



Canvey Island Infant School & Nursery

SEND Information Report

First published September 2014 and reviewed at least annually
10th Review: January 2026

The SENDCo for the school is Miss Maynard. Miss Maynard works Monday to Friday and her contact details are as follows:
Tel. 01268 683257 Email: sendco@canvey-inf.essex.sch.uk

Learning is a Journey, not a Destination.

School Vision

At Canvey Island Infant School and Nursery every child matters.
We aim to prepare our children for a successful future, and we believe that learning is a journey not a destination.

At any time, according to need, the following support is offered to children with special educational needs and/or disabilities, including children who are looked after by the Local Authority.

What special educational needs and/or disabilities are supported at Canvey Island Infant School and Nursery?

At Canvey Island Infant School and Nursery we understand that every child has his, or her, own style and pace of learning and that some children may need more support than others. Therefore, we endeavour to employ strategies that meet these differing needs and allow access to the full curriculum.

Children who require additional support may have difficulties that fall within four broad areas of need:

1. *Communication and interaction*

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for every child with SLCN is different and their needs may change over time. Children and young people with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction because difficulties with language, communication and imagination can impact on how they relate to others.

2. *Cognition and learning*

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

- Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD).

- Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties that manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Their behaviour may reflect underlying mental health difficulties.

4. Sensory and / or physical needs

Some children and young people require special education provision because they have a disability that prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Arrangements for the admission of disabled children.

Where possible, prior to a child's admission to the school or nursery, meetings are arranged with parents/carers. Other professionals may also be asked to contribute/attend these meetings e.g. pre-school/nursery/previous school and relevant healthcare professionals. These meetings provide an opportunity to glean as much information as possible, in order to make the transition to Canvey Island Infant School and Nursery as smooth as possible.

Topics under discussion include the child's personal needs, any specialist equipment that may be required and details of the support that will be offered at the school. In addition to this, a personalised induction programme may be set up to allow the child to get used to the school and/or the staff before the date of admission.

Facilities offered to support children with disabilities may differ from one child to another, but the school is fully committed to providing the appropriate level of support; the necessary equipment and to making adjustments to the environment and timetables, as necessary, to meet a child's needs.

Please also see the school's Equality and Accessibility Plan on our website – www.canveyislandinfantschool.co.uk

Information about our policy for the identification and assessment of children with special educational needs and/or disabilities, including those who are looked after by the Local Authority.

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability that prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Children with SEND are identified by means of the following:

Parental input

A parent/carer may bring to the attention of the school, concerns related to a child's progress, or information regarding physical or emotional problems.

External professionals/agencies

Prior identification of SEND may have been made by a previous setting, doctor/paediatrician, speech therapist, health visitor, social worker, occupational therapist and/or another health professional. Where possible, we liaise with relevant professionals/agencies to ensure effective transfer of information and assessment details.

Children who have significant and/or complex needs, may be admitted to school with an Education, Health and Care plan already in place. Additional funding may be provided by the local authority to support the child's needs, beyond what a school must supply out of its own budget.

Concerns raised by class teachers

Identification of SEN involves one or more of the following strategies: analysis of data created by assessments (e.g. baseline assessments, end of term assessments or tracking data), teacher/SENDCo/classroom support staff observations, discussions with the child, progress evaluations and use of assessment tools (information on assessment tools available is provided later in the document).

Sometimes, with consent from a parent/carer, more specific assessments are necessary to determine particular areas of need and these can be undertaken by an educational psychologist, speech and language therapist, inclusion partner and/or the health authority – in collaboration with the SENDCo.

<p>The school's arrangements for consulting <i>children with special educational needs and/or disabilities</i>.</p>	<ul style="list-style-type: none"> • The views of children receiving additional SEND support are gained through discussion. Sometimes resources such as pictures are used to support these conversations. The views of the child are recorded either by the child or by supporting adults. • One Page Profiles are created with both the child and their parents/carers to identify and record a child's strengths, interests, what is important to them and for them and how best to support them with their learning. • All children, according to their age and developmental levels, self-evaluate their learning during lessons. • Children who have been identified as having SEND, will have a One Plan/Personal Plan created to support their progress. Children are involved in setting the targets for these plans as much as possible.
<p>Information on how we assess and review progress for children with special educational needs and/or disabilities.</p>	<p>Canvey Island Infant School and Nursery responds to the needs of each child using a system known as the graduated approach. This takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a child's needs and the support required to help them secure good outcomes increases.</p> <p>Assessment tools available include:</p> <ul style="list-style-type: none"> • On-entry school baseline assessments take place in each year group (children in the Nursery and Reception Classes are assessed using checkpoints linked to the 'Development Matters' framework. These initial baseline assessments should be carried out within 6 weeks of joining the Nursery and within the first month for children joining Reception. • Teacher assessment records • Termly tracking data • Termly phonic checks (with the exception of children in the Nursery and children in our Reception classes in the Autumn Term) • Ordinarily Available: Inclusive Teaching Framework • Ordinarily Available: Targeted Support • Cherry Garden Branch Maps • Optional Key Stage One SATS • Essex SEN top-up funding banding descriptors (draft version Spring 2023) • Diagnostic assessments such as the Wellcomm Early Years Toolkit, Speech Link, Infant Language Link, Essex Accuracy and Fluency Assessment of Literacy Skills (AFALS), Essex Educational Psychology Service Maths Intervention Assessment Grid.

- Evaluations/analysis of the data created by interventions to evidence their impact on progress.

Reviewing progress includes:

So that teaching staff can keep parents/carers up to date with their child's progress, two consultation appointments are held a year and a written report is provided in the Summer Term for all children. In addition to this, for children on our Special Educational Needs (SEND) register, termly review meetings are held with parents/carers to discuss/record the progress made towards the individual targets stated on a child with SEND's Personal Plan/One Plan.

Children with an EHC Plan also receive termly meetings, two interim reviews and an 'annual review' to highlight progress made and next steps provision. Annual reviews are summative assessments of progress made annually from the start date of an EHCP.

School arrangements to support transfer between different phases of education.

Please note: adaptations to the usual transition procedures occurred during the Summer Term of 2020 due to the Covid 19 virus. Similar adaptations may be implemented again should they be required.

Arrangements for transfer from preschool to the school

- All children starting the school in a Reception Class are invited to attend two 'stay and play' sessions at the school.
- The EYFS teaching staff and/or SENDCo also liaise with Pre-School/Nursery partners to gain relevant information, which will inform the school's provision for children with SEND.
- The EYFS team arrange induction meetings or visits with parents/carers for all children joining the Nursery or starting school in September in one of our Reception Classes. If a child has already been identified as having SEND, an additional meeting may be arranged with parents/carers by the SENDCo. These meetings provide an opportunity for parents/carers to discuss their child's additional needs and how best to support them. These conversations help to ensure that everyone develops a good understanding of the child's areas of strength and difficulty and that any parental concerns are considered.
- For children in receipt of an Educational Health Care Plan or IPRA funding, a personalised enhanced transition timetable may be decided in collaboration with parents/carers.

Arrangements for transfer from class to class -

- All pupils meet their new teachers on two occasions at the end of the summer term. Extra visits to the new class can be arranged for individual pupils if necessary.
- Before the beginning of a new academic year, a child's current class teacher will meet with the next teacher to talk about the pupils with SEND. The new class teacher will also be provided with the necessary SEND records, including the latest One Plan/Personal Plan.

- Where required, the SENDCo will arrange any relevant training courses to ensure all adults working with pupils with SEND are clear as to the identified needs and how best to support them.

Arrangements for transfer to Canvey Junior School -

- All children in Year 2 complete a transition programme, but if an enhanced transition is required for a child with SEND, the SENDCo will liaise with the relevant staff members from Canvey Juniors to support a successful transition. This may include a request for additional transition visits, staff from Canvey Juniors attending transition meetings e.g. summer term One Plan meetings/Annual Reviews and/or a transition book.
- All SEND records and assessment results are passed on to Canvey Junior School.

The school's approach to teaching children with special educational needs and/or disabilities.

All children at Canvey Island Infant School and Nursery are supported by:

- 'High quality' teaching, with clear success criteria and adapted to meet the needs of all learners, provides the framework for all learning in our school.
- Visual timetables are displayed in every classroom.
- In every class, there is a consistent learning environment with established practices and routines.
- A nurturing environment is created to help meet the emotional needs of all children.
- Displays and learning walls are also created to support learning and teaching.

Some children at Canvey Island Infant School and Nursery are supported by the following:

- Class teachers quickly implement short-term intervention sessions if a child is identified as not making expected progress. Intervention activities can be offered in phonics, reading, writing, mathematics, fine motor control and social/emotional skills. These intervention sessions are usually delivered in small groups with a member of our support team, as part of their classroom provision.
- If little or no impact has been made despite a child receiving focused interventions, a triangulated discussion will be had around whether the pupil does indeed have SEND. If it is agreed by all relevant stakeholders, including the parents/carers, the pupil does have SEND they will be added to the School's SEND Register.
- When a child is identified as having SEND a 'One Page Profile' will then be created that helps to capture the pupils' character, their strengths, along with specific strategies and/or approaches to support their learning.
- A Personal Plan/One Plan with personalised desired outcomes and detailed intervention strategies will also be implemented.
- Children who have been identified as needing a Personal Plan/One Plan will receive regular interventions to address their particular areas of difficulty. Interventions will be timetabled to allow the child to benefit from a

broad and balanced curriculum and take place either on a one-to-one basis and/or in small groups usually with a member of our support staff but sometimes with the SENDCo.

- Children who attend speech and language therapy are given a Care Plan by their therapist. The speech targets stated on a Child's Care Plan are used to help create a Personal Plan/One Plan. Speech difficulties are supported in school through small group (evidence-based) speech interventions and/or 1to1 support to address their individual speech targets.
- Children with speech, language and communication needs may be offered support through the use of evidence-based interventions. Those available include: Speech Link, Infant Language Link, Colourful Semantics, Language Barrier games, Wellcomm and Musical Communication sessions.
- Children experiencing difficulties with using language in social situations may be supported by participation in Socially Speaking interventions/games such as playing simple board games for turn taking such as 'Guess Who?', Lego Therapy and Social Stories.
- Children experiencing difficulties with producing certain sounds in their speech may be given one to one support using our Speech Link programme in Reception and Key Stage One and Kaufman Speech Programme in Nursery.
- Limited funding is available to purchase equipment to support the needs of children with disabilities.
- The SENDCo accesses advice and support for individual children from outside agencies e.g. inclusion partners, therapists and educational psychologists.

Canvey Island Infant School and Nursery continuously strives to ensure that all pupils are offered high quality support which appropriately meets the changing needs of our pupils. Therefore, the support mentioned above is not exclusive and is constantly evolving.

How children with SEND are enabled to engage in activities available in the school with children who do not have SEND.

- Children with SEND are supported on school trips by an additional adult, where required.
- When required, full risk assessments detailing adaptations / support arrangements are undertaken to enable full access to activities and the wider curriculum.
- Children with significant needs are supported for P.E by an additional adult.
- The school works in close collaboration with parents/carers when organising external events that may cause undue stress or anxiety to a child with SEND e.g. if it is in the best interest of a child, a parent may be asked if they would like to accompany us on a school visit.

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Adaptation to the curriculum and learning environment for children with special educational needs and/or disabilities.

We provide a broad and balanced curriculum that ensures all pupils achieve their full potential. For the majority of pupils identified as having Special Educational Needs or Disabilities, provision will be made by adaptation of the normal curriculum planning.

When planning, teachers consider the abilities and needs of all of the children in their class. If considered appropriate, they may plan using objectives below age-related expectations for children with SEND (this may include extended access to our Early Years environments to encourage learning through play to meet the developmental needs of some children). This is shown on planning documents.

Within each class adaptive planning/teaching methods (e.g. scaffolding and/or differentiation) are used to ensure all children make progress against the taught learning objective. Delivery of this provision for all children, including those with special educational needs, should wherever possible, take place in the normal classroom setting. However, children (including those with SEND) who are finding some aspects of learning difficult, despite adaptation, may be supported in a small group, or on a one to one basis - within the classroom by the class teacher or a member of our support staff.

Children, including those with SEND, are sometimes withdrawn from lessons for short periods of time to work on their individual targets or to quickly address gaps in their learning - usually this support is given by a member of our support staff but a child's learning/progress remains the responsibility of the class teacher. Children may also be withdrawn for short periods of time from class because they are following a short-term evidence-based intervention programme, due to identification of a need to accelerate learning or target key skills.

Learning environment

- The school building (including the Nursery) is all one level and fully wheelchair/walking frame friendly (ramps have recently been provided on the side entrance door with a step).
- An auditory hearing loop system is accessible at the school reception and in the school hall.
- There are disabled toilet facilities at either end of the school building.
- There is some funding in the school budget to cover the cost of specialist equipment and facilities that may be required to enable full access to the curriculum for children with special educational needs and/or disabilities e.g. steps, slow closing toilet-seats.
- Additional top-up funding may accompany an EHC Plan and if so will be used to benefit and support the relevant child.

Teaching and Learning Provision

All classrooms aim to provide a highly effective learning environment but for children with special educational needs this may also include:

- The use of individual visual timetables/ first and then boards
- Hover support and/or periods of more intensive adult support
- Timers
- The use of visuals e.g. staff sometimes wear class routine/expectation lanyards.
- Use of alternative communication systems e.g. Makaton signing.
- Alternative recording methods e.g. adults acting as a scribe, the use of talking postcards, the use of ICT.
- Specialist equipment provided by external professionals e.g. occupational therapy
- The use of sensory resources e.g. fidget toys, peanut balls, sensory cushions, chewlery.
- Access to a calmer, quieter environment when required or an individual work station.
- Tasks broken down into manageable chunks.
- Children may be given 'thinking time' to process information.

This list is not exhaustive, but through using approaches such as those listed above and through referring to useful documents such as the Provisional Guidance Toolkit/Ordinarily Available, we aim to give all our children the opportunity to succeed and reach the highest level of personal achievement.

How we train and support our staff to ensure the education and well-being of our learners.

- Regular training is arranged for the SENDCo in all areas of SEND.
- The SENDCo co-ordinates training for all staff in areas relating to specific needs. These may be led by the SENDCo and/or outside specialists.
- Local SEND cluster network groups provide support on a termly basis. The SENDCo attends these meetings and shares useful resources/information with relevant staff members.
- The SENDCo co-ordinates visits/meetings from various external professionals to further enhance staff's skills and knowledge with supporting children with SEND.

Pupils with physical and/or medical needs -

For children who have medical issues the school arranges a meeting with parents/carers to complete a Health Care Plan, including but not exclusive, for those pupils with severe allergies, diabetes and epilepsy. The Paediatric Community Nurse team may also support the school with training and the creation of detailed Health Care Plans. Health Care Plans describe a child's needs and how to accommodate those needs. Medication for pupils with

	<p>allergies and other chronic conditions is kept in the school office for use if required. We do not allow nuts to be brought into school. Health Care Plans are displayed in the school office; teachers have individual copies which are kept secure. Relevant staff members also receive training in the following medical needs, when required:</p> <ul style="list-style-type: none"> • Anaphylaxis • Diabetes • Epilepsy • Paediatric First Aid
<p>Information on how we evaluate the effectiveness of the provision for children with special educational needs and/or disabilities.</p>	<ul style="list-style-type: none"> • During termly review meetings, parents/carers are involved in discussions about the effectiveness of the provision for their child. • Pupil outcomes are measured at the end of Foundation Stage and KS1 (2023) against Essex and National data. • Termly Pupil Progress Meetings between the class teachers', headteacher, deputy headteacher and SENDCo discuss intervention strategies implemented and used for each target group/child and the impact of these. This then supports the adaptations to interventions for the next term. • When measurable data is produced by interventions, the SENDCo analyses/evaluates this to evaluate the impact on learning for children with SEND. • Lesson observations • Monitoring pupils work e.g. book scrutinise • Parent evaluation forms • Gaining the child's views (this may include opportunities for children with SEND to talk about their learning and enjoyment/engagement in various aspects of school life with the SENDCo when required) • SEND report for the school Governors – created annually by the SENDCo • Termly meetings with the SEND Governor and SENDCo • The SENDCo asks staff members to evaluate the impact of any recently introduced interventions.
<p>Support for improving emotional and social development:</p> <ul style="list-style-type: none"> • Listening to the views of children with SEND 	<p>Our universal offer includes:</p> <ul style="list-style-type: none"> • Consistent implementation of the school's positive behaviour policy that reflects the values of Trauma, Perceptive Practice (as recommended by Essex County Council). • Staff dedicated to creating a positive, nurturing and safe environment. • Plenty of opportunities for self-worth to be supported through celebration and sharing of interests and strengths. • Dedicated PSHE assemblies for the whole school.

<ul style="list-style-type: none"> • Measures to prevent bullying 	<ul style="list-style-type: none"> • Investment and implementation of SCARF, a comprehensive scheme of work for PSHE and Wellbeing education which focusses on safety, caring, achievement, resilience and friendship. • Regular circle time activities in class. • The Headteacher, Deputy Headteacher or SENDCo are accessible to children and parents/carers every morning to address any emotional or social issues. Alternatively, parents are encouraged to arrange a meet with the class teacher and/or SENDCo at a mutually convenient time. • Colour Monster visuals are used in each class to support children's understanding of emotions. • All year groups will experience activities that support mental wellbeing e.g. yoga lessons. • Lunch time staff are trained in how to promote positive play experiences at lunchtime. <p>Targeted support includes:</p> <ul style="list-style-type: none"> • Access to social skills interventions/games. • Use of social stories. • Increased adult support/encouragement e.g. playtimes/lunchtimes. • Access to a private counselling service can be arranged for children displaying a high level of social, emotional and mental health difficulties. • Parents will also be informed of health services to support social, emotional and mental health. • To ensure the safety of pupil's displaying significantly challenging and destructive behaviour and the safety of those around them, staff have been trained in Positive Handling. • Implementation of a personalised distress management plan if required. <p>Please note, at any time according to need, a combination of any of the above strategies may be put in place. For further information please refer to the school's Positive Behaviour policy and the Anti-Bullying policy.</p>
<p>How the school involves outside agencies to support children and their families.</p>	<p>Some children with special educational needs or disability require more specialist support from other professionals. These outside agencies or support services can support a child and their families. All may provide specialist assessments or advice on different strategies or materials.</p> <p>In discussion with the class teacher and parent/carer, the SENCo may suggest a referral to appropriate outside agencies.</p> <p>Health and social care services include:</p> <ul style="list-style-type: none"> • Speech and language therapy • Paediatricians (via The Lighthouse Centre)

	<ul style="list-style-type: none"> • Occupational therapy/ physiotherapy • Essex Child and Family Wellbeing Service • Emotional wellbeing and mental health services • School nurses • Optometrists • Audiologist <p>Local authority support services include:</p> <ul style="list-style-type: none"> • Statutory Assessment Service • The Essex SEND IAS Service (Special Educational Needs and Disabilities Information Advice and Support Service) • Parent support groups • Inclusion partners and education psychologists • Family Solutions <p>Voluntary sector organisations include:</p> <ul style="list-style-type: none"> • Castle Point Association of Voluntary Services (CAVS)
<p>Arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with SEND concerning the provision made at the school.</p>	<p>Refer to the Complaints Policy on the school website. www.canveyislandinfantschool.co.uk</p>
<p>Information on where the local authority's local offer is published.</p>	<p>The Local Offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is available gives parents more choice and therefore more control over what support is right for your child. The local offer provides information on a number of things, including:</p> <ul style="list-style-type: none"> • Education including Special educational settings • Health

- Social care
- Transport including travel arrangements for children and young people to schools, colleges and early years education
- Preparing for adulthood, including housing, employment and leisure opportunities
- Equipment and Resources
- Family Support and Community
- Entertainment and Leisure
- Money Matters

Your Local Offer can be found by clicking on the following link: <https://send.essex.gov.uk/>

The Canvey Island Infant School and Nursery mission statement and our website address are also published on the Essex Local Offer.

Contact details of support services for parents/carers of pupils with SEND.

<https://www.familiesinfocusessex.org.uk>

Offer advice, information and support, particularly at times of change, challenge and crisis for families of children and young people with disabilities and special needs.

<https://www.snapcharity.org/>

Informs, encourages and supports parents/carers, enabling you to provide the best possible help to your children via a range of online resources, together with activities and services at their centre.

<https://www.mind.org.uk/>

Offer support and advice for mental health difficulties.

<https://www.nelft.nhs.uk/set-camhs>

Emotional Well-being and mental health service for young people up to the age of 18 living in Essex.

<https://essexfamilywellbeing.co.uk>

Essex child and Family Well-Being Service

<https://speechandlanguage.org.uk>

Offer various programmes and services throughout the UK so that they can reach out to parents/carers, practitioners and the children with speech and language difficulties.

<https://www.essexsendiass.co.uk/parents-and-carers/>

SENDIASS offer a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND).

<https://www.tlc-essex.info/>

TLC is an Essex campaign helping parents, carers and families give their young children the best start to life, developing their communication skills through playful learning at home.

For further information, please view the SEND (Special Educational Needs and Disabilities) Policy and the Equality and Accessibility Action Plan on the school website.