



SEND School Offer

School Name	Spring Meadow Infant and Nursery School		
Type of School	Mainstream Infants with an Infant Assessment Unit and Nursery		
	Targeted Support offered for the following areas of need	<ul style="list-style-type: none"> • Speech and Language • ASD 	
Contact	Wayne Cooper	Headteacher	head@springmeadow.cambs.sch.uk
	Sarah Latimer	Deputy Headteacher/ Inclusion leader	slatimer@springmeadow.cambs.sch.uk
	Ruth Brown	Teacher in the Infant Assessment Unit/SENCO	rbrown@springmeadow.cambs.sch.uk
Accessibility	Fully wheelchair Accessible	YES	
	Auditory/Visual enhancements	NO	
	Other Adaptations	NONE	
Core Offer	Are you currently able to deliver your 'Core Offer' consistently across all areas of your school?	YES	
Policies	Are the schools policies available on its website for:	SEND	YES
		Safeguarding	YES
		Behaviour	YES
		Equality & Diversity	YES
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	YES	
Range of Provision	Please indicate what your school has to 'Offer' (over and above your 'Core Offer') in each of the following areas		
	Areas of Strength	<ul style="list-style-type: none"> • Speech and language and communication provision • Teaching of reading • Experienced staff 	
	Specialist Facilities/Equipment to support SEND	<ul style="list-style-type: none"> • Disable toilet • Sensory Room • SEN Governor is a Speech Therapist 	
	Input from Therapists/Advisory Teachers/Other Specialist Support services	<ul style="list-style-type: none"> • Speech Therapist in school weekly • Link Specialist Teacher 	

		<ul style="list-style-type: none"> • Home school Partner
	Breakfast and After School Club support	<ul style="list-style-type: none"> • Manager is our Home School Partner • 85% of the staff work as a Teaching Assistant in the school.
Inclusion	How do you promote inclusion within the School?	<ul style="list-style-type: none"> • Lessons are as inclusive as possible and planning is successfully differentiated • Key Stage One 'Set' for Literacy and Numeracy • Children with SEND are included on all school visits with appropriate support following a risk assessment
	Infant Assessment Unit (Rainbows)	<ul style="list-style-type: none"> • Year One and Two children integrate into mainstream lessons as appropriate • Reception children from the mainstream classes integrate into Rainbows 3 afternoons per week.
	What proportion of children currently at the school have SEND?	6.5% (January 2016)
Parent Support Involvement/ Liaison	How do you involve/support the parents of children with an SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?	<ul style="list-style-type: none"> • SENCO works closely with class teachers, Parents and children • Outside agencies meet with SENCO, class teachers and parents as necessary • Individual Education Plans (IEPs) are discussed with parents and copies are sent home. • Home/school books are used as necessary • We have 3 parent's consultation evenings during the school year and a written report is sent home at the end of the third term. • Parents are regularly invited into school for assemblies, lunches, curriculum mornings... • Coffee mornings are held for parents of children with SEND.
	How will the school prepare children with an SEND to join their	<ul style="list-style-type: none"> • We have carefully planned and structured transition

	next teacher/school	<p>programmes between Key Stages and Year Groups</p> <ul style="list-style-type: none"> • Photo and information booklets are made with children that need additional transition support • Our Home School Partner supports identified children 	
Other information	What else do you think parents would like to know about your school?	<ul style="list-style-type: none"> • Intervention programmes are used as and when appropriate 	<ul style="list-style-type: none"> • Numicon
			<ul style="list-style-type: none"> • Fisher Family Trust reading/writing program
			<ul style="list-style-type: none"> • Talking boxes
			<ul style="list-style-type: none"> • Small group phonics

Completed July 2014
Updated January 2016