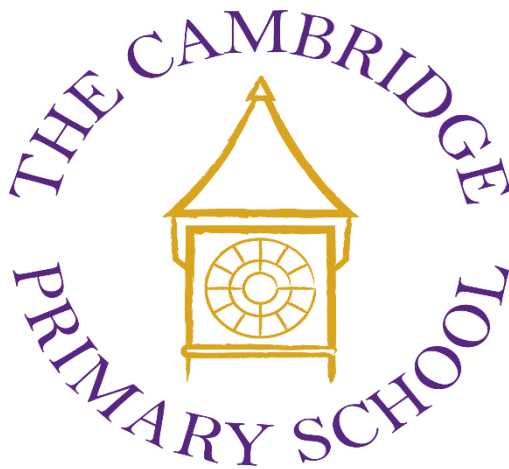


**THE CAMBRIDGE PRIMARY SCHOOL**

**SEND INFORMATION REPORT**

**2018**



<b>Date of Next Review:</b>	
<b>Signed: Headteacher</b>	

## **The Cambridge Primary School**

### **SEND INFORMATION REPORT**

As this is the school's inaugural year, the SEND Information Report 2018 sets out our intentions as a school. This will be reviewed at the end of the academic year.

#### **What kinds of special educational needs are provided for?**

We are a mainstream, inclusive school that complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff will be trained in order to cater for learners who may have difficulties with:

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We will make reasonable adjustments to our practices so as to comply with the Equality Act (2010).

For more information about various aspects of this report you may like to look on the school website under Curriculum/SEND in;

- SEND Policy
- Provision Map
- Local Offer Questions

You may also contact the SENCO, Mrs Sarah Kennedy at The Cambridge Primary School at [head@cambridgeschool.hants.sch.uk](mailto:head@cambridgeschool.hants.sch.uk)

#### **What policies are employed to identify children with SEN and make an initial assessment of their needs?**

The school has a SEND Policy which can be found on the school website. Additional information relevant to the support of children with SEN may be found in these additional policies:

- Equality Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- PSHE Policy
- Anti-bullying Policy
- Accessibility Policy
- Complaints against the Curriculum Policy

Larger font paper copies of these policies can be requested at the School Office.

Regular pupil progress meetings will be held between the Head/SENCO and the class teacher to monitor individual children and plan next steps of development. These decisions tie in with the school's graduated approach to meeting the needs of all pupils. The Head/SENCO and class teacher will also meet each term to monitor progress of specific 'higher need' children and to discuss any new concerns. All our staff are clear about expectations of whole school (ie universal) provision and their provision and children's outcomes are monitored regularly by the Head. When concerns about difficulties are raised we will follow the cycle of;

- **Assessment** of difficulties
- **Planning** how to support
- **Implementing** a programme of support
- **Reviewing** the effect of that support

It will be normal practice to begin this cycle within the first half term of joining our school in Reception. If children join us after this date, we will assess needs on arrival, liaising with previous care providers, such as Pre-School, carrying out assessments and planning support if necessary. When necessary, appointments with parents/carers will take place to agree appropriate levels of support.

### **What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?**

We will have an open door policy where parents are welcome to come in and speak to the class teacher or Head/SENCO should they have any concerns regarding the academic or emotional progress of their child. Parents will be encouraged to make an appointment to speak to the class teacher so that adequate time can be given to discuss a concern. These appointments can be made via the school office. We will also encourage parents to alert the class teacher about any emotional issues outside school which may impact on their child's well-being and focus at school.

We will regularly share feedback about progress with our pupils and their parents/carers. Teachers will meet with parents and carers at least termly and more frequently when there is a cause for concern or closer monitoring is taking place. At these meetings we will clearly share what can be done by families to support their children with their learning and welcome input from parents about difficulties they may be experiencing at home too. Regular updates will be made to the curriculum and these will be shared via our school website. We believe in supporting the development of parenting skills, and as such, we will work in collaboration with other agencies and signpost parents where possible, via our weekly newsletter.

Information about progress, through data, will also be shared with parents/carers each term. Explanations of what the data means will be made available at the same time.

Where specialist services are being employed to support a child this is with the explicit consent of the parents/carers and they are fully involved in discussions and target setting.

### **What other ways can parents/carers be involved in their child's education?**

In time, we will have an active PTA and our governing body includes parent governors. Parents are encouraged to become involved in the school by hearing children read, supporting on educational visits and sharing time in other ways appropriate to the year group. Regular invitations will go out to parents to support at specific school events and they will be invited to watch class assemblies and share lunch with their child each term. Communication about ways to be involved in school life will be made through the weekly newsletter sent home by email.

### **What are the arrangements for consulting children with SEN and involving them in their education?**

The Head/SENCO will liaise with key staff in the school where there are concerns about progress or engagement. Following the sharing of information, decisions will be made as to the most appropriate

type of support to be put in place for the child. Children will be spoken to regarding their progress and their views will be sought about their difficulties and what they would find helpful in order to overcome these difficulties. We may use a variety of prompts to aid a discussion with the child;

- All About Me forms
- Preference questionnaire

'Quality First' inclusive teaching (universal level of provision on the Provision Map) will be clearly demonstrated in our school and there are expectations that all staff will deliver this. Regular testing and teacher assessments, (along with additional testing if appropriate), will form the backbone of decisions made.

**What arrangements are made for assessing and reviewing children's progress towards outcomes and what opportunities are available to work with parents and children as part of this assessment and review?**

Pupils' progress will be constantly monitored through year team discussions and annual assessments in reading, writing and maths. The class teacher's continuous assessments, predictions and reports will make up the evidence for pupil tracking each term. These highlight pupils who are working at a level below that which is expected for pupils of their age. It can also pinpoint pupils who are showing slow or little progress in specific areas.

Additional specific testing will be used where more information is felt to be necessary. These tests will be conducted by the SENCO or outside agencies. Where outside agencies input is felt necessary (eg Behaviour Support, Learning and Language Support, Occupational Therapy), parents/carers are fully involved and permission will be sought.

We will regularly share progress data with our children and their parents/carers. Teachers will meet with parents and carers at least termly and more frequently when there is a cause for concern.

Progress following interventions will be monitored in a timely manner. Progress compared to baseline scores will be used to determine next steps in support if it is felt to be necessary.

**What are the arrangements for supporting children in moving between phases of education?**

Full and thorough transition meetings are held between our Reception staff and feeder pre-schools, similarly, in time, our year 6 staff and secondary school destinations. During these meetings we share an overview of our learners who have SEND. 'What works well' is shared so that transition to the next phase is made as smoothly as possible. Visits to local pre-schools are encouraged and children attend 'familiarisation' days. Where we feel it would be beneficial for vulnerable children to receive additional support with transition, we will arrange additional home visits/visits to their new schools (into Reception and out to year 7).

When children join us after the usual Reception intake, for whatever reason, we will arrange preparatory visits if necessary, ensure that buddies are identified and promptly assess if support is needed. Where possible, we will liaise with previous schools.

### **What is our approach to teaching children with SEND?**

We will adopt a graduated approach to meeting needs through quality first teaching which is available to all children, regardless of any personal difficulty. Our teaching staff will make reasonable adjustments to help include all children. We will be concerned with the whole child, we see that achievement and mental wellbeing go hand in hand. We are conscious that support for emotional health is equally important when enabling children to achieve well and become confident pupils.

### **How are adaptations made to the curriculum and the learning environment of children with SEND?**

The staff will make a conscious decision to make reasonable adjustments to include and support all learners. Differentiation is embedded in our curriculum and daily teaching practice. This may take the form of different work being set, additional resources being provided or specific training being given to staff.

Our Accessibility Plan is robust and we are fully aware of our obligations to support adults and children with disabilities. We value and respect diversity in our school and do our very best to meet the needs of all of our learners, always focusing on strengths and developing confidence. We are committed to making reasonable adjustments where possible.

We have 3 toilets for the disabled, a lift and levelled school grounds.

### **What expertise and training do staff possess and how is specialist expertise secured?**

Our staff will receive regular training and all our teachers hold qualified teacher status. We have a number of links with professionals in health, education and social care and these are recorded on our provision map. All external partners we work with are vetted in terms of safeguarding and we monitor their impact with interventions that may take place.

Our teaching staff will be regularly updated on SEND matters. Our LSA support team will meet regularly with the Head/SENCO to update skills and share good practice. Where necessary, training will be offered throughout the school year. We will make good use of services offered by outreach teams and other local organisations. We will encourage teachers and support staff to ask for support as and when they feel it is needed.

Training for the following year includes;

- Dyslexia
- Precision teaching
- Behaviour management inc specific conditions
- Positive Touch
- Read Write Inc
- Hearing and visual impairments
- ELSA (emotional literacy support)
- Attachment difficulties
- Friends for Life programme

We aim to ensure that all staff working with children with SEND possess a working knowledge of specific difficulties in order to enable access to the curriculum. However, we are mindful that we are not experts in every field and readily welcome new training and refresher training.

We will enlist the support of the Learning and Language Support Service, Behaviour Support, Educational Psychology etc.

### **How do you evaluate the effectiveness of the provisions made for children with SEND?**

We will review the needs of the children within the school and endeavour to put in place provisions in order to cater for these needs. These provisions (detailed in our provision map), may include the use of a variety of strategies in class, the provision of different resources or intervention groups, addressing specific training needs for staff and adjustments to the environment. The Head/SENCO will carry out regular monitoring walks to include reviewing how provisions are delivered and help maintain high levels of impact.

Detailed reviews of all interventions will take place. Decisions will be made as to whether specific interventions are proving to be effective in terms of time and finance. Our finances will be monitored efficiently and we make full use of resources to ensure value for money, this is especially necessary in challenging financial times. Annual adjustments to our range of interventions will be made dependent upon the changing needs of the children and each new cohort of children.

### **How are children with SEND enabled to engage in activities outside the classroom, including school trips?**

Our Inclusion Policy promotes involvement for all our learners in all aspects of the curriculum including activities outside the classroom. Where concerns of safety and access are anticipated, further action is taken to enable involvement by all children. If appropriate, parents and carers are consulted. Where necessary, risk assessments are undertaken and all staff made aware of individual adjustments made to accommodate specific children.

### **What measures are in place to improve emotional and social development?**

We have a zero tolerance approach to bullying. We will challenge negative behaviour and respond promptly to deal with any issue that is drawn to our attention. Our PSHE programme focuses on developing well rounded young people through emotional and social development. Children will have access to familiar staff who they can confide in, or use of a worry box if they prefer. Relevant staff will be trained to support medical needs and in some cases all staff receive training. We regularly monitor attendance and take necessary actions to tackle prolonged absence. Parents are encouraged to contact the class teacher, SENCO or Head Teacher if they feel their child's well-being is at risk, for whatever reason.

### **How does the school involve other bodies, including health and social care, local authority support services and voluntary organisations, in meeting the needs of children with SEND and their families?**

As a school we are concerned about the overall development of our children, which, on occasions, may necessitate seeking advice from outside the school setting. Sometimes these organisations are able to give us general advice which helps us support a type of difficulty experienced by a group of anonymous children. At other times we may wish to seek advice about how to support a specific child. In these cases, we would always gain consent from the parent/carer first.

We have a particular duty of care towards Looked After Children (Children in Care). We will ensure that these children receive immediate and appropriate support to settle in and make strides with their learning. Our designated teacher (Mrs Sarah Kennedy, [head@cambridgeschool.hants.sch.uk](mailto:head@cambridgeschool.hants.sch.uk)) will meet with social services to ensure that the child's wider needs are met. A personal education plan will be produced termly to help the child develop holistically.

**What are the arrangements for handling complaints from parents/carers of children with SEND about the provision made at the school?**

The SENCO at The Cambridge Primary School is Mrs Sarah Kennedy, she can be contacted at [head@cambridgeschool.hants.sch.uk](mailto:head@cambridgeschool.hants.sch.uk)

In the first instance, if a parent/carer has a concern, they are encouraged to speak to the class teacher. If the matter cannot be resolved at this stage then the SENCO may become involved and a meeting convened so as to discuss the nature of the complaint and look for a resolution to the issue.

A copy of the school's complaints procedure can be found on The Cambridge Primary School website. This will outline the formal steps the school will take in handling a complaint.