

Swavesey Primary School

Parent Information

Special Educational Needs and Disabilities Information Report 2017

Introduction

All Cambridgeshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs Information Report?

The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report.

Questions

Please read the questions below and click on their links for more information about the Special Education Needs Information Report for Swavesey Primary School.

1. Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs or Disability (SEND)?

The class teacher

Responsible for

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs and Disabilities Coordinator (SENDCo) know as necessary.
- Writing Pupil Progress targets/Individual Education Plans (IEPs), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Personalized teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo: Mrs Ann Crossman

Responsible for

- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Developing and reviewing the school's SEND policy.
- Ensuring that you are
 - i) involved in supporting your child's learning
 - ii) kept informed about the support your child is getting
 - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND List (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Mrs Anna Norden

Responsible for

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor: Mrs Claire Daniel

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Involving other bodies, including health and social, 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
- Responding to complaints from parents or pupils with special educational needs concerning the provision made at the school.

School contact telephone number: 01954 273312

Parent Governor / Chair of Governors – Mr Andrew Baker

Email : office@swavesey.cambs.sch.uk

Website www.swavesey.cambs.sch.uk

The LEA – Cambridgeshire

Responsible for

Working together with children and young people with special educational needs and/or disability (SEND) and their families to access and enjoy learning, participate in communities and achieve.

Link to the Cambridgeshire Schools and Settings Local Offer – [Click here](#)

2. What are the different types of support available for children with SEND in our school?

a) Support from Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning or ICT.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.

- Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by outside agencies, e.g. Speech and Language therapy

This means a pupil has been identified by the SENDCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as the Specialist Teaching Team, Behaviour Support Team or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Education Psychology Service (EPS).

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child’s particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP), (previously known as a Statement of Special Educational Needs). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups (“Including All Children” documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as the Specialist support Team, Behaviour Support or Sensory Service (for students with a hearing or visual need).
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the amount of money allocated for individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child, or make resources to help your child access the curriculum.

3. How can I let the school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs and Disabilities Co-coordinator (SENDCo).
- The school SEND Governor can also be contacted for support.

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you and your child in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

Parents and children are central to the Assess, Plan, Do, Review cycle.

Graduated approach for identifying and addressing an individual's needs	Assess	Plan	Do	Review
	<ul style="list-style-type: none"> • Is the child unable to access the same opportunities as others? • Is the child not making good progress in their learning and development? • If quality first teaching is unable to address issues above, move to Plan stage. 	<ul style="list-style-type: none"> • SENDCO support / management; • Consult pupil and parents/carers; • Identify further advice and/or training. 	<ul style="list-style-type: none"> • Targeted support / intervention from school staff; • Specialist support from other agencies • Additional resourcing; • Set achievable, measurable targets. 	<ul style="list-style-type: none"> • Re-assess progress and development at regular intervals; • Discuss progress made and ongoing strategy with pupil, parents / carers and involved professionals.

5. How is extra support allocated to children, and how do they progress in their learning?

- The school budget, received from Cambridgeshire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school. This could include extra equipment or facilities to support children with SEND.
- The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including

the children getting extra support already,

the children needing extra support,

the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- The school identifies the needs of pupils with SEND on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

6. Who are the other people providing services to children with SEND in this school?

School provision

- Teachers responsible for teaching SEND groups/individuals on a part-time basis.
- Teaching Assistants and Higher Level Teaching Assistants (HLTAs) mainly working in the classrooms with either individual children or small groups.
- Breakfast Club / After School Club / Pre-school
- School clubs
- ICT support in the form of writing and maths programmes and Nessy, a phonic reading programme, may be delivered by teaching assistants during specified assemblies and small group or individual sessions, according to need.
- Teaching Assistants or HLTAs offering support for children with emotional and social development through our Social skills Group; Lego club, Sir Kit's Quest, First class for number; Sensory circuits.

Local Authority Provision delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service (SENDIASS)
- Pinpoint
- SALT (Speech and Language Therapy)

[Link to Special educational needs and disabilities guide for parents and carers](#)

[Link to Parent Partnership Service](#)

[Link to 'Where to get help and support'](#)

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- Child and Adolescent mental Health Service (CAMHs)

7. How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENDCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Anger management; Autism Spectrum Disorder (ASD), Dyslexia and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Team Teach service.
- Medical training is given for teachers and TAs in order to support pupils with medical care plans such as diabetes and epi-pen training.

8. How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Teachers take account of the needs of the individual children and plan tasks and resources appropriately.
- Tracking and assessment enables each class teacher to analyse the progress of the child.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning (from IEP targets) and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

9. How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher and SENDCo every term in reading, writing and numeracy.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- Children may have an IEP based on their needs or based on targets set by outside agencies specific to their needs. Targets will be set which are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with a statement of SEN / EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

10. What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets /IEPs/ IBPs will be reviewed with the involvement of you and your child every term.
- Homework may be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- We can also pass on leaflets from the Parent Partnership Service who have free advice for parents – now called 'SEND Information, Advice and Support Service' (SEND IASS)
- For further information contact <https://www.cambridgeshire.gov.uk/pps> or email pps@cambridgeshire.gov.uk
- There is a confidential helpline during Term time 01223 699211

11. How is Swavesey Primary School accessible to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school is on a single level with easy access and double doors and ramps to mobile classrooms.
- There is one disabled toilet which is large enough to accommodate changing and suitable for wheelchair users.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Visual timetables are used in all classrooms.
- Before and After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- Risk assessments are carried out for trips or outside learning and a suitable number of adults made available to accompany pupils, with 1-1 support if necessary.
- Parents / carers are invited to accompany their child on a school trip if this ensures access.

12. How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?

We recognize that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo will visit local pre-schools with the Foundation Stage Leader when appropriate.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. IEPs will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

In Year 6:

- The SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school. In most cases, a transition review will take place with the SENDCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

13. How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that have to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.

The Emotional Health and Wellbeing of our pupils is very important to us. We have a robust Child Protection Policy, Anti bullying Policy and Behaviour Policy which are actively followed. All classes follow a structured PSHCE (Personal, Social, Health, Community and Economic education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- An in-school social skills group, run by two trained teaching assistants. This follows the SEAL Principles (Social and Emotional Aspects of Learning).
- A Lego club for children to learn how to co-operate with one another in a small group and be responsible for giving and following instructions.
- Lunchtime and playtime support through planned activities and groups.
- Y6 play leaders are available at lunchtimes to help children to sort out difficulties in a structured, supportive way.

If your child still needs extra support, with your permission the SENDCo will access further support through the CAF process.

14. What school Policies are there for making provision for pupils with special educational needs?

The following policies are available on our website.

Special Educational Needs and Disabilities Policy
Children with Medical Needs Policy
Medicine Policy
Safeguarding and child protection Policy
Equality and Diversity Policy
Intimate Care Policy
Behaviour Policy
Attendance Policy
Anti-Bullying Policy