



Cumnor House School

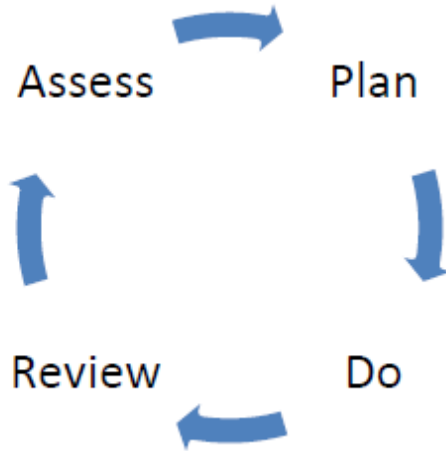
Special Educational Needs and Disabilities Information Report

A summary of provision for children with special educational needs or disabilities in the Early Years.

1. About this report	Referenced in law and guidance
<p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEND) Information Report every year. This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk</p> <p>In the report, we explain how we meet our duties towards pupils in the EYFS with special educational needs and disabilities.</p> <p><i>This report is also the information we provide to the West Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in West Sussex</i> https://westsussex.local-offer.org/</p> <p>We will review this report every year and will involve pupils and parents. If you want to give us your views about the report, please contact the school office.</p>	SEND CoP 6.81
2. Who do I contact?	
<p>If you are thinking of applying for a place, contact the Registrar, on 01825 792 006 or registrar@cumnor.co.uk for further details.</p> <p>If your child is already at the school, you should talk to the child's class teacher/tutor. School phone number: 01825 790 347</p> <p>Term dates are available on our website: cumnor.co.uk.</p>	SEND CoP 6.79 bullet 5
3. Which children does the school provide for?	



<p>Cumnor House Sussex is one of the country’s leading independent day and boarding schools for 2-13-year-old boys and girls. From the Nursery (2-4-year olds), through to the Pre-Prep (4-8-year olds) and Prep School (8-13-year-olds)</p> <p>Our term time Early Years offer will be in line with the School’s ‘Nursery’ and ‘Prep & Pre-Prep’ admissions policy. We are an inclusive school, but in order to ensure that we can provide for individual needs, we will seek to discuss and assess any children who have additional needs, and in consultation with parents, the SENDCO and the Headmaster, will decide if we can provide a tailored education to fulfill their needs.</p> <ul style="list-style-type: none"> • Cumnor House Admissions policy: https://cumnor.co.uk - Our School - Policies • Contact Information at WSCC: family.info.service@westsussex.gov.uk 01243 777807 	<p>SEND CoP 6.79 bullet 1 The kinds of SEND that are provided for</p>
<p>4. Summary of how the school meets the needs of children with SEND and disabilities</p>	
<p>At Cumnor House school our motto is Aim High, Be Kind and Dare to be Different. We are committed to meeting the needs of all children in our care. We have a whole school approach to supporting pupils with SEND and disabilities, which begins in the EYFS with our focus on early identification and intervention. This is in line with our duties under the Children and Families Act 2014, and the Equalities Act 2010.</p> <p>In the EYFS at Cumnor, as throughout the school, 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.</p>	<p>SEND CoP 6.79 bullet 5</p>



SEND CoP 6.80
re looked after
children

Class Teachers

The graduated response starts in class, where teachers and teaching 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, focused work or individual activities are all part of classroom life. An In-Class Support Plan will outline strategies, approaches and monitor targets.

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.
- PreSENDts persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has SENDsory or physical problems and continues to make little progress despite the provision of specialist equipment.
- Has communication or interaction difficulties and continues to make



<p>little progress despite the provision of a differentiated curriculum.</p> <p>The Learning Enhancement Department will work with the Head of Pre-Prep, EYFS staff, teachers and parents, to provide strategies which are additional to those which are normally available. An In-Class Support Plan will be drawn up and reviewed termly or at the end of an intervention as appropriate. This is a working document, adjusted as necessary, and will include:</p> <ul style="list-style-type: none"> • Teaching strategies to be used • Provision for classroom teaching • Targets the pupil is currently working on <p>Pupils being monitored and/or receiving EYFS Support will be recorded on the school additional needs register, pupils with a diagnosis will be recorded on the schools SEND register. At this point outside specialists may be involved to give advice, assessment or be involved in teaching the child directly.</p> <p>Individual Support</p> <p>There is 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.</p>	
<p>5. How does the school identify children’s special educational needs?</p>	
<p>We aim to identify children’s special educational needs (SEND) as early as possible, so that the child achieves the best possible outcomes</p> <p>A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.</p> <p>Children may have one or more broad areas of special educational need:</p> <ul style="list-style-type: none"> • Communication and interaction – including speech and language difficulties and autism • Cognition and learning – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia. 	<p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the</p>



- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **SENDsory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions that affect a child’s learning.

Our teaching staff in the EYFS 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 Enhancement Department. Debs Lovill has a special focus in the EYFS and Pre-Prep, working with and alongside class teachers to assist with observation and to 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 EYFS, 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 Enhancement staff or the Headmaster, if they have worries or concerns at any time.

- Teachers will raise any concerns they have with the LED department via a Concern Form and create an In-Class Support Plan to track progress; LED will arrange to observe the child, where relevant, in class and talk to the teacher about the concern; Parents will then be invited in to meet

opportunities available to work with parents and young people as part of this assessment and review



<p>teacher/LED team member (as appropriate) to discuss concern and work together to support child.</p> <p>Assessments undertaken:</p> <ul style="list-style-type: none"> • 2 yr Progress Check: Nursery staff liaise with Health Visitor if information required) • Reception entry Baseline Assessment • Reading Assessment: Reception onwards • Phonic Assessment: Reception onwards • Independent writing: Reception onwards • Ongoing Teacher formative assessment • Tapestry observations and reflections <p>We assess each pupil's skills and level of attainment when they start at the school via the Reception Baseling and formative teacher assessment. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The Pre-Prep Learning Enhancement Lead will put into action a system of gathering information from parents, child, class teachers and may carry out observations and informal and/or standardised assessments.</p>	
<p>6. How does the school teach and support children with SEND?</p>	
<p>At Cumnor House School we use quality teaching to meet the needs of children with SEND. This will include:</p> <ul style="list-style-type: none"> • Differentiated high quality class teaching • Use of concrete and visual resources • Personalised support, based on provision plan from all staff • Pre-Prep offer small intervention groups • 1:1 teaching from a specialist teacher (additional charge) • 1:1 intervention from a therapist (additional charge) 	<p>SEND CoP 6.79 bullet 7 The approach to teaching children and young people with SEND</p>



<p>7. How will the curriculum and learning environment be matched to the child's needs?</p>	
<p>All pupils will have access to a broad and balanced curriculum which is suitable for all our pupils. We will set high expectations for all pupils.</p> <p>We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level and make progress. This is called 'differentiation'.</p> <p>We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will talk with children and parents as part of the SEND support cycle (assess, plan, do, review). (This is from SEND Code 6.12).</p> <p>Curriculum information is provided to parents by each year group via the Parent Portal from Reception onwards.</p>	<p>SEND CoP 6.79 bullet 8 How adaptations are made to the curriculum and the learning environment of children and young people with SEND</p>
<p>8. How are parents and carers involved in reviewing children's progress and planning support?</p>	
<p>We are committed to working in partnership with Parents, who we believe are the experts about their own children.</p> <ul style="list-style-type: none"> • 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 an In-Class Support Plan, shared with parents. Reviews are held regularly to discuss progress and make further plans. • There is a Parents' Consultation meeting each year, more time or additional meetings can be arranged during the year. • We have an on-line Learning Journal called Tapestry which is used to reflect upon Early Learning Goals and 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 Log published on Tapestry communicating the day's events with parents. 	<p>SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEND and involving them in their child's education</p> <p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people's progress towards</p>



<ul style="list-style-type: none"> • In Reception, 'Reading Diaries' allow contact between home and school to enable us to share 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 Social and Information evening at the beginning of the school year for Reception Parents, this is a social event which enables parents to meet key staff and to meet other families in an informal setting. • There is a Parents drinks evening in Nursery at the end of the Summer Term to enable current and new parents to meet each other. <p>Families are the cornerstone of Cumnor House Sussex. There are many special events for you to share with your children. In addition, we would encourage you to:</p> <ul style="list-style-type: none"> • Get to know other families through play-dates 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. • Attend workshop events on core curriculum and pastoral areas (we call them Forums) to explain what we are doing at school and how you can help at home. • Keep school staff informed of any key events in family life which are important to your child. 	<p>outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review</p>
<p>9. How are children involved in reviewing their progress and planning support?</p>	
<p>Listening to the views of our children is very important at Cumnor House. We believe that children are central to the process of their own learning and we are committed to involving them at an age and developmentally appropriate level.</p>	<p>SEND CoP 6.79 bullet 4 Arrangements for consulting young people with SEND and</p>



<table border="1"> <thead> <tr> <th><i>Types of Pupil Voice</i></th> <th><i>Who's involved?</i></th> </tr> </thead> <tbody> <tr> <td><i>Self assessment</i></td> <td><i>Pupil, class teacher/ tutor</i></td> </tr> <tr> <td><i>Class Circle times</i></td> <td><i>Pupil, class teacher/ tutor</i></td> </tr> <tr> <td><i>Pupil Voice Interviews (where applicable)</i></td> <td><i>Pupil, SENDCo, class teacher/ specialist teacher/ tutor</i></td> </tr> <tr> <td><i>SEND support review meetings</i></td> <td><i>Pupil, parents, class teacher/specialist teacher</i></td> </tr> <tr> <td><i>Annual Reviews (EHC plans only)</i></td> <td><i>Pupil, parents, Learning Enhancement Pre-Prep Lead, SENDCo, class teacher/ form tutor, support services, local authority where relevant.</i></td> </tr> <tr> <td><i>Weekly Pastoral Assembly</i></td> <td><i>Head of Pre-Prep, Reception, Year 1, Year 2</i></td> </tr> <tr> <td><i>Weekly Praise Assembly</i></td> <td><i>Head of Pre-Prep and Staff, Reception, Year 1, Year 2</i></td> </tr> </tbody> </table>	<i>Types of Pupil Voice</i>	<i>Who's involved?</i>	<i>Self assessment</i>	<i>Pupil, class teacher/ tutor</i>	<i>Class Circle times</i>	<i>Pupil, class teacher/ tutor</i>	<i>Pupil Voice Interviews (where applicable)</i>	<i>Pupil, SENDCo, class teacher/ specialist teacher/ tutor</i>	<i>SEND support review meetings</i>	<i>Pupil, parents, class teacher/specialist teacher</i>	<i>Annual Reviews (EHC plans only)</i>	<i>Pupil, parents, Learning Enhancement Pre-Prep Lead, SENDCo, class teacher/ form tutor, support services, local authority where relevant.</i>	<i>Weekly Pastoral Assembly</i>	<i>Head of Pre-Prep, Reception, Year 1, Year 2</i>	<i>Weekly Praise Assembly</i>	<i>Head of Pre-Prep and Staff, Reception, Year 1, Year 2</i>		<p>involving them in their education and 6.79 bullet 5</p>
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<p>10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?</p>																		
<p>We are committed to supporting pupils who transfer to us or to a new school at any point in their school career.</p> <p>When joining our school:</p> <ul style="list-style-type: none"> • 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 contact other settings or previous nurseries to learn about the child. • The SENDCO will observe the child and meet with parents if appropriate. 		<p>SEND CoP 6.79 bullet 6 Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment,</p>																



<ul style="list-style-type: none"> • A comprehensive information pack is SENDt to all families. • Pupils moving from Cumnor Nursery to Reception already know the Reception staff; all Reception children are invited to visit the Reception classroom before the new Autumn Term begins to familiarise them with the setting and to meet any new children, and parents, joining the school. • All Reception children are SENDt a photo-booklet of the areas of the school, their teachers and their classroom to allow them to get to know the setting and any new faces and names. • 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; teachers from Reception meet with Y1 teachers to ensure full handover and continuity of care. • Parent Forums are held for Nursery parents to advise and inform on school life and organisation and to enable parents to ask any questions. <p>For pupils who leave the school, who have received SEND support or intervention:</p> <ul style="list-style-type: none"> • Parents are consulted to make a transition plan. • The SENDCO will contact the new school LED Co-Ordinator (SENDco) and shares any documents and information agreed by Parents. • Special transition visits during school time can be arranged. 	<p>independent living and participation in society</p>
<p>11. What training do school staff have?</p>	
<p>When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day.</p> <ul style="list-style-type: none"> • 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 	<p>SEND CoP 6.79 bullet 9 The expertise and training of staff to support children and young people with SEND, including how specialist</p>



<p>at an individual pupil or whole class level.</p> <ul style="list-style-type: none"> • Regular monitoring of teaching enables evaluation of staff training needs. • Whole staff training updates are carried out by the Learning Enhancement Department. • Staff in the Learning Enhancement Department, have undertaken further training in supporting learning difficulties. • Training is accessed from the Local Authority and from our in-house therapists. • Online training is provided for all staff to complete. • In addition to the Learning Enhancement Pre-Prep lead (Debs Lovill) and the school SENDCO (Fiona Merritt) we have a designated SEND coordinator in the Nursery (Emily Tier). 	<p>expertise will be secured</p>
<p>12. How does the school measure how well it teaches and supports children with SEND?</p>	
<p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.</p> <p>We regularly review our SEND provision and use this to develop an action plan to further improve our SEND provision.</p>	<p>SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEND</p>
<p>13. How accessible is the school and how does the school arrange equipment or facilities children need?</p>	
<p>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</p>	<p>Section 69</p>



<p>Equal Opportunities Policy. The reasonable adjustments necessary for inclusion of individual pupils with a disability are set out in the school's SENDA document.</p> <ul style="list-style-type: none"> • There are no special facilities at the school for pupils who are physically disabled. • The new Nursery building has wheelchair access and disabled toilets. Similarly, other buildings on site will have wheelchair access to some rooms, and disabled toilets. Our new Science centre also has 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. <p>As an independent setting, funding is only available available from the local authority via EHCP. 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.</p>	<p>Children and Families Act 2014</p>
<p>14. How are children included in activities with other children, including school trips?</p>	
<p>Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.</p> <p>We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.</p> <p>We will always strive to make all trips and activities inclusive through planning and risk assessment.</p>	<p>SEND CoP 6.79 bullet 11 How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND</p>



<p>15. What support is there for children’s overall well-being and their emotional, mental and social development?</p>	
<ul style="list-style-type: none"> • We have robust Safeguarding policies which are regularly reviewed and are available for you to read on our website. Our designated safeguarding lead is the Deputy Head Pastoral, Michael Matthews. • 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. • Qualified paediatric first aiders are available in the EYFS settings and across the school. • Staff have regular meetings focused on the pastoral and emotional needs of children. • From Pre-school Nursery the school employs the Jigsaw PSHE programme for time tabled PSHE lessons. This is viewed as an extremely important area of the curriculum. 	<p>SEND CoP 6.79 bullet 12 Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying</p>
<p>16. What specialist services does the school use to support children and their families?</p>	
<p>As part of the cycle of SEND support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child’s specific needs are met. Parents are always involved in any decision to involve specialists.</p> <ul style="list-style-type: none"> • Within Cumnor we have specialist Learning Support teachers, who all 	<p>SEND CoP 6.79 bullet 13 How the school involves other bodies, including health</p>



<p>have additional qualifications to teach pupils with dyslexia. We take advice from the wider school staff especially the school nurse.</p> <ul style="list-style-type: none"> • We work in co-operation with a range of outside agencies including therapists and educational psychologists. • One Speech and Language therapist carries out assessment and weekly sessions in school. Whilst this is a private arrangement with parents it enables closer working and cooperation. <p><i>Link to local offer pages on council and health services.</i> https://westsussex.local-offer.org/</p>	<p>and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families</p>
<p>16. Where can I get information, advice and support?</p>	
<ul style="list-style-type: none"> • The first point of contact will usually be Registrar, registrar@cumnor.co.uk • You may also contact the Head of Pre-Prep, Jacqui Freeman jfreeman@cumnor.co.uk <p>Pre-Prep, Learning Enhancement Lead, Debs Lovill dlovill@cumnor.co.uk</p> <p>School SENDCO, Fiona Merritt fmerritt@cumnor.co.uk</p> <p>Joint Heads of Nursery, Emily Tier Louise Hackett etier@cumnor.co.uk lhackett@cumnor.co.uk Telephone: 01825 729982</p> <p>The Headmaster, Fergus Llewellyn fllewellyn@cumnor.co.uk</p> <ul style="list-style-type: none"> • Other useful documents: <p>Cumnor House Sussex Pre-Prep Handbook and Nursery Handbook SENDa Policy</p>	<p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p>



<p>Child Protection Safeguarding Policy and Procedures</p> <p>Anti-bullying policy</p> <p>Admissions Policy</p> <p>The 'local offer' on the internet shows advice and advocacy services for children, young people and parents and carers</p> <ul style="list-style-type: none"> • https://cumnor.co.uk - Our School - Policies 	
<p>18. What do I do if I am not happy or if I want to complain?</p>	
<p>In the first instance, you should raise any concerns/complaints directly with the relevant contact for the department:</p> <ul style="list-style-type: none"> • Debs Lovill: Learning Enhancement Lead for Pre-Prep • Fiona Merritt: School SENDCO • Jacqui Freeman: Head of Pre-Prep • Emily Tier: Nursery SEND coordinator <p>If this is not appropriate, you can raise concerns directly with the Headmaster: Fergus Llewellyn</p> <p>Cumnor has a School Complaints Procedure which is available on our website and which will explain our formal complaints procedure: https://cumnor.co.uk/</p>	<p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with SEND about the provision made at the school</p>