

## ***How can I be involved?***

Families are the corner stone of Cumnor House Sussex. There are many special events for you to share with your children. In addition we would encourage you to:

- Get to know other families through playdates or events at school
- Keep track of your child's progress on the Tapestry website and add your own information and comments
- Play games and make story time fun
- Support your child by reading with them at home or playing games which help them to consolidate their understanding of numbers
- There will be workshop events to explain what we are doing at school
- Keep school staff informed of any key events in family life which are important to your child

## *Who can I contact for further information?*

- The first point of contact will usually be the class teacher
- You may also contact;

Head of Pre- Prep, Sarah Snell:

[ssnell@cumnor.co.uk](mailto:ssnell@cumnor.co.uk)

Head of Learning Support, Hazel Chant

[hchant@cumnor.co.uk](mailto:hchant@cumnor.co.uk)

The Headmaster, Christian Heinrich

[csh@cumnor.co.uk](mailto:csh@cumnor.co.uk)

- Other useful documents, available from the school office by request
  - Cumnor House Sussex Early Years Learning Support Handbook
  - The Cumnor House Sussex Pre-Prep Handbook and Nursery Handbook
  - The Senda Policy (for information about accessibility)
  - Child Protection Safeguarding Policy and Procedures
  - Anti-bullying policy
  - Admissions Policy

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