SEN Information Report

September 2019

The aim of this report is to give parents information about how we support children's learning in our school.

1. Content

1.1 How are the schools resources allocated and matched to pupils?

We are an inclusive school, and provide a range of support for pupils with Special Educational Needs & Disability (SEND). We allocate funding from the school budget to provide resources for those with SEND. Pupils that have an Education & Health Care Plan may receive top-up funding from the Local Authority.

Children's needs are identified in termly pupil progress meetings, and resources are allocated according to need and funding available.

1.2 How are decisions made about how much support my child will receive?

Additional need is identified when a pupil does not make the progress expected, despite the differentiation planned within the classroom. The class teacher meets with the Special Educational Needs Co-ordinator (SENCo) to assess the need and determine what support is required.

Targeted Intervention may be utilised, using a pre- and post-intervention assessment to measure the progress made from short (usually 6 weeks) focused intervention activities. Interventions are then modified, if necessary, in light of these assessments. Intervention activities might be organised for individual or small groups of pupils, and are planned by the class teacher and overseen by the SENCo.

We use a whole school provision map to track the support being offered throughout the school, which is updated every term in discussion between the class teachers, SENCo and Headteacher.

1.3 How will I know that the school will support my child?

The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed, monitored and discussed in half-termly pupil progress meetings between the headteacher and every class teacher.

1.4 How does the school know if pupils need extra help?

If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Parents' evenings are held in the autumn and spring terms and parents receive a written report in the summer term, however if there are any concerns about a child's progress between these times, teachers will contact the child's parents.

1.5 What training have staff who are supporting children with SEND had or are receiving?

We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs. We are currently accessing training for teaching assistants to provide expertise in the delivery of specific intervention programmes.

1.6 How will the curriculum be matched to meet my child's needs?

First and foremost, classroom based strategies are deployed to ensure that teaching is as good as it can possibly be (Quality First Teaching)

- Access to a supportive environment
- Use of appropriate visual timetables
- Pre-teaching of strategies and vocabulary
- Access to a laptop/computer
- Specialist equipment to enable children to access lessons
- A dyslexia friendly environment
- Provision to facilitate/support access to the curriculum
- Small group support from a TA/class teacher
- One-to-one support in the classroom from a teaching assistant to aid access through support or modified resources/language (if the school feels this is needed)
- Individualised curriculum where necessary
- Provision of quiet workstations to enable children to focus
- Support for children to enable them to participate in school trips/residential visits

Strategies/support to develop independent learning

- Use of visual timetables, checklists, personalised success criteria
- Visual support e.g. sequenced pictures, mind maps etc
- Scaffolding e.g. writing frames, story maps, task plans to provide a support structure to help children to complete a task.
- 'Chunking 'activities (i.e. grouping information and tacks together into meaningful groups)
- 'Dyslexia friendly' classrooms e.g. word mats
- Accessible resources readily available in the classroom that children can fetch if they need them.
- Use of step in, step out support to encourage independence
- Extension challenges for more able learners

1.7 Strategies to support specific areas of need

Strategies to support/develop literacy including reading

- Small group targeted literacy support to boost reading , writing and spelling (eg Project X Code)
- Use of SEND friendly resources
- Programs of work tailored to the needs of children with SEND
- Use of writing slopes pencil grips and wedge cushions
- Extra opportunities to practice reading to a range of adults.

Strategies to support/develop numeracy

- Small group support in class through guided teaching
- Small group targeted maths support (eg Success@Arithmetic or 1stClass@Number)
- Withdrawal in a small group for targeted intervention customised to the particular group of children
- Use of practical resources (e.g. Numicon)
- Termly assessments of children's mathematical knowledge followed by teaching tailored to filling gaps in their understanding.

Strategies/programmes to support speech and language

- Individual interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support)
- Implementation of their programmes by TAs trained in supporting speech and language needs (e.g. Elklan training)
- Support from a member of staff trained in speech and language strategies
- Small group interventions to help develop children' speaking and listening skills

1.8 What specialist services or expertise are available at or accessed by the school?

We regularly work with a range of professionals including educational psychologists, specialist teachers and speech therapists. We also have access to strategies/programmes to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support).

1.9 What support will there be to support my child's overall well- being?

We believe that children need to be happy and feel secure to make progress, and we have a range of provision available to support pupil wellbeing:

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)

- Individualised programmes of support implemented consistently by all staff
- Counselling (including YMCA services)
- Referral to appropriate outside agencies eg CHUMS, CAMHS (should the child meet the service thresholds)
- Referral to the school nursing service
- Social stories – using a purpose-written story to explain and explore a social situation and different responses to it, to develop children's understanding of that situation

Strategies to support the development of social skills

- Social Skills support including strategies to enhance self-esteem
- Small group interventions, eg Socially Speaking
- Personal, Social, Health and Citizenship (PSHCE) curriculum

Strategies to support and/or modify behaviour

- Use of school's behaviour policy and PSHCE
- In-class behaviour management system
- Anger management / use of quiet areas / time out zones
- Home/school link books
- Regular meetings with parents
- Behaviour plans to ensure a joint home-school approach
- Support/supervision at less structured times of the day e.g. break and lunch times.

1.10 How will I know how my child is doing?

We believe that good communication between home and school is essential for us to work effectively together to support every child.

We have a range of means of communication with parents, including:

- telephone
- e-mail
- face to face meetings

- home-school communication books

1.11 How will I be involved in discussions about and planning for my child's education?

We liaise with a wide range of professionals (educational psychologists, speech therapists, school nurses, family support workers, parent partnership) and will help with the explanation of professional reports to parents where it is helpful.

1.12 How will you help me to support my child's learning?

We will meet with you to discuss your child's assessments, and plan provision in school. This will also include discussions around how you can support your child for both school and out of school activities.

1.13 How will the school support my child in starting school and moving on?

We work to ensure smooth transition from pre-school into school and from primary school into secondary school, and between classes while within the school. This includes visits from school staff to the pupil's current class/setting and visits for the pupil to their new class. We may also prepare specific individual programmes of transition activities.

1.14 What should I do if I think my child has SEN?

In the event of any concerns about your child, you should in the first instance discuss them with the class teacher.

Any concerns that have not been addressed by this should be taken to the SENCo.

The school's General Complaints Procedure is available on the school's website.

1.15 Who can parents contact for further information?

The Parent Partnership Service provides information, support and training for parents and carers of children and young people with special educational needs (SENDIASS)

www.cambridgeshire.gov.uk/pps or e-mail pps@cambridgeshire.gov.uk.

Confidential Advice Line Link (CALL): 01223 699214

1.16 How will my child be included in activities outside of the classroom?

Our school is an inclusive school and we ensure that every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off site.

1.17 How accessible is the school environment?

Our school building is on ground level for pupils. Ramps are in place for areas that involve a change in level. Corridors are wide and there is an accessible toilet for pupils and visitors.