

## Burwell Village College Primary School

### School Information Report: Special Educational Needs and Disability (SEND)

Under the Children and Families Act which becomes 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"

#### [SEN Code of Practice: for 0 to 25 years, GOV.UK – DfE,](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

#### [Cambridgeshire Local Offer for Special Educational Needs and disabilities](https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/)

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

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

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

**Burwell Village College Primary School** is committed to providing an inclusive curriculum to ensure the best possible progress for all our children, whatever their needs or abilities.

<b>Accessibility</b>	Full wheelchair access	In main part of school <b>YES</b> <b>No</b> access to two upstairs classrooms. Classes are moved between upstairs & downstairs rooms to accommodate any mobility, medical or behavioural needs.	
	Auditory / Visual enhancements	No	
	Other adaptations	None	
<b>Policies</b> Available on school website	SEND	YES	
	Safeguarding	YES	
	Behaviour	YES	
	Equality & Diversity	YES	
<b>Special Educational Needs Coordinator (SENCO)</b>	Alison Edwards Contact: through the school office: <b>01638 613103</b>		
<b>Special Educational Needs Governor</b>			

#### 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 concerns about the development, progress or well being of your child, please do not hesitate to contact your child's class teacher. They will listen to your concerns so that together you can decide how best to support your child. There are many reasons why children experience difficulties and it does not necessarily mean that they have special educational needs. Many children need short periods of extra support to help them at different points in their learning.

We build the identification of Special Educational Needs and Disability (SEND) into our overall approach to monitoring the progress and development of all children at our school. Each child's current skills and levels of attainment are assessed on entry. Class teachers make regular assessments of progress for all children. Where children are falling behind or making inadequate progress given their age or starting point, we will invite you to discuss this with the class teacher. In some cases it will be the parent / carer who first raises the possibility of Special Educational Needs to the school. We will listen to your aspirations for your child and together with your child, plan what to do next.

You are always welcome to speak to Alison Edwards our **Special Educational Needs Coordinator (SENCo)**. Appointments can be made through the school office. Between her teaching commitments Alison is available 5 days a week. Alison has a wealth of knowledge to support children with a wide range of needs and she is more than happy to meet and support parents.

As SENCo she has responsibility for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs (which includes disabilities)
- liaising & advising class teachers
- managing Teaching Assistants and their support for pupils with SEN
- overseeing the records of all children with special educational needs
- liaising with & supporting parents of children with special educational needs

- contributing to the in-service training of all staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, Locality and voluntary bodies.

Each child is different and there is never a simple one-size-fits-all solution to Special Educational Needs or Disability. We will always seek to work in partnership with parents and other professionals to provide a range of interventions which will support the child. As a school we endeavour to ensure that every child receives good quality teaching; a caring and nurturing environment; has the chance to make friends as well as enjoying a wide range of social and academic opportunities. In addition to meeting the needs of the child we are also committed to supporting the whole family by accessing a variety of support, advice and outside agencies.

Burwell school has a wide range of interventions which we use to support a child. The majority of support is undertaken by the class teachers as a part of their daily teaching, ensuring the work is at a level suitable to meet the needs of the child (this is called differentiation)

Teaching Assistants may also be used to support a group of children in the class; For those pupils who need extra support trained Teaching Assistants provide interventions for individuals or small groups in reading, writing, phonics, spellings, maths, social skills, behaviour etc.

For those with greater or more complex needs the school will seek advice from a variety of outside agencies which are outlined below. If required Teaching Assistants may also be assigned to an individual pupil or group to help support their learning in the classroom.

For children with complex SEND the school may apply for an Educational Health Care Plan (EHCP) This will involve discussion with professionals and specialist services to determine the level on need. The EHCP replaces the previous process where a child was issued with a Statement of Special Educational Needs. It will set out the needs and requirements for that pupil and will detail how those needs are to be met. It will allow for any additional resources that may be considered necessary to meet the educational needs of the child and establish the level of funding available. If you need any further information or advice please speak to Alison Edwards –Special Educational Needs Coordinator (SENCo)

### **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 concerns about the development, progress or well being of your child, please do not hesitate to contact your child's class teacher. They will listen to your concerns so that together you can decide how best to support your child. There are many reasons why children experience difficulties and it does not necessarily mean that they have special educational needs. Many children need short periods of extra support to help them at different points in their learning.

We build the identification of Special Educational Needs and Disability (SEND) into our overall approach to monitoring the progress and development of all children at our school. Each child's current skills and levels of attainment are assessed on entry in to reception. Class teachers make regular assessments of the academic progress for all children, particularly in reading, writing, spelling, grammar & maths. However members of staff will also look at the social, emotional, behavioral and medical needs of a child and see if they are making adequate progress compared to age related expectations.

Where children are falling behind or making inadequate progress given their age or starting point, we will invite you to discuss this with the class teacher. In some cases it will be the parent / carer who first raises the possibility of Special Educational Needs to the school. We will listen to your aspirations for your child and together with your child, plan what to do next.

### **How will school staff support my child/young person?**

All children receive 'Universal Support' which is support appropriate to the level of their needs. This entails quality teaching within an inclusive environment. It ensures a positive experience for all children whether they have special educational needs or not. Universal support continues when some children receive additional support from time to time. 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 lead by a teaching assistant.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have, or may have Special Educational Needs. 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:

- Ensuring that their planning enables all children to access the learning opportunities available.
- Identifying children with SEND.

- Liaising with the parents, SENCo and, where appropriate, external agencies in planning effective provision for children in their class with SEND.
- Reviewing and monitoring progress.
- Contributing to and maintaining records.

### **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.
- At the beginning and end of Reception 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 phonics 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 are published to parents.
- During other years, children sit optional papers and take other nationally standardised tests. 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 Language Link screening 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

- Language Link - for developing vocabulary & use of language
- First Class Number for both Key Stage 1 & 2 – knowing, understanding and using number facts
- Elklan - a Speech & Language programme developed by specialists
- Toe by Toe – a breakthrough reading programme
- Fischer Family Trust to support struggling readers
- Nessy Learning Programme—a highly visual learning programme aimed at children with dyslexic tendencies
- Spirals and Talking Partners for developing social skills
- Sensory Circuits – a daily programme to support the co-ordination and intergration of all the senses in preparation for concentration and learning.

These interventions are designed to accelerate learning and close the gap between your child and their peers. Each intervention has a set target for the intervention and progress against these targets will be reviewed regularly, evidence for judgments assessed and a future support planned. The SENCo will also check that your child is making good progress within any 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.

We will offer suggested strategies or activities for you to do at home to support your child's learning and meet their needs. We sometimes run parent/carer workshops in school to help you understand the strategies used in school.

In addition, we may be able to offer you training in specific support strategies relevant to your child. This is often arranged with Locality support.

If your child has an identified special educational need, you will be invited 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 an opportunity to meet with other professionals involved in supporting your child, for example Educational Psychologist, Speech and Language Therapist, or Occupational Therapist. 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/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;
- Anger management groups;
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENDCo will access further support, such as Play Therapy, through a referral made through the Common Assessment Framework process.

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

School provision:

- Teachers are 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.
- The SENCO runs some specialist support interventions (Toe by Toe,
- ICT support in the form of writing and maths programmes, used as small group or individual sessions, according to need; this may also include individual use of laptops or ipads.
- Teaching Assistants or HLTAs offering support for children with emotional and social development through social skills or anger management groups.
- Teachers work with parents to plan & deliver individual behaviour reward programmes.
- Teaching assistants delivering ELKLAN: Speech and Language programmes to individual children, devised by the Speech and Language Therapist.

Local Authority Provision delivered in school:

- Visual Impairment Service
- Specialist Teaching Service
- Locality Team e.g. Parent Support Advisors
- Parent Partnership Service
- Educational Psychology Service

Health Provision delivered in school:

- School Nurse
- Community Pediatrician
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health
- SALT (Speech and Language Therapy)

### **What training has the staff supporting children with SEND had?**

The SENDCo'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.

In the last academic year (2013-14) staff undertook training on Level Two and Level Three training from the Autism Educational Trust, ELKLAN (Speech and Language), Attention deficit and Hyperactivity Disorder, managing challenging behaviour and delivering 1<sup>st</sup> Class Number interventions.

### **How will my child be included in activities outside the classroom including physical activities 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 to ensure that all children are 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 & 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. There is currently **no** access to two upstairs classrooms however classes are moved between upstairs & downstairs rooms to accommodate any mobility, medical or behavioural needs.

There is a large disabled toilet which includes and hoist, adjustable changing bed and shower if required. 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 for 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.

For Reception pupils this often includes teachers visiting the pre-school settings; special meetings with their SENCO & parents; and we will often arrange home visits to discuss any particular concerns of issues your or your child may have transferring in to Reception.

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, a planning meeting will take place with the SENCO from the new school. We will also invite their SENCO, Teachers or Teaching Assistants to visit the school to see your child in their current setting.

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 SENDCO will discuss the specific needs of your child with the SENDCO of the child's secondary school. Sometimes this may involve a transition review meeting to which you will be invited will take place with the SENDCO 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 the Locality Team.

### **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, includes money for supporting children with SEND. The head teacher will decide on the deployment of resources for Special Educational Needs and Disabilities on the basis of needs in the school. The governors require the head teacher and SENDCO to ensure that optimum use is made of resources. The Head Teacher, Deputy and the SENCO discuss all the information they have about SEN in the school, including

- the children already receiving extra support from the Local Authority already (EHCP or Statements)
- the children who meet the threshold but not yet receiving extra support from the Local Authority
- children who have needs but who would not meet the threshold for additional Local Authority Support
- the children who have been identified as not making as much progress as would be expected
- behavioural or emotional issues

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 resources are deployed as effectively as possible. Information about the support of individual children is shared with their parents by the class teachers.

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

Communication is key. We value the involvement and support of parents 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 they know best how to welcome and support your child.

### **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 Local Offer for Special Educational Needs and disabilities](https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/)**

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

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

### **Educational Psychologist**

Educational Psychologists have specialist knowledge of applied psychology, research and how children learn and develop. Their work covers the age range of 0 – 25 years. If children and young people are experiencing significant problems in their educational setting an Educational Psychologist can help to clarify problems and find ways of solving them, carry out specialised assessments of learning, attitudes, motivation and behaviour, investigate ways of improving emotional well being and behaviour and provide advice and support on how best to meet the child or young person's learning and/or social, emotional needs. They can provide support and advice for schools, settings and parents / carers to help children overcome problems and issues they are experiencing.

It is for children and young people up to the age of 25 with complex special educational needs and disabilities, those who are emotionally vulnerable and those with complex and challenging behaviours.

Most children and young people are referred to the service by their school or educational setting who will complete an assessment called a CAF (Common Assessment Framework). Parents / carers can contact the service directly to discuss their concerns. The Educational Psychologist will then, with your consent, talk to those involved in supporting your child to see what support is already in place, what else could be done, and whether or not any involvement from an Educational Psychologist would be necessary.

### **Specialist Teachers**

The Specialist Teaching Team provides advice, support and training for schools to help them support children with special educational needs (SEN) to improve their learning.

It is for Children with high level or complex special educational needs, who are not making adequate progress despite support from their school.

The school SENCO requests a consultation with the Specialist Teaching Team. The school and Specialist Teaching Team work together, and then if required, an assessment called a CAF (common assessment framework) will be completed by the school and parents/carers to identify support needs.

### **Children's Occupational Therapy**

The Occupational Therapy service assesses and treats children individually and in groups, to help them take part in day to day activities as fully as they can. An Occupational Therapist can help with: motor skills, fine motor skills including handwriting, visual perceptual skills, sensory skills and sensory processing; independent self-care for example dressing, washing and mealtimes; advice on adapted/specialist toys and play; consultation and advice on minor modifications and building adaptations at home and school. Assessment and advice for specialist equipment may also be provided (e.g. specialist seating, bathing and toileting equipment or smaller items such as cutlery). All children receive an assessment of their needs; for some this includes a formal assessment, for others discussion with adults around the child and observation is sufficient to identify their needs. The service works to a target of children being seen within 18 weeks.

Referrals are usually made by a doctor or other health professional.. Families can self-refer for assessment concerning housing adaption/specialist equipment, by calling the County Council's Contact Centre on 0345 650 2150.

### **Hearing Impairment Team**

If your child has a medically diagnosed hearing impairment, they may need additional support to help them achieve their potential at school. The Hearing Support Service is a team of specialist teachers and support workers who can work with you and your child as soon as they are identified as being deaf.

### **Visual Impairment Team**

If your child has a medically diagnosed visual impairment which cannot be corrected by wearing glasses, they may need additional support to help them achieve their potential. You child's ophthalmologist will normally refer you to the Visual Impairment team to ensure that they receive specialist help with their education and learning.

The Visual Impairment team are specialist teachers and other qualified staff who can work with you and your child throughout their education: from early years until they leave school or college. We also work closely with other professionals who may be working with you and your child.

#### **How we can help**

When your child starts school a qualified teacher of the visually impaired can offer you advice and information to help you make your choice. They can discuss with you the level of support your child will need and the range of specialist equipment available. They can advise the school on how best to work with your child, provide practical advice on access to written information and the school curriculum and ensure that they are supported to achieve their potential. They also provide orientation and mobility ('habilitation') training including early movement skills, cane training and route learning delivered by a qualified Children's Mobility Instructor.

### Local Offer Health Services

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

Usually accessed via your GP or the school Nurse.

If you have concerns or questions about your child's health, talk to your doctor, health visitor or school nurse. They can help with a wide range of health issues and any concerns you might have about your child's development. They can also refer you to specialist health services depending on your child's needs. This includes for example physiotherapy, occupational therapy, speech and language therapy, child and adolescent mental health services, wheelchair services and children's community nursing.

If your child is supported by a number of professionals from health, education and social care they will work together in a multi-agency team to make sure support is coordinated and appropriate.

**The School Nursing Service** is part of the NHS; it has a public health role and provides confidential advice and support to all children, young people and their parents/carers. The school nursing service aims to promote the physical health and emotional well being of school aged children in accordance with the healthy child program.

School Nurses are not based within schools but work in partnership with children, parents, carers, health professionals and teachers. Promoting and maintaining the good health of all school children and supporting a child's specific health needs. Ensuring every child is able to reach their full potential. School Nurses offer a confidential service and hold health records on children and young people, a personal record of your child's health is kept on file and information is entered onto our data base, which is kept secure and confidential within the Cambridge Community Services NHS Trust. As most services are delivered in schools, the school based programmes and services are available during school term times, though there are some staff who work all year round and are available to support families throughout the year.

The core service offers:

- Health advice and support
- Medicine management
- Safeguarding children
- Secondary school drop ins
- Support school with Personal Social & Health Education (PSHE) & Sex & Relationships Education (SRE)
- Emerging mental health
- Referral onto other services

**Current school nurse can be contacted on:**

01223 810041 (Bottisham Surgery)

01353 725565 (Soham Surgery)

Website: [www.cambscommunityservices.nhs.uk](http://www.cambscommunityservices.nhs.uk)

Health Visitors

Community Paediatrician

Child & Adolescent Mental Health Service (CAMH)

Specialist Medical Teams: to support a child with medical issues in school (diabetes, epilepsy etc.)

**Speech & Language Therapy:** regularly support children in school

### Parenting and Family Support (formally Locality)

<https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/>

#### Cambridgeshire Child and Family Centres

<https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/child-and-family-centres/>

Parents who need help, support or advice can contact the local Family Support worker themselves or attending the regular drop-in sessions held at the school.

The current Family Worker and drop-in details are available through the school office.

The school is also able to make referrals using the Early Help Assessment (EHA) process

Child and Family Centres offer groups, events, activities, courses and support for families across the county. As well as our network of Child and Family Centres and Zones we offer outreach groups, events and activities in

libraries, churches and other community buildings in towns and villages across the county. Our friendly and experienced Child and Family Centre staff offer a wide range of services and support to help you and your family from pregnancy to the teenage years.

**Soham Child and Family Centre**  
**Childandfamilycentre.east.cambridgeshire.gov.uk**  
**01353 611594**

**Family Workers** who can work with families where parents or carers ask for help and can offer support, information and practical help with things like:

- managing a child's behaviour;
- parenting courses
- problems between children;
- morning or bedtime routines
- relationship issues including separation & divorce
- getting children to school, attendance & punctuality (Education Welfare Officer)
- transition to secondary school
- children's mental health including anxiety & depression
- housing issues, debt & benefit changes

Locality also provides or has access to

- Children's Centres to support children under 5.
- Counselling for pupils (Currently Available through Ormiston Trust)
- Play Therapy
- Educational Welfare Officers for Attendance Issues

The teams work closely with other services such as:

- school nurses
- health visitors
- primary mental health workers
- social care
- specialist services for children and young people with a disability
- education psychologists
- education services for children and young people who are not in school

### **SEND Information, Advice and Support Service (SENDIASS) formerly Cambridgeshire Parent Partnership Service (PPS)**

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

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs.

Although SENDIASS is part of the council, we operate independently to ensure that parents and carers are fully informed about the support and services available. To demonstrate this independence we have confidentiality and impartiality policies which have been agreed with parents and the local authority.

We can help you with

- Independent support and someone to talk to in confidence
- Advice and information about special educational needs
- Preparing for meetings with your child's school or with professionals who are working with your child
- Information on your rights and responsibilities as a parent, children's rights and SEN law and guidance
- Information leaflets, newsletters and policies, updates, training and events focussed on special educational needs issues
- Information about local support groups and voluntary organisations

Parent Partnership: providing SEND Information, Advice and Support (SENDIASS)

Cambridgeshire County Council, SH1212, Shire Hall, Cambridge, CB3 0AP

Email - [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)

Confidential helpline open during term times: **01223 699 214**

Outside of term time please leave a message as a small number of staff are available to answer queries but it will take time for them to respond to your enquiry.