



Special Educational Needs and Disabilities (SEND) Information Report Sept 18

Introduction

Earith Primary School aims to provide high standards of teaching and learning in an environment where each child is valued as an individual and encouraged to achieve his or her potential. We have high aspirations and expectations for children with SEND. We want to support children to be confident and happy. At Earith we believe that all children should have access to a broad, balanced and relevant curriculum which is differentiated to meet the needs of individuals. Extra-curricular activities and after school clubs are accessible for children with SEND. We are always happy to meet with parents if they wish to discuss the individual needs of their child.

What is the Local Offer?

The Local Offer is a 'front door' to information from education, health and social care about the provision and services that are available for children and young people aged 0-25 with special educational needs and disabilities (SEND) and their families. The Local Authority is required to publish this information and review it regularly. You can access the Local Offer at www.cambridgeshire.gov.uk.

What is the Special Education Needs and Disabilities 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 Educational Needs and Disabilities Information Report

Who do I contact if I have concerns about my child's learning, progress or behaviour?

In the first instance parents should speak to their child's class teacher. If following this you still have concerns you should arrange to meet with the SENCO Mrs Pritchard. Contact via the school office: 01487 841868.

How will the school let me know if they have concerns about my child's learning and progress in school?

The class teacher or SENCO will set up a meeting to discuss any concerns with you and what the next steps might be. They will discuss the possibility of any referral to outside professionals and the process for this including the completion of EHA (Early Help Assessment).

How are SEND needs identified ?

SEND needs can be identified through a number of routes including a parent raising a concern, class teacher raising a concern and in pupil progress meetings. Regular assessment and monitoring is carried out by the class teacher and when the class teacher has a concern they will flag it up to the SENCO through the use of an internal referral form. Special educational needs can be considered as falling under four broad areas:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

What support do you have for parents of children with SEND?

The class teacher is available to discuss your child's progress and any concerns you may have. It is also useful to share information about things that are working well so that similar strategies can be used.

The SENCO is also available to meet with you to discuss any questions you may have. We have an Inclusion Team at Earith and the role of this team is to support pupils and their families with areas such as behaviour, bereavement, family issues, health, social and emotional needs, learning and school refusal.

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In the first instance parents should speak to their child's class teacher. They can also arrange to meet with the SENCO Mrs Pritchard

The named Governor for SEND is tbc
Contact via the school office:
01487 841868

How does the school measure the progress of my child?

- Your child's progress is continually monitored by the class teacher and is discussed formally at Pupil Progress Meetings with the Senior Leadership Team.
- Each child from Year 1 to Year 6 is assessed against end of year expectations which are part of the National Curriculum
- At the end of each Key Stage (Year 2 and Year 6) all children are formally assessed using Standard Assessment Tests (SATs) and Teacher Assessments. This is a statutory requirement set out by the Government and the results are published nationally.
- The progress of children with a statement of SEND / EHC Plan is formally reviewed at an Annual Review Meeting and may involve the other professionals that are part of your child's care. Regular meetings are held with parents
- Book scrutiny, planning scrutiny and lesson observations will be carried out by the SENCO and members of the SLT to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What are the different types of support available for children with SEND at Earith Primary School?

High Quality First Teaching – this is the classroom learning which includes well differentiated work to match the needs of all learners including specific strategies as advised by SENCO.

In Class support in small groups- given by the teacher or a teaching assistant within lessons

Small Group or 1:1 Intervention - these often take place outside the classroom and run by a Teaching Assistant under the supervision of the class teacher or by a specialist teaching assistant e.g. speech and language

Specialist Group or individual work – run by outside professionals eg speech and language therapists, hearing support teachers, specialist teaching team teaching assistants

Interventions regularly used include:

- Speech and Language support
- Sensory Circuits
- Play therapy
- Precision teaching
- Accelerated, Accelewrite
- ERT
- Lego Therapy
- Social Skills

This is not an exhaustive list but gives examples. The school works closely with other agencies to provide the most effective support for individual children.

What additional support services are available for children with SEND?

We work very closely with a number of different external professionals that have the expertise to support us in meeting the varied needs of children in our care. These include:

- Educational Psychologist
- Speech and Language Therapist
- School Paediatrician
- School Nurse
- Specialist Teaching Team
- Occupational Therapist
- Physiotherapist
- Child and Adolescent Mental Health (CAMH)
- Family workers
- Hearing support
- Play therapist

In order to access some of this support we would need to complete a Common Assessment Framework (CAF) with parents.

How accessible is the school?

The school is fully compliant with requirements of the Equalities Act 2010. There is a ramp to the reception area and easy access around the school which is on one level and a disabled toilet. Extra- curricular activities are accessible for all children.

How will the school prepare and support my child when they are joining Earith Primary School? Or moving on to their next class or different school?

We recognise that transitions can be difficult for children particularly those with SEND and take steps to ensure that any transition is as smooth as possible.

Move to another school

We will ensure that all relevant information is shared with the new school in order that they can be prepared.

Move from another School

We encourage visits to the school prior to starting. We will contact the previous school to ensure the key information is passed on and we are fully informed about your child when they start with us.

Moving to the Next Year Group

Prior to moving a Moving Up session will be held where children move on to the next teacher and classroom and complete some activities. Information will be passed on to the new teacher in transition meetings about the children's learning, progress and pastoral needs. Some children may need further preparation to ensure a smooth transfer. This will be organised by the SENCO in a way that is appropriate to the individual child. The SENCO will ensure staff are fully informed about any child's SEND.

Moving to Secondary School

Class teachers will meet with staff from the schools for a transition meeting and where children have SEND needs additional meeting will take place. Visits are arranged to the schools in the summer term and transition activities are planned by the secondary school. Transition work will be completed to support children's understanding of the changes ahead. For SEND children additional visits to the schools may be organised either in groups or on a 1:1 basis. The SENCO will meet the staff from the secondary school with parents if requested.

If pupils with SEN have an Educational, Health and Care Plan (EHCP) or statement of educational needs secondary school staff will be invited to review meetings in Year 5 and Year 6 if applicable.

How are the teachers in school helped to work with children with Special Educational Needs or Disability and what training do they have?

The role of the SENCO is to support class teachers to ensure that they meet the needs of SEND learners. As part of the performance management cycle the school identifies training for all staff. Class teachers and support staff may attend training courses run by outside agencies relevant to needs of children as well as attending in house training to update and extend their professional knowledge.

How will my child be included in activities outside the classroom including school trips?

Activities, school trips and residential are available for all children. Risk management assessments are carried out and procedures put in place to enable all children to participate.

Complaints

If you are unhappy with the provisions that your child with SEN has received and wish to make an official complaint you must specify in writing that this is what you are doing and write directly to the Headteacher. Please see the school website for a copy of the Complaints Policy.