



Puss Bank School and Nursery Information Report 2024-2025

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

<p>What types of SEN do we provide for?</p>	<p>Puss Bank School and Nursery is an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with support. At Puss Bank School and Nursery, we support pupils with a wide range of special educational needs and disabilities (SEND). Our commitment to inclusivity encompasses various types of needs, including:</p> <p>Cognition and Learning Difficulties: We recognise that every child learns differently. Our teaching methods are adapted to accommodate various learning styles, ensuring that each child can engage with the curriculum effectively.</p> <p>Communication and Interaction Difficulties: For children who face challenges in communication and interaction, we provide targeted support to help them express themselves and engage with both peers and adults.</p> <p>Social, Emotional and Mental Health Difficulties: We understand the importance of emotional well-being in a child's development. We provide support, guidance, and interventions to help children navigate social and emotional challenges.</p> <p>Physical and sensory Difficulties: We can support children with a range of physical and or sensory difficulties, and work closely with advisory teachers and health professionals.</p> <p>In addition to our mainstream provision, we also have a dedicated Resourced Provision for children with autism spectrum condition (ASC). This provision is designed to meet the specific needs of children with ASC, providing them with the specialised support and resources they require to thrive academically, socially, and emotionally. Our Resourced Provision is staffed by professionals who have expertise in supporting individuals with ASC, ensuring that each child receives the tailored care they deserve.</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>The staff at Puss Bank School and Nursery make every effort to identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible. Initial identification usually comes from our school staff who work directly with the child, or from concerns raised by parents or carers. These concerns might stem from a child's overall well-being, their emotions or behaviours, their progress compared to their peers, or their alignment with recognised traits of specific types of SEN.</p>

	<p>Our staff employ a structured approach, following the guidelines laid out in the SEND Code of Practice (2015), to identify and assess pupils. Once a concern is identified, it's shared with our SENCO (Special Educational Needs Coordinator), who discusses it with the staff working with the child. The teacher then talks about these concerns with the family and the pupil themselves, if appropriate. Parents can also share their concerns with the class teacher. The class teacher and SENCO collaborate to evaluate the pupils needs, utilising both the graduated approach (including Cheshire East SEN Toolkit) and assessments used across the entire school. We greatly value the input of the child in this process, and their thoughts are collected and documented throughout the year.</p> <p>To guide this process, we adhere to the Plan, Do, and Review cycle, which involves the class teacher leading with support from the SENCO, when necessary. We also seek support and advice from external professionals like Educational Psychologists, Speech and Language Therapists, Cheshire East Autism Team (CEAT), Occupational Therapists, and Physiotherapists, and specialist teachers from the sensory inclusion service (hearing and visual impairment) as required.</p> <p>The SENCO maintains a register of pupils requiring additional support in order to monitor their progress and plan for their needs across the school.</p> <p>Continuous assessment is part of our routine, using the school's tracking system. This applies to all children and is tailored to accommodate the needs of SEND pupils, with individualised small step progressions.</p> <p>Children with SEND have individual targets set for them, which are reviewed 3x times a year Oct/Feb/May and more frequently when needed by class teachers in consultation with the SENCO.</p>
<p>Who are our special educational needs co-ordinators (SENCO) and how can he/she be contacted?</p>	<p>The SENCO for the Puss Bank School and Nursery is Mrs Sally Plummer. She can be contacted by phone 01625 917210 or by emailing admin@pussbank.cheshire.sch.uk</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>We pride ourselves on being an inclusive school, and this means that we ensure children with SEN are taught within their mainstream classes whenever possible. The class teacher holds a significant role in providing support to children with SEND within their class. Some children, particularly those with Education, Health, and Care Plans (EHCPs), may also have the assistance of a Teaching Assistant (T.A.). The T.A. provides support either individually or as part of a small group, tailored to the specific needs of each child.</p> <p>The SENCO oversees all children with SEND across the school, ensuring that appropriate support and provision are provided for each individual. Monitoring the provision and arrangements for children with SEND is a shared responsibility, overseen by the Principal and the SEND governor.</p> <p>Our approach to supporting children with SEN encompasses the following strategies:</p> <p>Quality First Teaching: Our core focus is on high-quality teaching that is inclusive and responsive to diverse needs. This involves providing a range of teaching strategies that enable children with SEND to meaningfully access the curriculum. Our teaching approach embraces a variety of methods to meet the unique learning requirements of each child. These methods include:</p>

Personalisation: We tailor our teaching to match the abilities and needs of each child. This may involve adjusting the pace, level of complexity, or the format of the learning materials to ensure they are accessible and engaging.

Multi-Sensory Approaches: We recognise that children learn in various ways. Our teaching integrates visual, auditory, and kinaesthetic methods to support different learning styles.

Visual Aids and Supports: Visual prompts and aids are utilised to reinforce learning concepts and instructions. These aids enhance understanding and engagement, particularly for children who benefit from visual cues.

Adaptive Technologies: We employ specialised equipment and technologies to empower children with different abilities to participate fully in learning activities.

Collaborative Group Work: Collaborative activities are designed to promote peer interaction, communication skills, and cooperative learning. These activities provide a platform for children with SEND to engage with their peers and develop social skills.

Flexible Assessment Methods: Assessments are tailored to accommodate the diverse abilities of our pupils. This ensures that each child's progress is measured accurately and fairly.

Our approach ensures that all children, including those with SEND, receive high-quality teaching that meets their individual learning needs. By employing a variety of teaching strategies, we create an environment where every child has the opportunity to succeed.

Interventions: In cases where a child requires more targeted support beyond Quality First Teaching, small group or individual interventions may be offered. These interventions are designed to address specific needs, such as reading, writing, or math skills. For children with more complex needs, a tailored program, either group or individual, may be developed to address academic or social requirements.

Involvement of Outside Agencies: For children with significant or complex needs, we collaborate with specialists from outside agencies. These professionals include Educational Psychologists, Speech and Language Therapists, Occupational Therapists, specialists in visual or hearing impairments, and more. Seeking advice and expertise from these agencies ensures that each child's unique requirements are met.

Personalised Support Plans: When additional levels of support are necessary, we use the graduated approach (Cheshire East Toolkit) to write a personalised support plan. This plan outlines the specific provision and strategies available to each child. Regular parent-teacher meetings provide an opportunity to discuss a child's progress, and parents/carers can also engage with the school SENCO through email or appointments to address any concerns in detail.

Our commitment to teaching pupils with SEN is rooted in our dedication to fostering an inclusive learning environment. By tailoring our teaching methods and interventions to each child's needs, we aim to provide every child with the opportunity to achieve their fullest potential.

How do we adapt the curriculum and learning environment?

All of our class teachers assume responsibility for meeting the diverse needs of their pupils by tailoring learning and provision accordingly. When it comes to students with Special Educational Needs (SEND), our class teachers are well-

	<p>informed about each child's strengths and areas requiring attention, as outlined in their SEN Support Plans.</p> <p>If a learner's attainment level is below that of their peers, class teachers make certain adjustments to their teaching approach. This could involve revisiting objectives from prior years to address gaps in the pupil's knowledge. Encouraging independence is a priority for us, and we achieve this by aligning independent tasks with each learner's strengths as closely as possible.</p> <p>For learners requiring a more specialised approach to learning, class teachers actively engage in discussions with both in-house and external specialists. This collaboration ensures that differentiation strategies are tailored effectively. The SENCO and external agencies can be involved in these discussions to further enhance support.</p> <p>We recognise that some children, particularly those with Autism Spectrum Condition (ASC), thrive in environments with lower sensory stimuli. Our teachers are committed to supporting ASC students in their classrooms to the best of their abilities. Additionally, quieter learning spaces are available to students within the Resourced Provision, providing a suitable environment for their learning needs.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>The school is committed to making necessary and reasonable adjustments to ensure that all students with SEND can actively participate in both school-wide activities and those that enrich the overall school experience. These adjustments might involve providing extra resources or equipment, modifying the environment, arranging for specialised staff assistance, and conducting individual risk assessments as needed. Our aim is to create an inclusive environment where every student can engage in all aspects of school life.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>As soon as a need is identified for a child, parents are promptly engaged in the process. This involvement takes shape through conversations with the class teacher, where parents can share insights into their child's strengths and challenges within the framework of the graduated approach. Additionally, the child's targets are assessed every term, keeping parents actively informed about their progress.</p> <p>For parents of children with SEND who possess an Education, Health, and Care Plan, the engagement is more comprehensive. This includes consultations with class teachers, the SENCO, and external agencies as an integral part of the Annual Review process. We value parental input greatly and seek to ensure that parents are well-informed and engaged partners in their child's educational journey.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Children with SEND are actively involved in their learning within the classroom through tailored teaching methods. We value their input and perspectives. As part of the graduated approach, we seek their views and record them in their SEN support plans, ensuring their voices are heard and respected.</p> <p>For pupils' with Education, Health, and Care Plans, their opinions matter during the Annual Review. Some children with SEND also contribute to creating plans like Pen Portraits or RAMPs (Reducing Anxiety Management Plans). This reflects our dedication to including their unique viewpoints in their learning and support.</p>
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>We evaluate and track pupils' progress using the 'Assess, Plan, Do, Review' cycle, which operates both during regular lessons and any interventions the pupil participates in. This cycle guides our approach to teaching and support.</p>

	<p>Parents receive updates on their child's progress and targets on a termly basis. This keeps them well-informed about how their child is advancing towards these goals.</p> <p>In addition, pupils' perspectives are valued throughout the intervention process. They are provided opportunities to express their views and thoughts at various stages within the intervention cycle, as well as through the graduated response method. This ensures that their voices are integrated into the assessment and decision-making process.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>We collaborate closely with parents and other educational settings, including private day nurseries, maintained nurseries, private and maintained schools and secondary. This collaboration is aimed at ensuring a seamless transition to or from Puss Bank School and Nursery.</p> <p>For certain children with SEND, additional assistance might be needed when transitioning between year groups or Key Stages. In such cases, we arrange extra visits to the new classroom, foster increased interaction with the new teacher, utilise social stories and provide a transition booklet.</p>
<p>How do we support pupils preparing for adulthood?</p>	<p>We equip children with SEND for their transition into adulthood by setting ambitious goals for their future. Our approach focuses on nurturing essential life skills, fostering independence, and encouraging problem-solving abilities. We also emphasise the value of perseverance.</p> <p>To ensure a well-rounded preparation, we offer practical experiences. This includes community outings to facilitate real-life learning, such as shopping experiences. Additionally, targeted interventions, like cooking sessions, further enhance their life skills. Our aim is to empower each student with the tools they need to embrace independence and confidently navigate their journey into adulthood.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>Puss Bank School and Nursery recognises that the child's emotional and social development is essential to be a fully included member of the community. We have a range of strategies and interventions to support children and involve outside agencies such as Child and Adult Mental Health Services (CAMHS) and therapeutic services to offer interventions or extra support. The school has access to the Education Mental Health Support Team and is able to refer to them for specific support around mental health matters. We ensure children with medical needs are supported appropriately through appropriate training of staff and access to the correct specialist equipment whenever necessary. The school's Supporting Children with Medical Conditions policy and Intimate Care Policy are also implemented.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>The SENCO holds the National Award for Special Educational Needs Co-ordination. (Pg Cert).</p> <p>All staff have received training regarding the SEN Code of Practice and how it is implemented across the whole school, including Nursery. Training regarding Cheshire East approach to graduated support has been given. Training by CEAT (Cheshire East Autism Team) on the AET Progression Framework Introduction.</p> <p>Training has also been provided to some staff to address specific needs identified within the school. This includes: Speech, Language and Communication difficulties.</p>

	<p>Autism Awareness training Attachment Disorder Medical needs Early Help Assessment training Physiotherapy Occupational Therapy Emotionally Healthy Schools Boxall Profiling Training by CEAT (Cheshire East Autism Team) Down's Syndrome Association Makaton basic awareness Dyslexia ADHD Trauma informed practice Training and support from the sensory inclusion service for hearing and visual impairments</p>
<p>How will we secure specialist expertise?</p>	<p>Training is provided consistently throughout the academic year. This training occurs during staff meetings/INSET days within our school as well as through external agencies who deliver specialised instruction. Our staff also engage in learning opportunities by collaborating with colleagues at Puss Bank and other schools, as well as participating in external courses and training sessions where appropriate.</p> <p>Our commitment to ongoing training and development is aimed at keeping our practices current and effective, aligned with the needs of children with SEND. Through these efforts, we continuously strive to enhance our ability to provide high-quality support and education to all our pupils.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>Puss Bank School and Nursery receives an annual budget to specifically meet the needs of children with SEND. We use this budget to:</p> <ul style="list-style-type: none"> Provide high quality Teaching Assistants to support children in their mainstream classes and through interventions either individually, or within small groups. Provide training and resources for a variety of interventions. Provide specialist equipment where it is needed. Provide both whole school and bespoke training.
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Mr. Cooper, our school's Learning Mentor, serves as the initial point of contact for engaging certain external agencies. These agencies encompass social care, adoption, special guardianship, and select therapeutic services. In close partnership with Mr. Cooper, Mrs. Plummer, our SENCO, ensures a smooth and effective collaboration to deliver the best possible support to children with SEND and their families.</p> <p>Additional external agencies, such as the Educational Psychologist, Speech and Language Therapist, Occupational Therapist, Physiotherapist, VI (Visual Impairment) and HI (Hearing Impairment) Specialist teachers, and CEAT (Cheshire East Autism Team), may also play a role in addressing the needs of children with SEND and their families. These professionals follow the Plan, Do, Review cycle outlined earlier in the report. They might also contribute to the Annual Review process, especially for children with an Education, Health, and Care Plan.</p> <p>Furthermore, the Local Authority (LA) is an important partner for children with SEND and their families. The LA bears the responsibility of ensuring that children with SEND receive the necessary support to meet their needs. They collaborate</p>

	<p>with Puss Bank School and Nursery within the Plan, Do, and Review cycle, for children with an Education, Health, and Care Plan. The LA's involvement encompasses attendance at Annual Review meetings, Interim review meetings, and Transition meetings whenever necessary. This partnership underscores our collective commitment to providing the best possible support for children with SEND and their families.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>We assess the effectiveness of our SEND provision through the Plan, Do, Review cycle. This evaluation encompasses both the overall provision for children with SEND and the effectiveness of various support methods, including Quality First Teaching (Universal) and specific interventions (Targeted and Specialist). The SENCO oversees the ongoing assessment of interventions throughout the year to gauge their impact.</p>
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>If parents of children with SEND have concerns about the provision made for their children, we encourage them to communicate these concerns with the class teacher in the first instance or to follow the school's established complaints procedure.</p> <p>We view complaints from parents of children with SEND with the utmost seriousness. If parents find themselves dissatisfied with the outcome of their complaint, they have the option to appeal the decision. We are committed to ensuring that the concerns of parents of children with SEND are heard and that the resolution process is fair and effective.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>Young people and parents can reach out to the school's designated point of contact, often the class teacher, if they have any concerns. Alternatively, they can follow the school's established communication channels, which may include contacting the Special Educational Needs Coordinator (SENCO) or following the school's complaints procedure. Our aim is to ensure that any concerns are addressed promptly and effectively.</p>
<p>What support services are available to parents?</p>	<p>There are a range of support services who can provide advice and support for families of children with SEND. The SENCO or Learning Mentor would be happy to signpost you to an appropriate service depending on the needs of your child.</p> <p>The following outside agencies may also be able to offer support; CEIAS – a free and impartial support service for parents, carers and young people aged 0-25 with SEND. ceias@cheshireeast.gov.uk Tel: 0300 123 5166 CEAT (Cheshire East Autism Team) theautismteam@cheshireeast.gov.uk Tel: 01270 685960</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>The LA's local offer can be found on the Cheshire East website: Local offer for children with SEN and disabilities (cheshireeast.gov.uk)</p>