



My teacher helped me with my words.

Reception Pupil

My teacher helps me with punctuation by reminding me to check it. It makes writing easier.

Year 2 pupil

Cardinal Road Infant and Nursery School

SEND Information Report

Cardinal Road Infant and Nursery School is an inclusive community. We provide high quality teaching enabling all children to reach their potential. However, for some children additional support may be needed to reach this goal.

This leaflet will tell you:

Who to talk to if you are worried about your child's learning

How the school knows if your child may need support

What to expect if your child is getting support

What to do if you still have concerns.

I am getting on with reading well. I am getting better at counting. The teachers are really helping me.

Yr1 Pupil

Head Teacher: Mrs Nowak
Deputy Head Teacher: Mrs Helen Osei
Speech and Language Workshop Lead: Mr Russell Lacey
Special Needs Coordinator: Mrs Gursharan Kalyan

I learnt about good listening skills which helped me.
Speech and Language Workshop pupil

I am learning colours. Orange is my favourite colour.
Nursery pupil

<p>How does the school know if children need extra help?</p> <p>I think my child may have special needs. What should I do?</p>	<ul style="list-style-type: none"> • When any member of our staff has concerns about a pupil, they raise them with the Leadership Team or Special Needs Co-ordinator (SENDCo) who offer support. • We track the progress of our pupils closely and regularly so we can quickly identify pupils who may benefit from extra support. • Pupils themselves can also ask for extra support and help. • Parents should bring concerns or information about their child to the class teacher. • If you think your child may have special educational needs, please see the class teacher initially. • You can also contact the SENDCo or head teacher via the school office.
<p>How will school staff support a child?</p> <p>Who will explain to parents what is happening for the child?</p>	<ul style="list-style-type: none"> • Senior staff and governors monitor the quality of the support given to pupils with special educational needs. • Class teachers are responsible for the children's learning and will be able to explain what is in place for your child. • Extra support, which is additional to and different from the usual classroom experience, is planned by the class teacher with the SENDCO and/or specialist teachers. This additional support may be provided by a teacher, teaching assistant (TA) or SEND support assistant in a small group or 1:1. • All additional support is overseen by the SENDCo and may also involve the Deputy Head.
<p>How will the curriculum be matched to a child's needs?</p>	<ul style="list-style-type: none"> • High quality classroom teaching is the key to learning at school. A broad, balanced and creative curriculum offers learning matched to pupils' ability. • Learning opportunities are carefully planned so that all pupils in the class can take part. • In some lessons, pupils are grouped with others that are working towards similar targets. In other lessons they may work with a range of pupils from across the class.

	<ul style="list-style-type: none"> • Additional adult support is used in a variety of ways: small groups, one to one support in or out of class, or to support the class teacher to plan for or work with a pupil or pupils with special needs.
<p>How will I know how my child is doing?</p> <p>How will the school support parents to help their child's learning?</p> <p>When will parents be able to discuss a child's progress?</p>	<ul style="list-style-type: none"> • Parents meetings are held in the Autumn and Spring Term, with an additional opportunity if requested in the Summer Term and a report goes out in the Summer Term. Children with EHC plans have an Annual Review Meeting. • Meetings are arranged between parents and EIS professionals when appropriate. • Parents will be made aware of what their child is learning about and ways that they can support. • Additional activities can be accessed via our Learning Platform. • If appropriate, homework may be personalised for a child with special needs. • A home-school agreement will tell you what we expect from parents and pupils. • When agencies from outside school have been involved, they normally provide suggestions and advice that can be followed up at home. • Parents are welcome to make an appointment to see the class teacher in the first instance, or following that with other relevant members of staff at other times.
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • At Cardinal Road Infant and Nursery School all staff have responsibility for the welfare of the pupils. Relevant staff are trained to support the medical needs of pupils including those with allergies and asthma. Medical care plans are used where appropriate, for example when a child has long term medical needs. • Safeguarding and child protection procedures are in place. The named person is Mrs Nowak. • Our Behaviour Policy is followed by all staff and children. • Mentoring sessions support our pupils from Reception to Year 2.

	<ul style="list-style-type: none"> • Attendance is monitored regularly to ensure all children have good attendance and arrive punctually. Please speak to Ms Brown in the school office if you would like more information about attendance
<p>What specialist services and expertise are available or accessed by the school?</p>	<ul style="list-style-type: none"> • Sometimes we need to consult an outside agency for their more specialist expertise. • The agencies consulted by the school may include: • Specialist learning and behaviour advisory teachers – (commissioned service) • The SEN Specialist Support Team (advisers for visual and hearing impairment and physical needs) • The Educational Psychology Service • CAMHS (Child and Adolescent Mental Health Service) • Heart of Hounslow Health Centre (School Nurse, Speech and Language Therapists) • Speech and Language Therapy (Commissioned Service) • Occupational Therapy (Commissioned Service) • Let's Talk Programme • NSPCC (National Society for the Prevention of Cruelty to Children) • Family Support Adviser • We obtain parental permission before referring a pupil to an outside agency
<p>What training will the staff supporting children and young people with SEND have?</p>	<ul style="list-style-type: none"> • All staff are trained in teaching pupils with special educational needs through whole staff training sessions. Individual staff members have also undertaken additional specialist training in a range of areas, including speech and language work.
<p>How will children be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> • We aim to ensure our outside learning activities and trips are accessible for all our pupils as appropriate. If necessary, additional adults are arranged to support a pupil with special needs or a disability. This information is recorded on the risk assessments that are prepared for all trips.

<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • There is one disabled parking space, with a linked path to the school. • The majority of the school is on one level, with wheelchair accessible doorways and toilets. • Blinds are installed in each class to ensure sunlight does not impair visibility to the Interactive White Board • We have an Accessibility Equality Scheme. • Where necessary we will provide a PEEP.
<p>How will the school prepare and support my child when: - they join the school? - transfer to a new school?</p>	<ul style="list-style-type: none"> • The school works directly with Victoria Junior School and other settings to support the needs of all pupils when they arrive in school. • A transition programme is in place for children transferring to Victoria Junior School at the end of Yr2 and for children in our Nursery who are moving into Reception. • We liaise with other settings to support transfers and transitions. • The SENDCo meets the Victoria Junior School SENDCo in the summer term.
<p>How are the school's resources allocated and matched to children's needs?</p>	<ul style="list-style-type: none"> • The Leadership Team and the Governors monitor our finances carefully. • We use our resources to support the aims of our school as well as individual learner needs. • Where a pupil needs substantial support, we apply to the local authority for additional funding to meet their needs.
<p>How is the decision made about the type and how much support a child will receive?</p>	<ul style="list-style-type: none"> • Each pupil's need is examined on an individual basis. • Initial support is through specific strategies carried out by the class teachers • Intervention groups may have entry and exit criteria based on more than one factor, and are flexible. One pupil may need additional support throughout; other pupils may only need it for a short time. • For pupils with EHC plans, the type of support needed will be detailed on their plan. This is discussed at an annual review meeting with parents and professionals.

	<ul style="list-style-type: none"> • For a very few pupils, we may request that an assessment for an EHC plan be made by the local authority. Please ask if you would like more information about this process. •
<p>How are parents involved in the school, and how can they become involved?</p>	<ul style="list-style-type: none"> • We welcome and value parent volunteers in our school who have DBS clearance. • All parents are members of “FRIENDS” who organise fund raising activities. Parents contribute to the life of the school through classroom support, help around the school and one-off trips and activities.
<p>How does the school listen to pupils’ views?</p>	<ul style="list-style-type: none"> • We have an active School Council where pupils can share their views and ideas. • Pupils are involved in policy development where appropriate (e.g., our anti-bullying policy). • Pupils’ views are taken into account when we plan our work. Our Subject Leader staff members interview pupils about their learning.
<p>How do Governors make sure SEN pupil’s needs are met?</p>	<ul style="list-style-type: none"> • We have an appointed SEND Governor, who meets with the SENDCo to discuss the provision of support for pupils with special needs and the outcomes of the provision. • The Leadership Team present information about pupil progress to Governors on a regular basis, including that of pupils with special needs. • Governors visit the school.
<p>How do pupils gain admission to Cardinal Road Speech and Language Workshop?</p>	<ul style="list-style-type: none"> • Entry to the Speech and Language Workshop is decided by the selection panel that is totally separate from the school and who carefully follow the admissions criteria. There is no priority for Cardinal Road pupils and pupils are selected from schools across the borough • Further information is available at www.cardinalroad.co.uk

Who can parents contact for further information, or raise concerns?

- If you want more information or have concerns, please see your class teacher in the first instance, or following that the SENDCo or the Head teacher.
- Please follow the Complaints Policy procedures if you need to raise a complaint
- Hounslow Helping Handz, the parent partnership service, is a free, independent and confidential service that supports parents of children with special needs. You can contact them at the Civic Centre. You can also access support by visiting Hounslow Council's SEND Local Offer online and Hounslow SENDIASS Information Advice and Support Service.

Key:

SENDCo: Special Educational Needs Co-ordinator
TA: Teaching Assistant
EHCP: Education Health Care Plan
EIS: Early Intervention Service
SEND: Special Educational Needs and Disabilities
DBS: Disclosure and Barring Services