



***'All for learning and learning for all'***

## **Special Educational Needs and Disabilities Information Report 2018-2019**

### **Contents:**

#### **Introduction**

#### **Key information**

#### **Identifying, classifying and communicating about children's special needs**

#### **Support for children with SEND**

#### **Accessibility**

#### **Transition**

#### **Support for parents/carers**

#### **Monitoring**

#### **Complaints**

### **Introduction:**

Our school aims to meet the needs of children with special educational needs or those with a disability. We endeavour to ensure that all children will have access to the highest quality teaching which will be differentiated to meet the needs of all learners. Children are taught with their peer group by qualified class teachers. Where additional support is needed to enable children to make progress and meet their individual learning goals a 'graduated response' is employed to provide targeted assistance as recommended by the Local Authority and detailed in the Special Educational Needs and Disability Code of Practice (2014). All governing bodies of schools have a duty to publish information on the school website about the implementation of the school policy for pupils with Special Educational Needs (SEN). This information is updated annually.

If your child has a disability he or she will be treated no less favourably than other children applying to the school. We make reasonable adjustments to the physical environment and learning materials to ensure that pupils with disabilities are not placed at a disadvantage. We know we have succeeded in making reasonable adjustments when disabled pupils are participating fully in school life. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification.

## Key Information

<b>Special Needs and Disabilities Co-ordinator (SENDCo)</b>	Nicola Jones Telephone: 01354 740392 head@thomaseaton.cambs.sch.uk
<b>School SEND Governor</b>	Pete Holland
<b>% Children on role identified with SEND</b>	19 % (September 2018)
<b>% Children currently with EHC plans</b>	4.5 % (September 2018)

### What is the Local Offer?

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. Cambridgeshire's Local Offer can be found: <http://www.cambridgeshire.gov.uk/send>

## Identifying, classifying and communicating about children's special needs

### How can I let the school know that I am concerned about my child's progress in school?

1. If you have concerns about your child's progress, you should speak to your child's class teacher initially.
2. If you continue to be concerned that your child is not making progress, you may speak to the SENDCo.
3. The school SEND Governor can also be contacted for support.

### How will the school let me know if they have any concerns about my child's learning in school?

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

### Identifying the Special Educational Needs of Pupils:

At different times in their school life, a child or young person may have a Special Educational Need. The code of practice 2015 defines SEN as follows:

"A pupil has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- has a significantly greater difficulty in learning than the majority of others the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."

There can be many reasons for children falling behind. These may include absences, attending lots of different schools, difficulties with speaking English or worries that distract them from learning. Schools understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable children have SEN. Only those with a learning difficulty that requires SEN provision will be identified as having SEN.

### **Categories of need:**

Our school provides support for children whose needs fall under four broad areas:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **How does the school identify pupils with special needs?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

## **Support for children with SEND**

### **Who is involved in supporting my child with learning/Special Educational Needs or Disability (SEND)?**

#### **The teaching assistants will:**

- Work under the direction of the class teacher to provide whole class, group and individual support for children, including those with SEND

#### **The class teacher will:**

- Assess progress and development of every pupil in their class
- Plan termly for children with identified needs
- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Work with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensure they follow this SEN policy

**The SENDCo will:**

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

**The Headteacher will:**

- Work with the SENDCO and governors to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

In order for effective partnership between home and school to take place, we anticipate that:

**Parents will:**

- Inform the school if their child has a disability or learning need and the exact nature of it;
- Provide information the school needs to plan effectively for the child to be a full member of the school community;
- Acknowledge that when deciding if an adjustment is reasonable, one of the factors the head teacher must consider is the effect of the proposed change on all members of the school community;
- Recognise the importance of the school and home working in partnership.

**Local Authority support includes:**

- Specialist Teaching Team
- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs

- Parent Partnership Service
- SALT (Speech and Language Therapy)

**Health support includes:**

- Community Paediatrician
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescent Mental Health Services)

**How are the teachers in school helped to work with children with SEND and what training do the teachers have?**

The SENDCo's job is to support the class teacher in planning for children with SEN.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This may include whole school training on SEN issues, such as Autism Spectrum Disorder (ASD), dyslexia 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.
- Individual teachers and support staff receive training and direct support from specialists, e.g. from the Specialist Teaching Team and SALT, relevant to the needs of specific children or groups in their class.

**What are the different types of support available for children with SEND in our school?**

If a child is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching intended to overcome the barrier to their learning. This support is set out in the school's whole school provision map. We engage in a four-stage process - Assess, Plan, Do, Review - as part of the graduated response to need. This additional support will be tailored to meet the child's needs and will target the areas of difficulty.

**Assess** -this involves taking into consideration all the information from discussion with parents or carers, the class teacher, the child and assessments.

**Plan** -this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Intervention Plan/Provision plan and will form the basis of termly review meetings held as part of Parent Consultation meetings and child/staff conferences.

**Do** -providing the extra support, learning aids or programmes set out in the plan.

**Review** -measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved contribute to the review. This stage then informs the next cycle. Discussions between teachers and teaching assistants will be on going and pupil progress will be monitored by the Senior Leadership Team on a termly basis.

All children will access high quality classroom teaching (QFT), differentiated to meet their needs. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups where needed.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

Some children may be involved in interventions within or outside the classroom. These may target specific learning skills such as phonics, number or social skills such as working with others, or might meet other needs such as sensory needs or speech support.

A few children will be involved in specialist support from outside agencies. If the need for specialist support has been identified, you will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a speech and language therapist or educational psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. If accepted by that team, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

A very few children have are severe, complex and lifelong learning needs. This is usually provided for via an Education, Health and Care (EHC) plan. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention groups ('Including All Children' documentation from the LA). Your child will also need specialist support in school from a professional outside the school.

### **How will we support your child's emotional and social development?**

We recognize 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, anxiousness, and being uncommunicative.

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

- In school intervention programmes such as Talk Partners and Lego Club which are run as needed.
- Planned opportunities to work and play in groups or with partners and around school responsibilities, supported by experienced TAs, for children to learn how to co-operate with one another in a small group and be responsible for looking after a living or shared environment.
- Lunchtime and playtime support through planned activities and groups.
- Referrals to therapeutic services where available.

### **How is extra support allocated?**

The school budget, received from the DfE, includes money for supporting children with SEN.

The Headteacher decides on the deployment of resources for children with 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 SEN 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.

## **Accessibility**

### **How is the school accessible to children with SEND?**

- The school is fully compliant with DDA requirements.
- The school is on one level with easy access and double doors.
- Outside facilities can be accessed via school entrance/exit doors.
- There is a disabled toilet and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs, such as laptops, coloured overlays, visual timetables, larger font, etc.
- We differentiate our teaching and curriculum, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).

## **Transition**

### **How will we support your child when they are joining this school, leaving this school or moving on to another class?**

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible using a resources and approaches that are most suitable for your child e.g. a book/passport, visits, photographs.

If your child is joining us from another school:

- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- 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 school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning discussion will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

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. Provision plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Where it is helpful, increased opportunities for your child to interact with the new class teacher will be arranged and photos provided.

#### In Year 6:

- The SENDCo and class teacher will discuss the specific needs of your child with the SENDCo of the child's secondary school. In most cases, 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.
- If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
- An enhanced transition process is available with the support of the secondary providers and can be tailored to best meet each child's need.

## Support for parents/carers

### What support do we have for you as a parent/carer of a child with SEND?

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 SENDCo is available to meet with you 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.
- Personal progress targets such as ADPR will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

## Monitoring arrangements and complaints

### How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally by the Leadership Team every half-term in reading, writing and numeracy, through Pupil Progress meetings.
- Every child's progress and attitudes to learning are assessed annually through reading and maths tests which identify strengths, progress and learning goals.



- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the Government requires all schools to do and are the results that are published nationally.
- The progress of children with a statement of SEN/EHC plan will be formally reviewed at an Annual Review with all parties involved with the child's education and wider progress.
- The SENDCo 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 members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Class teachers test spellings and mental maths skills including times tables and may also use a range of assessment devices to inform their planning.

#### **Monitoring the effectiveness of policies:**

This report is reviewed annually by the governing body. The SEND policy is reviewed every 3 years. If you have any comments please contact Mrs Nicola Jones (SENDCo) or any member of the Senior Leadership Team by email to [office@thomaseaton.cambs.sch.uk](mailto:office@thomaseaton.cambs.sch.uk), by telephone on 01354 740392 or in person.

#### **Complaints:**

If you wish to raise a complaint regarding the SEND provision in the school, please refer to the school's complaints policy which can be found on the school's website or via the school office. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **Useful information**

##### **Links and Contacts:**

- Cambridgeshire Local Offer - <http://www.cambridgeshire.gov.uk/send>
- Community Educational Psychology Service - Noble House, St Thomas Place, Ely, CB7 4EX – 01353 612803 – <http://www.cambridgeshire.gov.uk/send>
- Statutory Assessment and Resources Team – Scott House, 5 George Street, Huntingdon, PE29 3AD – 01480 372600 <http://www.cambridgeshire.gov.uk/send>
- The Parent Partnership Service - SEND Information, Advice and Support Service ([SENDIASS](#)) - 01223 699214