



‘Helping each other to get our best even better, every single day’

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*‘Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.’*

*Code of Practice 2014*

## **Stukeley Meadows SEND Information Report**

All Cambridgeshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and/or Disabilities (SEND) being met in a mainstream setting wherever possible. The broad areas of SEND are:

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

### **What is the Local Offer?**

#### **The LA Local Offer**

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and/or disabilities (SEND) aged 0-25.

The LA refer to this as 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 parents in understanding the range of services and provision in the local area.

Link to LA Local offer <http://www.cambridgeshire.gov.uk/localoffer>

### **What is the Special Education Needs Information Report?**

#### **The Special Education Needs Information Report**

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as ‘The Special Education Needs Information Report.’

At Stukeley Meadows Primary School, we treat ALL children as individuals in all aspects of their learning during their time with us.



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**Please read the 13 questions below for more information about the Special Education Needs Information Report for Stukeley Meadows Primary School**

**1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or Disability (SEND)?**

The Class teacher is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need. Once a need has been identified, the class teacher will invite you to a meeting to write individual targets (APDR) plan for your child, which will be reviewed with you once each term.

They will let the Special Education Needs & Disabilities Coordinator (SENDCo / Inclusion team) know as necessary.

Mrs Johnstone is our Special Educational Needs & Disabilities Coordinator (SENDCo and DDSL). She is supported by Mrs Holloway (Family and pastoral support HLTA and DDSL), Mrs Pedley (Speech and language TA). They work closely with teachers and specialists to coordinate provision and support for children across the school. The SENDCo has the opportunity to meet with teachers and Teaching Assistants within their class teams every term to review and ensure the provision for children with additional needs. She will meet with the parents of children with SEND regularly throughout the year. Mrs Page is the Senior Mental Health lead and coordinates with Mrs Holloway and the MHST Team. The school has established good liaison with Cambridgeshire Access to Learning Team and other external education and health professionals. These services are published and reviewed by the Local Authority through the Local Offer.

The head teacher will ensure that the Governing body is kept up to date about issues relating to SEND.

The SEND Link Governor is Mrs Julie Herring, who will make sure that the necessary support is given for any child who attends this school, who has SEND.

Please ring or email to make an appointment with your child's Class Teacher or the school SENDCo Alexandra Johnstone (ajohnstone@stukeleymeadows.cambs.sch.uk).

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

**Quality First Teaching**

The Class teacher has the highest possible expectations for your child and all pupils in their class. Teachers assess children individually so that their teaching is focused on closing the gaps in learning, with children having their own individualised targets.

Our children's progress in the core curriculum is tracked throughout the year and we identify children early for intervention programmes or extension work if necessary. Progress is shared with children and parents in termly meetings, or more frequently if necessary. Specific intervention programmes or extension work (supported by the SENDCo) may run inside or outside the classroom, and could be run by your child's Teacher or Teaching Assistant (TA).

We have a great team of Teaching Assistants who are very experienced and highly trained. They also meet regularly in school to share their wide ranging expertise. They work with teachers to ensure that individual learning needs are met. We are committed to small group support in each class. Most year groups have at least one Teaching Assistant (TA) to support children in small groups across the week.



### **Specialist Support**

Some children with SEND may be identified by the SENDCo / Class Teacher as needing some Specialist Support from a professional agency outside the school. This may be from the local authority specialist teaching (SEND Services 0-25). You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

### **Specified Individual support**

This type of support is available for children whose learning needs are, severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). 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 Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority
- Outside agencies such as the Speech and Language therapy (SALT) Service, the Occupational therapist or CAMH Service

### **For your child this would mean:**

- The school, or you (the parent / carer) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- EHC Plan will outline the individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

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

If you have concerns about your child's progress you should speak to your child's class teacher initially. If you continue to be concerned that your child is not making progress, you should ask to meet with the school's SENDCo, Mrs A Johnstone.



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

If your child is identified as not making progress, the class teacher will set up a meeting to discuss this with you in more detail. They will listen to any concerns you have, while planning together additional support your child may need. They can also consult with the SENDCo and then discuss with you any referrals to outside professionals to support your child's learning.

**5. How is extra support allocated to children and how do they progress in their learning?**

The school budget, received from Cambridgeshire LA, includes money for supporting children with SEND. The Head Teacher 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 Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including:

- the children getting extra support already
- the children needing extra support
- the children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.

Schools identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support.

**6. Who are the other people providing services to children with SEND in this school? School provision**

- Inclusion Team
- Teaching Assistants
- School clubs

**Local Authority Provision delivered in school**

- SEND Services 0-25
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service (SENDIASS)
- Speech and Language Therapy

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

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

The school SENDCo 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.

The SENDCo will also check that your child is making good progress within any individual work and in any groups that they take part in.



**8. How will the teaching be adapted for my child with SEND?**

- 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, will 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 small groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs. This will reflect the strategies and information developed in your child's APDR.

**9. How will we measure the progress of your child in school?**

We will measure the progress of your child using the same assessments used for all children in order to gain a full picture of their strengths and areas for development. Depending on your child's needs we may use other assessment tools to measure their progress.

**10. What support do we have for you as a parent of a child with a 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 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. Appointments can also be made with the Co-Heads of School; Mrs Page or Miss Barry.

All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.

We work closely with parents and children, meeting initially to create a APDR plan. Parents and children will then meet at least each term to review this plan and ensure that the support is as effective as possible.

Our Inclusion Team works closely with all staff and specialists to support children and their families throughout their time with us. Their knowledge, skills and experience is extensive in providing help and support when it is needed. They provide help, support and advice ranging from a session with a child who has fallen out with a friend, to group work on Social Skills, to supporting a family during bereavement.

**11. How is Stukeley Meadows Primary School accessible to children with SEND?**

At Stukeley Meadows Primary School we are committed to the requirements of the SEN and Disability Act (2001), ensuring that disabled children are not treated 'less favourably' and have made reasonable adjustments to ensure that disabled children are not at a substantial disadvantage.

**12. How will we support your child when they are leaving this school? OR moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. We work closely with schools receiving our children, whatever their needs. We arrange for additional information sharing meetings which include parents, and transition activities for children with these schools if the child has identified Special Educational Needs and/or a disability.



**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. Also 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. APDR plans will be shared with the new teacher. In Year 6, the SENDCo will discuss the specific needs of your child with the SENDCo of their secondary school. Your child will do focused learning about 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.

**13. What Emotional and Social Development support do we have for a child with a SEND?**

We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school.

The Emotional Health and Wellbeing of all our pupils is very important to us. We have a robust Child Protection Policy in place; we follow National & LA Guidelines. We have a robust Behaviour and Discipline Policy. The Co-Heads of School, teachers and all staff continually monitor the Emotional Health and Wellbeing of all our pupils. We are an Anti - bullying school. We support children with their Emotional Health and Wellbeing in many ways including; a focused Nurture UK group, social skills groups, Lego Therapy.

**We hope that you have found this information useful, and if you wish to discuss anything further please feel free to make an appointment with either Mrs Page or Miss Barry, the Co-Heads of School or Mrs Alexandra Johnstone, SENDCo.**