



Park Lane Primary and Nursery School and New Road Primary School.

Aspire Learning Trust.

SEND Policy.

Special Educational Needs and Disabilities (SEND) Information Report: Updated June 2018.

What is a special educational need or disability?

Children have special educational needs if they:

- Have a learning difficulty that calls for **additional and different provision** to be made for them
- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them

(2014 Code of Practice)

This document is to inform you of the types of support available for your child at our schools. It will help you to understand who can help you and your child and how this support can be accessed.

These are the areas that we look for to be a concern with regards to SEND:

- **Communication and Interaction:** children with speech, language and communication needs, social interaction difficulties and limited or underdeveloped interaction skills.
- **Cognition and learning:** children who are struggling with –retaining information, understanding what they need to do, accessing the curriculum for their age and or need support in order to produce work within the lessons.
- **Social, Emotional and Mental Health Difficulties:** children who struggle to socially interact and very emotional and need lots of support with managing feelings and their behaviour as well as children with mental health issues.
- **Sensory and/or Physical:** children who struggle with noises, smells, textures, have sensory overload in certain environments; those who might have a hearing or visual impairment and or need support with fine and gross motor movements as well as general physical movements.

How does the school know if a child needs extra help?

- Limited progress is being made
- Behaviour issues occur quite regularly
- School staff mention their concerns to senior leadership staff
- Parent/carers are worried about their child
- A health professional (e.g. GP, health visitor, speech therapist) has concerns about a child
- Information given to school by a previous school or nursery
- A child asks for help
- A child's behaviour or progress changes
- A child need support that is **different from and in addition to** our usual practice

What should I do if my child may have special educational needs?

- Talk to your child's class teacher first
- Then talk to Mrs Frances Light-Rudland (who is our SENCO and has overall responsibility for special needs) or talk to Mrs Baxter (who is covering SENCO for maternity leave from July 2018 until April 2019)

How will the school let me know if they have any concerns about my child?

1. Your child's teacher will speak to you informally first and give you some ideas to try out at home
2. You will then be invited to meet school staff formally to agree targets on an individual support plan

3. You will also meet with Mrs Frances Light-Rudland who is our SENCO (the person with overall responsibility for SEND) or Mrs Michele Baxter (covering maternity leave) if the need continues to grow or develop that concerns both parents and class teachers

What type of special educational needs can your school support?

- Children who have communication and interaction needs (e.g. Autistic Spectrum Disorder, Speech, language and communication need requiring input from a speech therapist)
- Children who have cognition and learning needs (e.g. they work at a much lower level than most children of their age)
- Children who have specific learning difficulties (e.g. they are visually impaired or hearing impaired)
- Children who have physical and sensory needs (e.g. they use a wheelchair or have a catheter or are diabetic)
- Children who have behavioural, emotional and social development needs (e.g. ADHD)

Details about the actual support our children receive can be found in our local offer.

How will the school support my child?

You, the class teacher, relevant support staff and the SENCO (Mrs Frances Light-Rudland or maternity cover SENCO Mrs Michele Baxter) will work closely together to:

- **Assess** your child's needs
 - **Plan** the support
 - Carry out the support (**Do**)
 - **Review** the outcomes of the support
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- If your child has needs which relate to a specific area of their education (e.g. spellings, times tables, handwriting, numeracy, phonics, reading etc.) they will have extra help in small groups. This will be run by a teacher or teaching assistant. The sessions will be quite short and regular. The number of sessions will vary according to the needs of the child. This support (or intervention) will be monitored to measure its success. This is either done through individual support plans or Vulnerable Group Action Plans (VGAP).
 - Your child's progress will be monitored closely by class teachers and half termly reviewed with the SENCO.
 - Occasionally a child may need more expert support from an outside agency (e.g. support from community paediatrician, occupational therapy (OT), Speech and language therapists, educational psychologists (EP) or family worker). This will be discussed with you fully and a referral made if appropriate with the support of an Early Help Assessment (EHA).
 - Your child's class teacher may make simple changes to your child's daily routine (e.g. help with organising belongings, having fewer spellings to learn, making sure they are sat near to the teacher, pictures to know what the next lesson is, leaving the classroom just before or after the rest of the children do).

How will school help me to support my child at home?

- Your child may be sent home with games for you to play together
- Suggestions may be made about good websites to use to help with tables, maths work or reading etc.
- You may be asked to play games like I-Spy or counting games
- You may be asked to carry out simple exercises to do at home to help with cutting skills or improving balance
- You may be given tips about helping your child to calm down if they get very angry
- You may be given advice to help you manage unacceptable behaviour

How will I know how my child is doing?

- You are encouraged to contact your child's class teacher whenever you have concerns as they are the first port of call. (You and your child's teacher are welcome to make your own informal arrangements, e.g. meet after school once a week or have a home school book.
- You will have 2 parents' consultations a year and will be able to discuss your child's progress in this scheduled appointment with your child's class teacher.

- You are then encouraged to meet with your child's class teacher and the SENCO to discuss your concerns further (this will be an appointment made by the SENCO with your child's class teacher and parents).

How is the curriculum matched to my child's needs?

- Work is differentiated (set at different levels) to make sure it is at the correct level for every child
- Your child's work may be adapted slightly to make sure it can be completed more easily
- Your child may write on wider lines or use larger squares for maths work
- Sometimes children work with an adult before a lesson is taught, to teach them important words or facts. Your child may do this when appropriate.
- Sometimes lessons are taught in ability groupings (e.g. basic skills in phonics or maths) to provide more targeted support
- Your child may be asked to complete fewer questions or learn fewer spellings
- Your child may be given longer to complete work, or use a friend to help out or use a timer
- Your child might be able to access alternative equipment to the rest of the class in order to complete a task (e.g. ICT)

How is the classroom environment adapted to my child's needs?

- Every classroom has a picture timetable so that all children know what is happening during the day. Some children have their own copy of this timetable which is adapted for individual use
- All classrooms have table top resources to help with spellings, times tables (KS2), writing structures as well as on the Working Walls, which contain important tips to help children with the topic or learning outcome
- All classrooms have access to ICT opportunities and ensure that all children are able to access the curriculum at their own individual levels

How is my child supported if they can't follow your usual routines and teaching methods?

- Your child may benefit from working in small groups in a quieter setting so may be invited to complete work outside the classroom itself
- Your child can have their own behaviour management system (e.g. sticker charts, their own good behaviour timetables, an individual anger management system)
- Your child may use hand held devices and/or ICT to record their work if recording on paper causes them stress or is difficult for them to access.

Is there any medical support available in school?

- The schools both have disabled facilities which are near the main offices
- Epi-pen training is given in school to all staff
- There are first aiders at both schools
- All staff have basic first aid training
- Prescribed medication can be administered in school when a signed medical consent form is in place and handed to the office and stored correctly

What happens if my child needs more expert help?

The special educational needs of most children is managed successfully by the support given in school. Sometimes, however., it is necessary to refer a child to outside agencies to receive more specialised expertise. This will only happen following several review cycles and will always be in consultation with you and where appropriate your child.

Our school uses:

- Educational Psychologists (EP)
- Consultant Community Paediatricians
- Speech and Language therapists
- Occupational Therapists (OT)
- Physiotherapists
- CAMHS (Child and Adolescent Mental Health Services)
- Social Care

- School nurse
- Family support worker
- Locality team
- Support from SEND specialist Services – link practitioner or specialist teacher

What training are the staff supporting children and young people with SEND had or having?

- How to support pupils on the Autistic spectrum (all staff)
- Sensory circuits (support staff training by OT team)
- Epi-pen training (all staff)
- Social skills training (from Speech and Language therapists – currently in house via Jenni Bishop)
- Two TAs trained to deliver First Class at Number program with both schools
- SENCO (maternity cover SENCO also) attends SEND forums, conferences and local briefings
- Staff from local Children's Centre liaise with school staff as relevant
- Individual training undertaken as relevant (e.g. Barrier concept training, dyslexia training from support teachers)

Will my child be included in all school activities out of school trips?

- We are a fully inclusive school so all trips and activities are available to all pupils
- Individual parent/carers are consulted when planning trips when appropriate
- Additional adult supervision is provided when required
- Risk assessments are carried out for all visits and submitted for approval by the Educational visits co-ordinator and Executive Head Teacher /Executive Deputy Head Teacher and SENCO

How accessible is the school environment?

- All external doors have ramps for easy access
- There is one disabled toilet with shower and changing bed at Park Lane and a disabled toilet at New Road, where there is also a designated medical room
- All rooms are on the ground floor
- There is wheelchair access to all doors

How will the school prepare and support my child when joining school?

- Parents / carers are offered a tour of the school (or several visits if preferred)
- Your child will be encouraged to spend some time in school before joining us formally, to join in with some lessons
- You and your child will be invited to meet relevant members of staff before starting with us, to discuss any particular needs
- Contact will be made with the previous school/nursery to collect additional information
- Records received from previous settings will be shared with relevant staff
- Social stories will be made to help with understanding the transition to school

How will the school prepare and support my child when transferring to a new school?

- Liaise with support staff of the new school, passing on successful strategies and current systems in place
- Meet with the new schools SENCO to ensure they are aware of your child's strengths and difficulties and understand the additional provision that may be needed
- Ensure your child visits the new school as many times as required
- Arrange transition meetings between staff from both schools and parents / child if required

What happens if I have a child who is Looked After and has special needs?

- Staff work closely with Education Support for Looked After Children (ESLAC) and the Foster Care team to ensure all decisions made are in the best interest of the children and shared with all experts involved in the child's care. If your child is LAC and has SEND then it will be Mrs Brudenell (Park Lane) or Mrs Bains (New Road) and the SENCO or maternity covering SENCO.

How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated every year as part of the curriculum budget

- The money is used to provide additional resources like sloping boards, fiddle toys, paying for additional cooking, equipment to support children with sensory needs, specialised rulers and pencils on an individual basis
- Children with an Education, health and care plan (EHCP) are allocated high needs funding by the Local Authority
- Training needed to support children with specific needs is funded from the Continuing Professional Development (CPD) budget

How is the decision made about how much support my child will need?

- Discussions take place between the SENCO, support staff and teachers to identify the barriers to learning and how to remove them
- Recommendations from external experts are also taken into account
- All of these points are discussed with parents/carers at review meetings
- Executive Head Teacher and Executive Deputy Head Teacher are consulted as to whether there is appropriate funding that we can use to support your child

How will I be involved in discussions about planning for my child's education?

- Your involvement is crucial from the first informal chats with the class teacher. Parents know their children best and your views are always listened to and valued.
- You are involved in review meetings, planning meetings and meetings with external agencies as well as the usual school progress meetings

How will my child be involved in making decisions about the support available?

- All our children are encouraged to attend meetings about their progress at parents' evenings
- Children who have additional needs attend review meetings with their parents and class teacher to plan the next steps in their learning

What can I do if I am not happy with the support my child receives?

- Contact your child's class teacher face-to-face, by email or by telephone
- Contact our SENCO (Mrs Frances Light-Rudland) or maternity cover SENCO (Mrs Michele Baxter). Mrs Light-Rudland is also part of our SLT so she has responsibility for all children with SEND at our schools. Her email addresses are:

FLight@parklane.cambs.sch.uk

FLight@newroad.cambs.sch.uk

Mrs Baxter will be covering maternity leave from July 2018 to April 2019, her details are:

MBaxter@parklane.cambs.sch.uk

MBaxter@newroad.cambs.sch.uk

Who can I contact for further information?

- Parent Partnership Service on 01223 699211 or email Robert.wilson@cambridgeshire.gov.uk
- Email the Local Authority at local.offer@cambridgeshire.gov.uk for more information about Cambridgeshire's Local Offer
- Search Family Information Directory. The information in the directory helps you to identify services and provision available for children and young people with special educational needs
- The SEND Code of Practice which are Government publications that provide more detail about the local offer and legal requirements
- There are also guides for young people produced by the Council for Disabled children
- More information about the new EHCPs (which are replacing the statements of educational needs) can be found online
- Statutory Assessment and Resourcing Team
Box SCO2209
Scott House
Huntingdon
PE23 3AD
Telephone: 01480 372600
Email: start@cambridgeshire.gov.uk