

Special Educational Needs Report



Headteacher: Louise Worrell

Deputy Headteacher: Miranda Graham

SENDCo: Miranda Graham

Spaldwick Primary School is a mainstream primary school with an inclusive ethos, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture, and we aim to be responsive to the diversity of all children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching for all learners and actively monitor teaching and learning. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. Our SENDCo is passionate about the rights of children and believes all children should have access to a positive education. We operate an open-door policy and our SENDCo welcomes the opportunity to meet and answer any questions or discuss any concerns you might have about your child's progress.

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.

Link to LA Local offer <http://www.cambridgeshire.gov.uk/localoffer>

Who are the best people to talk to about my child's difficulties with learning, Special Educational Needs or Disability?

Class Teachers

They are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any 'additional' help your child may need to access the curriculum.
- Ensuring that all staff working with your child are supported to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve additional adults, outside specialist support and specially planned work and resources.
- Ensuring that the school's SEND and Teaching and Learning Policy is followed in their classroom, that every child enjoys school and is given the best opportunities to learn.
- Communicating with the SENDCo when children are not making the expected pro

The Headteacher – Louise Worrell

(lworrell@spaldwickschool.org.uk) The Headteacher is responsible for:

- the management of all aspects of the school's work, including provision for children with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

SEND Governor – Carin Taylor

She is responsible for:

- Raising awareness of SEN issues at governing board meeting
- monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Liaising with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

The SENDCo – Miranda Graham (sendco@sps.acesmat.uk)

responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating the provision for children with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify children with special educational needs
- carrying out assessments and observations of children with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of children with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of children with SEND through the use of existing school assessment information
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to another

How does the school identify and assess children with Special Educational Needs?

At different points of their school journey, a child may experience difficulties with learning. The Code of Practice defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

The Code of Practice lists four broad areas of need:

- Communication and interaction
- Cognition and Learning
- Social emotional & mental health difficulties
- Sensory / physical needs

Children often have needs that cross more than one area and their needs may change over time. They can also experience difficulties as a result of a variety of other reasons. They may have been absent from school or they may be worried about things that distract them from learning. We are committed to ensuring that all children have access to learning and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Teachers assess all children individually so that their teaching is focused on closing the gaps in learning. We then track children’s progress throughout the year and identify children early for intervention programmes. These programmes will be planned and delivered by the Class Teacher or Teaching Assistant.

If the Class Teacher or SENDCo considers your child may benefit from individualised targets they will arrange a meeting with you to discuss setting up an ‘Assess, Plan, Do, Review’ cycle (APDR). APDRs are reviewed three times a year and they inform our future planning and interventions to ensure we are supporting your child’s education as fully as possible. Parents are invited to all meetings to help you understand what the school is doing to support your child and how you can help at home.

Where it is found that your child is struggling with progression or specific areas of development, we will talk to you about involving an appropriate outside agency for further advice and support. You will be kept fully involved during this process. If you or the school, consider that your child has a significant need that requires a co-ordinated and specific plan, through discussions with you, we may suggest applying for an Education and Health Care Plan (EHCP).

The school (or you) can request that the Local Authority 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 to the Local Authority has been made, they will decide whether they think, your child’s needs seem complex enough to need a statutory assessment.

Statutory Assessment Request The Local Authority will ask you and professionals involved to write a report outlining your child’s needs.

The Local Authority will decide if they consider your child’s needs are severe, complex and lifelong. If this is the case, they will write an Educational Health Care Plan.

Statutory Assessment NOT Requested The Local Authority does not think your child’s needs meet the criteria for Statutory Assessment and will ask the school to continue supporting your child.

What training and development is there for staff supporting children with SEND?

• Dyslexia Friendly Schools British Sign Language

• Visual Impairment Training

• Specific Learning Difficulties (ADHD)

• Autism in Girls Training

• Moving and Handling Training

• Numicon Training

• Anaphylaxis and EpiPen training

• Paediatric First Aid

Safeguarding Training

At Spaldwick Primary School we regularly review the needs of our children to inform the training that needs to take place.

What provision is available to support children with Special Educational Needs?

If a learner is identified as having SEN, we will provide provision that is in addition to or different from the normal differentiated curriculum, to overcome the barrier to their learning.

Some children with SEND may be identified by the SENDCo as needing some Specialist Support from a professional agency outside the school.

This may be from the Local Authority SEND Specialist Services which provides support from Specialist Teachers and Educational Psychologists.

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 yourself understand your child's particular needs better and be able to support them better 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.

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

Progress is shared with children and parents termly, or more frequently if your child is identified as not making the expected progress. We will listen to any concerns you have, and work together to plan any additional support that your child may need. We will also discuss any referrals to outside professionals to support your child's learning if we consider it might offer additional support for your child.

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

We seek your child's opinions throughout their school journey. They are asked to contribute to discussions at Parent Consultation meetings and their views are collected as part of the APDR cycle.

How can I raise concerns if I need to and with whom?

If you have any concerns about your child or about the information you have been given, you can speak to your child's class teacher or the SENDCo. If you have concerns about the support provided by the SENDCo you can speak to the Headteacher Louise Worrell or the SEND Governor.

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

The school budget, received from the Cambridge Local Authority includes money for supporting children with SEND.

The Headteacher looks at the information about SEND in 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. The Headteacher and SENDCo then decide what resources, training and support is needed. This is reviewed regularly and changes made as needed.

What support will there be for my child's overall well-being, emotional and social development?

The emotional health and well-being of all our children is very important to us. Our policies include, Child Protection Policy, Positive Conduct and Anti-bullying in place; we follow National & LA Guidelines.

We support children with their emotional health and well-being in many ways including: lunchtime social skills groups and safe places in school for children to access over lunchtime. We have invested in the Paws b. project to help our children recognise worries and deal with difficulties. The school is also working with the Local Authority on the Promoting Positive Relationships to support better Mental Health' Programme.

How are children supported in making a positive transition to their next school or phase of education?

We recognise that transitions can be difficult for a child with SEND and will take steps to ensure that any transition is as smooth as possible. We work closely with schools receiving our children, whatever their needs. We arrange for additional information sharing meetings which include parents, and transition activities for children with these schools if the child has identified Special Educational Needs and/or a disability.

If your child is moving to another school:

We will contact the school SENDCO and ensure they know about any special arrangements or support that need to be made for your child. We will also make sure that all records about your child are passed on as soon as possible.

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. In Year 6, the SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school. 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.