

**Gt and Lt Shelford CE (A) Primary School**  
**Special Educational Needs and Disabilities (SEND) Information Report 2018-19**

### **Introduction**

At Great and Little Shelford C of E (A) Primary School we value all our pupils and are committed to meeting their educational needs as far as we possibly can within our resources. This SEND Information Report is published in line with the 0 – 25 SEND Reforms and SEND Code of Practice 2014/2015. It is supported by the Cambridgeshire Local Authority's Local Offer. Please follow the link to read this offer:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

### **Definition of SEND as outlined in the 0 – 25 SEND Code of Practice 2014/15**

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children and young people with special educational needs may require extra or different provision in relation to thinking and understanding, as a result of physical or sensory difficulties, emotional or behavioural difficulties, difficulties with speech and language or how they relate to and behave with other people. Disabled children and young people may require extra or different provision, for example, if they are less mobile than their peers and require additional or extra provision so they can access the same learning opportunities.

**Please note:** A child or young person does not have a learning difficulty or disability simply because the language in which they are (or will be) taught is different from the one they speak at home.

### **The broad areas of SEND:**

Special educational needs and provision can be considered as falling under four broad areas:

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

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as

displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **How does Gt and Lt Shelford CE (A) Primary School know if children need extra help? Who should I speak to if I think my child may have special educational needs?**

- All teachers deliver “quality first teaching” which includes
  - providing a supportive environment for all types of learners
  - differentiating work within the expected level for the year group
  - deploying resources appropriately e.g. visual timetables, multi-sensory support, some extra adult intervention.
  - involving children effectively in their own learning and progress.
- Daily assessment for learning takes place to inform subsequent planning for learning as well as half termly summative assessments.
- Teachers note if pupils are not making sufficient progress despite this input and will inform parents.
- Pupil Progress meetings take place half termly when the class teacher and headteacher discuss the progress of all pupils and make decisions about any modifications to the provision for children’s learning in consultation with the SENDCo.
- Parents can raise concerns they have about their child’s learning with their child’s class teacher and request a meeting with their child’s class teacher.
- Discussions also take place at the Pupil/Parent/Teacher consultations held in the Autumn, and Spring terms and a school report is issued at the end of the year.

School staff responsibilities are as follows:

#### **Class teacher**

- Assessing pupil progress and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Raising individual pupil needs at the termly Pupil Progress meetings with the headteacher thereafter, planning and developing targets and/or Additional Support Plans, based on the smaller steps outlined in Assertive mentoring grids/PIVATS (Performance Indicators for Value Added Target Setting). These are then shared and reviewed with parents at least once each term.
- Personalised teaching and learning for your child as identified on the school’s provision map.
- Ensuring that the school’s SEND Policy is reflected in their classroom environment and for the provision put in place for all the pupils they teach with any SEND.
- Overseeing support that TAs provide for your child
- Ensuring that you are involved in supporting your child's learning.

#### The SENDCo, Mrs Heather Paterson

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs and/or disabilities (SEND).
- Providing specialist support for teachers and support staff in the school, in order that they can help children with SEND in the school to achieve the best progress possible.
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.

#### The Headteacher, Mr Chris Grey

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

#### The SEND Governor, Mrs Sarah Bullock

- Making sure that the necessary support is given for all children with SEND who attend the school.
- The review of the SEND and Equal Opportunities policies

### **How will the school staff support my child and how will the Shelford curriculum be matched to my child's needs?**

If a child is identified as having SEND in consultation with parents, they will be put on the school's SEND register as requiring "Additional Support". A graduated approach of support will be put in place using a cycle of: Assess – Plan – Do – Review. The support may consist of:

- Targeted support to close the gap in achievements and/or catch-up time limited interventions which may be delivered to a pupil in a small group, in pairs or individually as necessary.
- Special support in the form of personalised provision for more specific needs which may be delivered individually or in a small group. Such as:
  - Intensive phonics programme (KS2 CLLD phonics, Precision teaching)
  - Individual Speech and Language programme
  - Social communication skills programme.
- Specialists from outside agencies may be brought in to assess pupils' needs and give advice, training and support to school staff as well as delivering interventions in some situations e.g. speech therapy. This may be from:
  - Local Authority services, such as teachers or specialist Teaching Assistants (TAs) from the Specialist Teaching Team
  - Educational Psychology Service
  - Health services such as Occupational Therapists, Physiotherapists or Speech and Language Therapists
  - Sensory support services such as Hearing or visual Impairment Specialist Teachers
  - Early Help Team
  - Consultant Paediatrician
  - Child and Adolescent Mental Health (CAMH)

## **Additional Support Plan**

An individual Additional Support Plan for a pupil may be drawn up by class teachers in consultation with parents to specify the targets he/she needs to work towards to accelerate learning together with the strategies, interventions and support that will be put in place. The Additional Support Plan is reviewed termly to measure a child's progress and inform subsequent planning. This review is discussed with parents.

## **Education Health Care Plan (EHCP)**

If a child has received support as described above, but has not made sufficient progress and is achieving at a level well below that expected for their year group, teachers and parents in consultation with the SENDCo, may decide to request an Educational Health Care Plan. Please follow the link below for detailed information about this process:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp/>

Once an ECH Plan is issued and extra funding granted to the school by the Local Authority to support a pupil, this is reviewed annually. Interim review meetings can be held if necessary and Additional Support Plans continue to reinforce the "assess – plan – do – review" cycle once per term, to support the outcomes identified for a child on the EHC Plan.

## **How will both school staff and I know how my child is doing?**

- The assessment procedures in the school for all pupils are as follows:
  - Daily formative assessment by the class teacher based on pupil response (written and oral)
  - Half termly summative assessment by the class teacher
- The impact of interventions delivered to pupils with SEND is measured by carrying out pre-intervention and post-intervention assessments.
- Additional support plan targets are reviewed once per term and shared with parents.
- Assessment is used to inform future planning.
- Information about a child's progress is shared with parents in the following ways:
  - Parent/teacher consultation meetings
  - Additional Support Plan paperwork
  - Reports and assessments from outside agencies
  - Extra meetings as needed with the class teacher and SENDCo/Headteacher
  - End of year pupil report

## **How can I support my child's learning?**

- Guidance given by school staff/SENDCo for how parents can support a child's learning at home. Guidance is also included in the Additional Support Plan.
- Record of Visits or Assessment Reports from outside agencies will contain advice for how parents and school staff can support children's learning.
- Information about the curriculum delivered to each class is posted the school website by the class teacher.
- Homework activities are linked to current learning in school.

## **What support is there for my child's overall well being?**

- A supportive enabling school ethos with strong pastoral care
- Referrals on to appropriate services as outlined below
- Supportive conversations with /advice from teacher, SENDCo and Headteacher
- Medical support – administration of medicines via Office Staff.
- Attendance – support given by HT, EWO

- Child to give own views using pupil evaluation form/ pupil passports.
- Sensory Circuits
- Spirals
- Silver SEAL (Social Emotional Aspects of Learning) materials or other social skills programme

### **What specialist services and expertise are available at the school?**

The SENDCo and school staff have received a range of training to enable them to support children with SEND. If further expertise is required to support children, referrals can be made by the school in consultation with parents to:

- Support for Learning – SEND Specialist Teaching Team, Educational Psychologist;
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Early Help Team
- Community Consultant Paediatrician
- CAMH (Child and Adolescent Mental Health)

Some of these referrals involve drawing up Early Help Assessments (EHA) by the Headteacher, Deputy Head teacher or SENDCo with parents.

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

All pupils are entitled to the full range of activities for learning on offer at the school. If necessary, extra adult support will be provided to enable all children to attend a school trip. School staff will contact parents to discuss the planning of trips in relation to their child's needs, especially residential trips, if necessary.

### **How accessible is Gt and Lt Shelford CE Primary School environment?**

The school is fully compliant with Disability Discrimination Act (DDA) requirements:

- Toilets to accommodate disabled people and shower room.
- Ground floor access is accessible to all.
- Arrangements are made for wheelchair users if necessary i.e. reallocation of rooms for classes.
- Resources are provided for pupils who need to reduce sensory input.

### **How will the School prepare and support my child to join the school and transfer to a new school/setting?**

EYFS (Early Years Foundation Stage) teachers visit feeder nursery settings in advance of children entering the school's Reception class. Teachers and SENDCo receive handover information about pupils. During the phased entry to school during the first month of the Reception class, the Headteacher and EYFS teachers hold a half hour meeting with parents to exchange and share information about pupils.

At the end of every academic year, all teachers pass on information about pupils to their new teachers. Teaching assistants are also given time to hand over information about pupils and the support they have received.

Pupils in Year 5 attend a "taster morning" at Sawston Village College. In Year 6, parents and pupils are invited to open evenings at secondary schools furthermore; Senior Staff at Sawston Village College visit Great and Little Shelford Primary School and talk with Year 6 at different times during their final year at primary school. Sawston Village College staff hold a meeting for parents at Sawston Village College in the final term. They also meet with the Headteacher, Year 6 teacher and SENDCo (if needed) to handover information about all pupils. Liaison visits are organised for Year 6 pupils to their intended secondary school setting. In addition to this, EHCP review meetings are held in the autumn term of Year 6 and the secondary SENDCos are invited to attend this. Extra visits for pupils

to the secondary setting are organised in June/July of their final primary year if necessary. All relevant pupil records are passed on to the new school.

**How are the School's resources allocated and matched to children's special educational needs? How is the decision made about what type and how much support my child will receive?**

The school budget, received from Cambridgeshire LA, includes money for supporting children with SEND.

- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The school identifies the needs of SEND pupils on the class 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 resources are deployed as effectively as possible.

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

- 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.
- Appointments can be made with the SENDCo to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Additional Support Plans (ASP) will be reviewed with your involvement every term.

**Who can I contact for further information?**

The Cambridgeshire Local Offer information can be found at:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

The Parent Partnership Service is available to give further impartial advice and support should you need it. Their website address is:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

**Complaints Procedure:**

If a parent/carer has a complaint about the special educational provision for their child they should contact their child's class teacher in the first instance. If you feel that the matter has not been resolved, please contact the SEND co-ordinator and subsequently the Head Teacher. All complaints will be investigated in line with Shelford Primary School's concerns and complaints guidance procedures.

Any general concerns about SEND provision should be addressed to the Head Teacher.