

SWAFFHAM PRIOR C OF E PRIMARY SCHOOL SEND REPORT 2018 - 2019

“Learning, working and growing together”

Swaffham Prior C of E Primary School promotes a sustainable, challenging and Christian ethos which is at the heart of the community. All adults and children are responsible, caring and friendly. We communicate and work together effectively, showing respect for each other and our environment. Everyone is encouraged to be motivated, happy, confident and independent learners to meet future challenges. As a school, we are committed to providing an inclusive curriculum to ensure the best possible progress for all our children, whatever their needs and abilities.

Under the Children and Families Act, which became law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called 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 professionals in understanding the range of services and provision in the local area. For further information, please follow these links.

SEN Code of Practice: for 0 – 25 years, GOV.UK – DfE, see page 42 (Adobe pdf file)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Cambridgeshire Special Educational Needs & disabilities web page

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities

Cambridgeshire Local Authority Local Offer

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer

ACCESSIBILITY	Full wheelchair access	In main part of the school YES NO access to mobile classroom which is used as the school library and as a music room.	
	Auditory / Visual enhancements	No	
	Other adaptations	No	
Policies Available on school website	SEND	YES	
	SAFEGUARDING	YES	
	BEHAVIOUR	YES	
	EQUALITY & DIVERSITY	YES	
Special Educational Needs and Disability Coordinator (SENCO)	Rachel Holt Contact through the school office: 01638 741529 or by email Rholt@swaffhamprior.cambs.sch.uk		
Special Educational Needs and Disability Governor	Anita Lang Contact through the school office: 01638 741529		

How does the school know if children need extra help and what should I do if I think my child / young person may have special educational needs?

If you have any concerns about the development, progress or well-being of your child, please speak to your child's class teacher as soon as you can. The class teacher will listen to your concerns and together you will be able to decide how best to support your child. There are all sorts of reasons why children experience difficulties and it doesn't necessarily mean they have special educational needs. Many children benefit from short periods of extra support to help them at different stages in their learning.

The school constantly assesses how each child is learning and progressing. Each class teacher meets with the Head teacher at the start of every term for a Pupil Progress meeting. During this meeting the progress of every child is discussed and where children are identified as falling behind or making slower than expected progress, then support strategies will be put in place.

Sometimes, it is the parent / carer who first raises concerns about the possibility of Special Educational Need to the school. Following this, a meeting would occur and together the school the parent / carer will plan what to do next.

How will school staff support my child / young person?

All children receive Universal Support; this entails quality teaching within an inclusive environment. It ensures a positive experience for all children whether they have special educational need or not. Sometimes, some children will benefit from Targeted School Based Support, in the form of short-term regular interventions in a small group, usually run by a teaching assistant. This will enable them to address specific needs and 'catch up' with their peers. Children who have special educational needs may need Specialist School Based Support. This could be in the form of a longer term intervention, in a one to one setting and led by a teaching assistant.

The whole school community has a positive and active role to play in the provision of support. This includes the governors, the staff, the children and the parents. The **governors** have a statutory duty to pupils with special educational needs; they should ensure that that the school has a SEND policy which reflects the requirements of the Code of Practice as well as securing appropriate resources for the school. All **staff** have a responsibility for meeting the needs of all children, by working with the SENCO, pupils, parent and other agencies and by participating in appropriate training. The **pupils** should be asked for their views on their support on a regular basis and be treated by their peers with respect. The **parents**, through consultation and by working in partnership with the school, will help meet their child's needs.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have, or may have, Special Educational need. The class teacher is responsible for working with your child on a daily basis and work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Therefore the class teacher is responsible for:

- The identification of children with SEND.
- Liaising with parents, SENCO, and where appropriate, external agencies in planning effective a provision for children in the class with SEND.

- Reviewing and monitoring progress.
- Contributing to and maintaining records.
- Ensuring that their planning enables all children to access the learning opportunities available.

The person with special responsibility for managing the school's response to children with SEND is the Special Educational Needs and Disability Coordinator (SENCO). It is the SENCO's role to:

- Oversee the school's special needs policy.
- Maintain an up to date record of pupils with SEND.
- Advise teachers and teaching assistants on how to support children with SEND in fully participating provision in all learning opportunities.
- Co-ordinate provision for pupils with SEND.
- Liaise and work in partnership with the parents of children with special educational needs.
- Contribute to the training of staff and governors.
- Liaise and work in partnership with external agencies.

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

All pupils will have access to a broad and balanced curriculum based upon the 2014 National & School Curriculum. We feel that by ensuring that effective, high quality teaching is made available to all, children will benefit regardless of ability – essential for those with SEND. Reasonable adaptations for individual needs are made. This includes strategies, resources and adaptations to curriculum and environment that teaching and support staff utilise so as to remove barriers to learning for children. For some it will be receiving an appropriate curriculum from a younger age range, for others it will be targeted Teaching Assistant interventions, for others specific physical adaptations. In many cases such planning will mean that pupils with SEND will be able to access the full school and national curriculum.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

Assessment is a central tool through which we measure children's progress and plan to meet their future needs. It is an on-going process that happens daily, weekly and termly, both formally and informally. Assessment is conducted by teachers, teaching assistants and by the children themselves. Your child's progress will be continually monitored by his / her class teacher and will be reviewed termly with the Senior Leadership team.

- Marking forms the main form of daily assessments.
- On entry in Reception, the children are assessed against the **Development Matters Stages**, for Cambridgeshire County Council, so that a starting point can be identified. At the end of the Reception year the children are assessed against the **Early Learning Goals**.
- In the Summer Term of Year 1, the children complete a **Reading at Six** check to assess their phonic skills.

- At the end of Year 2 and Year 6, all children are required to be formally assessed using **Standard Assessment Tests (SATS)**. These assessment methods are required by the Government for all schools to undertake and the results to be published to parents.
- During other years, children are assessed through formal tests and informal assessment opportunities. These are used to inform teachers and parents about children's progress.
- In addition to the assessments used for all children we also use a number of tests to assess individual children's ability and progress, such as Reading tests, spelling tests and number tests.

Where children have particular needs they may be eligible for one of the interventions run by specially trained Teaching Assistants, which the school currently offers.

- 1stclass@number – knowing, understanding and using number facts.
- Elklan – a Speech and Language programme developed by specialists.
- BEAM / The Fizzy programme – both develop fine and gross motor skills.
- Sensory Circuits – a daily programme to support the co-ordination and integration of all the senses in preparation for concentration and learning.
- Direct Phonics – a specialist programme to continue the learning of phonics.
- ERT (Extended Rehearsal Technique) – a specialist programme to continue the learning of phonics.
- Accelerated, Accelerite – an ICT based intervention word reading and spelling.

Where children are taking part in an intervention programme, they will have targets set specific to their needs which will be shared with parents. These targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly so that they are relevant and respond to each child's needs. The SENCO will also check that your child is making good progress within and individual work and in any group that they take part in.

Regular book scrutinies and lesson observations will be carried out by the SENCO and other members of the Senior Leadership Team (SLT) to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The class teachers and the SENCO will be able to offer suggestions for activities to be done at home to reinforce the learning alongside any strategies that may make learning easier for your child. . In addition, we may be able to offer you training in specific support strategies relevant to your child. This is arranged through the completion of the Early Help Assessment form and then District Early Help.

If your child has an identified special educational need, you will be invited in to a termly meeting with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. The SENCO may be involved in some of these meetings. You may have the opportunity to meet with other professional involved in supporting your child, i.e.: Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc. We actively encourage parents and carers to approach us if they feel more support is needed.

In addition to the whole school Parent Consultation evenings, 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 SENCO is available to meet with you to discuss your child's progress or any concerns or worries you may have.

What support will there be for my child / young person's overall wellbeing?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, attachment issues, anxiousness, mental health and communication difficulties.

All classes follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- Small social skills groups focusing on developing emotional awareness and social interaction skills
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission, the SENCO will work alongside you, as parents, to complete the Early Help Assessment, which can lead to extra support, including Play Therapy.

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

School provision:

- Teachers responsible for teaching groups on a part-time basis e.g. Booster groups;
- Teaching Assistants and HLTAs mainly working with either individual children or small groups, delivering a range of reading, writing and maths interventions.
- ICT support in the form of writing and maths programmes, used as small groups or individual sessions, according to need;
- Teaching Assistants or HLTAs offering support for children with emotional and social development through social skills groups.
- Teaching Assistants delivering Speech and Language programmes to individual children, devised by the Speech and language Therapist.

Local Authority Provision delivered in school:

- Visual Impairment Service
- Hearing Impairment Service
- Specialist Teaching Service
- District Early Help e.g. Parent Support Advisors
- SEND Information, Advice and Support Service (SENDIASS)
- Educational Psychology Service

Health Provision delivered in school:

- School Nurse
- Community Paediatrician
- Occupational Therapy

- Physiotherapy
- Child and Adolescent Mental Health
- SALT (Speech and Language Therapy)

What training has the staff supporting children with SEND had?

The SENCO's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) 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 Specialist Teaching team, Team Teach etc.

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

All children are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from outside agencies where relevant. We work alongside parents and providers to make reasonable adjustments row ensure that all children able to access facilities and activities available. In the past we have been highly successful as parents have often been willing to attend school trips and residential trips to help meet the SEND or medical needs of their child.

How accessible is the school environment?

The school is wheelchair accessible with ramps provided to allow access to the building. The mobile classroom is not accessible; this room is used as the school library and music room. There is a large disabled toilet. Regular risk assessments of the site are undertaken and trip hazards are highlighted using yellow paint. There is a car park on site which has a parking bay from disabled badge holders, marked clearly. Where children have access needs that are not currently available within the school, we are able to liaise with the Local Authority and other professionals to ensure that facilities and equipment are secured.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

We recognise 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 SENCO will liaise with their previous setting and professionals where appropriate. 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 new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, planning meeting will take place with the SENCO from the new school.

We will 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 addition to the whole class transition, your child will be able to participate in more personalised one to one sessions with their new class teacher.

At the end of Year 6, the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. Sometimes, this may involve a transition review meeting, to which you will be invited, which will take place with the SENCO 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.

There is also additional support available through transition programmes offered by District Early Help or SEND Services.

How are the school's resources allocated and matched to children's SEND and how is the decision made about what type and how much support my child will receive?

The school budget, received from Cambridgeshire Local Authority, included money for supporting children with SEND. The head teacher will decide on the deployment of resources for Special Educational Need and Disabilities on the basis of needs in the school. The governors require the head teacher and SENCO to ensure that optimum use is made of resources. The Head Teacher, Assistant Head Teacher and the SENCO discuss all the information they have about SEND in the school, including

- The children getting extra support already from the LA (EHCP),
- The children needing extra support e.g. those children who meet the threshold but are not yet receiving support from the LA or children who do not meet the threshold for additional LA support,
- The children who have been identified as not making as much progress as would be expected.
- Behavioural or emotional issues which may require support e.g. through play therapy

From this information, they decide what resources / training and support is needed. The school identifies the needs of SEND pupils 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 resource are deployed as effectively as possible. Information about the support of individual children is shared with their parents.

How are parents involved in the school? How can I be involved?

Communication is the key. We value the involvement and support of parent and carers and encourage you to play a positive part in your child's education. We believe that the relationship between child, teacher and parent is of paramount importance. We are always willing to discuss your child's progress or any concerns that you might have, as well as working together to plan effective support. We will invite you to tell us about your child, their strengths as well as their

difficulties; what works well and what not so well. We will share this information with all staff in the school so that they know best how to welcome and support your child.

Who can I contact for further information?

If you would like to discuss something about your child, then your first point of call should be their class teacher.

Other useful contacts for parents are:

- SENCO: Rachel Holt (01638 741529 or email Rholt@swaffhamprior.cambs.sch.uk)
- Head Teacher: Helen Bartley (01638 741529)

Latest information, guidance and contact details about the local offer of support which is available for disabled children and young people and those who have SEND in Cambridgeshire through the link below:

Cambridgeshire Special Educational Needs & disabilities web page

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities

Cambridgeshire Local Authority Local Offer

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer

What other support is available through the Local Authority.?

Latest information, guidance and contact details about the local offer of support which is available for disabled children and young people and those who have SEND on Cambridgeshire through the link below:

Cambridgeshire Special Educational Needs & Disabilities web page

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities

Cambridgeshire Local Authority Local Offer

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer