



Cantrell Primary and Nursery School

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Governors' Report for SEND

In September 2014 a new SEND code of Practice was introduced. This new code of practice requires each local authority to publish a "Local Offer". Nottingham's local offer can be found at:

<https://www.asklion.co.uk/kb5/nottingham/directory/landing.page?directorychannel=3>

Schools are required to publish a 'school offer' on their website. To view our school offer follow the link below:

<http://www.cantrell.nottingham.sch.uk/index.php/key-information/special-educational-needs-and-disabilities-send>

Our school offer outlines the provision at Cantrell for pupils with SEND. This includes arrangements for early identification, assessment, working with outside agencies and additional support.

The new SEN policy can also be found on this section of the website and is to be read alongside the following policies:

- Accessibility
- Equality
- Behaviour
- Attendance
- Health care and Medical needs
- Anti-bullying

School's admissions arrangements for pupils with SEN or disabilities- transition, phased entry

Cantrell Primary and Nursery School aims to be a fully inclusive school. If a parent wishes to have their child with a SEN/D educated in a mainstream school, the Local Authority must provide a place, unless this is incompatible with the efficient education of other children, and there are no reasonable adjustments that can be made to prevent the incompatibility. We adhere to the principles of the Equality Act which prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

All our children are assessed when they join our school, so that we can build upon their prior learning and experiences. We use this information to provide starting points for the development of an appropriate curriculum and timetable for all our children. Cantrell Primary and Nursery School will endeavour to manage pupil admissions in a sensitive way through for example phased entry and pre transition meetings as appropriate.

Cantrell supports transition throughout the school and where appropriate will access support from the Local Authority transition team.

Children and parents have the opportunity to meet their new teacher during the summer



term and additional visits are arranged where appropriate. Additional resources are supplied to aid transition for example pupil passports and photo books.

The Y6 staff and the SENCO liaise with all receiving schools to ensure smooth transition and that all relevant documentation is passed on sensitively.

The steps we have taken to prevent pupils with SEN from being treated less favourably than other pupils

The school records include the 'Equality Incident Form' designed to capture information about incidents relating to a range of types including SEN/D. Information is analysed and action taken as appropriate. Equality incidents are presented to the Full Governing Body on a termly basis. We strive to ensure that SEND children are fairly represented in all school activities including for example on the school councils and in achievement assemblies, as well as ensuring that their work is displayed alongside that of children who don't have specific educational needs

Access facilities for pupils with SEN/D

The school has published its accessibility plan as part of its Single Equality Policy Statement. The following extract illustrates the work we have more recently carried out to ensure the school meets its commitment to inclusivity;

Further improve access to all school buildings and curriculum by;

- Fitting handrail for use on annexe building (Year 4 door) from L.A./DAG funding
- All children to walk on the left-hand side of corridors
- Further develop access for visually-impaired children in nursery/school (eg visualiser, use of Braille)
- Individualised curriculum for children unable to access Quality First/differentiated curriculum
- 1:1 support to be funded as appropriate
- Individual risk assessments and handling policies to be written where necessary
- Staff to be trained in Positive Handling
- Support packages (eg Social Skills) interventions to be bought in from L.A.
- Link of accessibility to Provision Management across school
- Annexe playground to be fitted with soft surfaces and paths
- Large screen to be added to dining room to aid VI children
- Emergency lighting to be fitted throughout school building

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

The Governing body have in place a complaints policy to deal with issues relating to the school and the services it provides. This can be found on the school website from within the pull down menu for school policies. The exception to this requirement are complaints relating to some Special Educational Needs issues. In these cases further advice can be found at the Special Educational Needs (SEN) Service

<http://www.nottinghamcity.gov.uk/education-and-schools/special-educational-needs-service/>

The school endeavours to address any complaints a parent/carer may have regarding SEND provision through informal procedures. Haydn values the partnership between parents who are asked to discuss any issues initially with the class teacher, SENCO or senior TA. However if this is not successful, the governing body has adopted the Nottingham City complaints procedure. A copy of this can be made available from the Local Authority.



How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils-

If the Individual Provision Map review for a child identifies that support is needed from outside services, the school will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. Where pupils educational needs cannot be met through the interventions listed in the School Offer, (see website) higher level interventions will be implemented with the support of additional, such as Inclusive Education Services or Educational Psychology. External support services will provide information for the child's new IPM. The new strategies within the IPM will, wherever possible, be implemented in the child's normal classroom setting.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

SEND Local Offer

Local Offer for children with Special Educational Needs and Disabilities (SEND)

<https://www.asklion.co.uk/kb5/nottingham/directory/landing.page?directorychannel=3>

Special Educational Needs (SEN) Service

Supporting children and young people with special educational needs to get the most out of school life.

<http://www.nottinghamcity.gov.uk/education-and-schools/special-educational-needs-service/>

