



Cumnor House School Special Educational Needs 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 |
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| <p>The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. 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 East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex</i> www.eastsussex.gov.uk/localoffer</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, Cecilia Desmond, on 01825 792 006 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>In addition, you may contact the Head of Pre-Prep and Nursery, Jacqui Freeman jfreeman@cumnor.co.uk</p> <p>The Learning Enhancement Co-ordinator (our name for the school SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have</p> | SEND CoP 6.79 bullet 5 |

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| <p>Education Health and Care (EHC) plans. The Learning Enhancement Co-ordinator also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.</p> <p>Lisa Phillips Head of Learning Enhancement</p> <p>How to Contact email: lphillips@cumnor.co.uk 01825 790 347</p> <p>Best time to contact is Monday-Friday term times. (Term dates are available on our website: www.cumnor.co.uk.)</p> | |
| <p>3. Which children does the school provide for?</p> | |
| <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 Head of Learning Enhancement, Head of Pre-Prep and the Headmaster, will decide if we can provide a tailored education to fulfill their needs, before accepting a child into school.</p> <ul style="list-style-type: none"> • Cumnor House admissions policy • school admissions - East Sussex.gov.uk • contact Information for Families for admissions advice 0345 60 80 192 | <p>SEND CoP 6.79 bullet 1 The kinds of SEN that are provided for</p> |
| <p>4. Summary of how the school meets the needs of children with SEN 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 <i>all</i> children in our care. We have a whole school approach to supporting pupils with SEN 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>SEND CoP 6.79 bullet 5</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.



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.

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.

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| <ul style="list-style-type: none"> • Has communication or interaction difficulties and continues to make little progress despite the provision of a differentiated curriculum. <p>The Learning Enhancement 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:</p> <ul style="list-style-type: none"> • Short term targets • Teaching strategies to be used • Provision to be put in place/Success Criteria <p>Pupils receiving EYFS Support will be recorded on the school Learning Enhancement 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 (SEN) as early as possible, so that the child achieves the best possible outcomes. A pupil has SEN 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. 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. • Social, emotional and mental health difficulties – including | <p>SEND CoP 6.79 bullet 5 Arrangements for assessing and reviewing children and young people’s progress towards outcomes. This should include the opportunities available to work with</p> |

difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.

- **Sensory and/or physical needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

parents and young people as part of this assessment and review

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, led by **Lisa Phillips**. We have 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 behaviour. We believe children learn better if they see teachers and parents working together for their benefit.

Parents can speak to teachers informally each day or 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.

If a child is exhibiting social, emotional and behavioural difficulties, teachers will raise any concerns they have with the LED department via a Concern Form; LED will arrange to observe the child in class and talk to the teacher about the concern. Parents will then be invited in to meet an LED team member and class teacher to discuss concern and work together to support the child.

If a child has English as an Additional Language, parents will fill in a questionnaire at the admissions stage for the school to gather further information. This will be passed to the Head of Pre-Prep and the Head of

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| <p>LED to decide if additional support is required. A child can be referred to the LED at any time in the usual way. EAL support is different from SEND support unless additional needs are also identified.</p> <p>Assessments undertaken:</p> <ul style="list-style-type: none"> • Nursery entry Baseline Assessment • 2 year old Progress Check: Nursery staff liaise with Health Visitor if information required) • Reception entry Baseline Assessment • Language Link: assessment screener for receptive speech and language • Reading Assessment: Reception Summer Term onwards • Phonic Assessment: Reception Spring Term onwards • Independent writing: Reception Summer Term onwards • Ongoing Teacher formative assessment • Bi-weekly Tapestry Assessment <p>We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less progress than we would expect for their age or individual circumstances, we will consider whether they have special educational needs. The SEN Co-ordinator (SENCO) will put into action a system of gathering information from parents, child, class teachers and will carry out observations and informal and standardised assessments. This whole process is carried out in collaboration with parents.</p> | |
| <p>6. How does the school teach and support children with SEN?</p> | |
| <p>At Cumnor House School we use high quality teaching to meet the needs of children with SEN. 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 the provision plan from all staff • Short term target setting • Pre-Prep offer small intervention groups with a specialist teacher • 1:1 teaching from a specialist teacher (additional charge) | <p>SEND CoP 6.79 bullet 7 The approach to teaching children and young people with SEN</p> |

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| <ul style="list-style-type: none"> • 1:1 intervention from a therapist (additional charge) | |
| <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 SEN 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 use our Assessment policy to do this. We will talk to children and parents as part of the SEN 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.</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 SEN</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 enhancement 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 to make further plans. Details are available in the Early Years Handbook • 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 Enhancement Department will also send frequent emails to update on progress • We have an on-line Learning Journal called Tapestry which is | <p>SEND CoP 6.79 bullet 3 Arrangements for consulting parents of children with SEN 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</p> |

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| <p>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</p> <ul style="list-style-type: none"> • A daily log is published on Tapestry, communicating day's events to parents. Information sheets are available on request. • 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 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 • 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 and to meet Reception teachers in advance of your child's move into Reception <p>Families are the centre 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>towards 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> | |

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 any age and at a developmentally appropriate level.

SEND CoP 6.79 bullet 4 Arrangements for consulting young people with SEN and involving them in their education and 6.79 bullet 5

| <i>Types of Pupil Voice</i> | <i>Who's involved?</i> |
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| <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</i> | <i>Pupil, SENCo, class teacher/ specialist teacher/ tutor</i> |
| <i>SEN support review meetings</i> | <i>Pupil, parents, class teacher/specialist teacher</i> |
| <i>Annual reviews (EHC plans only)</i> | <i>Pupil, parents, SENCO, class teacher/ form tutor, support services, local authority.</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, Nursery children & Staff, Pre-Prep children and Staff, Pre-Prep SENCO</i> |

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

We are committed to supporting pupils who transfer to us or to a new school at any point in their school career.

When joining our school:

- 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,

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

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| <p>photographs of key places and staff can ease transition for some pupils</p> <ul style="list-style-type: none"> • Teachers will visit other settings or previous nurseries if possible, to learn about the child • The head of Learning Enhancement will observe the child and meet with parents if appropriate • A comprehensive information pack is sent to all families • Pupils moving from Cumnor Nursery to Reception already know the Reception staff who work regularly in Nursery; all Reception children are invited to visit the Reception classroom shortly 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 sent 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 <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 Head of Learning Enhancement will make contact with the new school SENCO and share any documents and information agreed by Parents. • Special transition visits during school time can be arranged. • If required, a booklet can be made regarding transition to the new school. | <p>outcomes should reflect their ambitions, which could include higher education, employment, 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> | <p>SEND CoP 6.79 bullet 9 The expertise and training of staff to support</p> |

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| <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 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 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 Pre-Prep SENCO (Debs Lovill), we have a designated SEN co-ordinator in the Nursery (Emily Tier) <p>East Sussex County Council training for schools- czone.eastsussex.gov.uk</p> <p>Inclusion Development Programme- idponline.org.uk</p> <p>Advanced training materials- advanced-training.org.uk</p> | <p>children and young people with SEN, including how specialist expertise will be secured</p> |
| <p>12. How does the school measure how well it teaches and supports children with SEN?</p> | |
| <p>We regularly and carefully review the quality of teaching for all pupils to make sure no-one underachieves. 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 complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.</p> | <p>SEND CoP 6.79 bullet 10 Evaluating the effectiveness of the provision made for children and young people with SEN</p> |

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| <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 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, except, • 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 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.</p> | <p>Section 69 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 SEN engage in the activities of the school together with those who do not have SEN 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 SEN engage fully in the life of the school and in any wider community activity.</p> | <p>SEND CoP 6.79 bullet 11 How children and young people with SEN are enabled to engage in activities available with children and young people in the school who</p> |

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| <p>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.</p> | <p>do not have SEN</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 Director of Compliance, Health and Welfare and the school nursing sister, Paula Talman. Paula is a member of the Senior Management Team and leads the medical 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 one day a week. Her work with families is confidential and 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 • All key staff in the EYFS and Nursery are fully qualified paediatric first aiders • Staff have regular meetings focused on the pastoral and emotional needs of children • From Pre-Prep, the school follows the wellbeing curriculum iSpace during weekly pastoral assemblies and timetabled 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 SEN and measures to prevent bullying</p> |
| <p>16. What specialist services does the school use to support children and their families?</p> | |

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| <p>As part of the cycle of SEN 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"> • At Cumnor, we have an educational psychologist and five specialist Learning Enhancement 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 <p>https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/ https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/</p> | <p>SENd CoP 6.79 bullet 13 How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families</p> |
| <p>17. Where can I get information, advice and support?</p> | |
| <ul style="list-style-type: none"> • The first point of contact will usually be the class teacher • You may also contact the Head of Pre- Prep and Nursery, Jacqui Freeman jfreeman@cumnor.co.uk <p>Head of Learning Enhancement, Lisa Phillips lphillips@cumnor.co.uk</p> <p>Early Years Coordinator, Kelly Davies kdavis@cumnor.co.uk</p> <p>Joint Heads of Nursery, Emily Tier Louise Hackett etier@cumnor.co.uk lhackett@cumnor.co.uk</p> <p>The Headmaster, Christian Heinrich csh@cumnor.co.uk</p> | <p>CoP 6.81 re local offer</p> <p>Children and Families Act regulation 51, schedule 1 (11)- re advice</p> |

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| <ul style="list-style-type: none"> • Other useful documents: <p>Cumnor House Sussex Early Years Learning Support Handbook</p> <p>Cumnor House Sussex Pre-Prep Handbook and Nursery Handbook</p> <p>SENDA Policy (for information about accessibility)</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> <p>www.eastsussex.gov.uk/localoffer</p> | |
| <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"> • SEN/LED: Lisa Phillips, Head of Learning Enhancement • Pre-Prep & Nursery: Head of Pre-Prep & Nursery <p>If this is not appropriate, you can raise concerns directly with the Headmaster, Christian Heinrich</p> <p>Cumnor has a School Complaints Procedure which is available on our website and which will explain our formal complaints procedure.</p> | <p>SEND CoP 6.79 bullet 14 Arrangements for handling complaints from parents of children with SEN about the provision made at the school</p> |