

SEND Information Report

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1. Introduction

As a Church of England School, we value all of God's children, and celebrate 'life in all its fullness'.

All Cambridgeshire Local Authority (LA) maintained schools have a consistent approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress and achieve their potential in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible. At Park Street we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our SEND Policy, which outlines the purpose, nature and management of special educational needs within our school.

Definition of Special Educational Needs and Disability

The Code of Practice (2014) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which call for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

2. What is the Local Authority Offer?

- The *Children and Families Bill* was enacted in 2014. From this date, 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'.
- 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.
- The Cambridgeshire Local Offer can be accessed at:
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/>

3. What is the SEND Information Report?

The SEND Information Report uses the Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

4. What kinds of special educational needs might the children at Park Street have?

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

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Communication and interaction

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

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

Cognition and learning

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

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated or displaying challenging and disruptive behaviour. These behaviours can occasionally reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from accessing the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory

impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

5. Who are the best people to talk to in this school about my child's difficulties with learning/special educational need or disability (SEND)?

The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need in class (this could be targeted work or additional support such as extra phonics sessions) and letting the Special Educational Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Using a range of strategies identified from in-class support sheets to support learning.
- Writing and reviewing 'All About Me' strategy sheets in conjunction with a Teaching Assistant if applicable.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Liaising with TAs to provide a link between learning in class and during interventions as identified on the school's provision map.
- Overseeing support that TAs provide for your child.
- Ensuring that you are involved in supporting your child's learning.

The SENCo: Mrs Katherine Shankland (senco@parkstreet.cambs.sch.uk)

Responsible for:

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

The Headteacher: Mrs Sarah Hawker (Head@parkstreet.cambs.sch.uk)

Responsible for:

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

The SEND Governor: Mrs Lorna Atwell (via office@parkstreet.cambs.sch.uk)

Responsible for:

- Making sure that the necessary support is given for all children with SEND who attend the school.
- With the Governing Body, the review of the SEND and Equality & Inclusion policies.

6. How are children with Special Educational Needs identified and assessed?

At Park Street children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- Tracking information – is the child performing significantly below age expected levels?
- School based assessments carried out initially by the class teacher
- Further school based assessments carried out by the SENCo where concerns are raised
- Concern raised by parents
- Concern raised by school staff through the Raising Concern process
- Liaison with external agencies
- Health diagnosis

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

Class teacher input, through targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching builds on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in their learning in class. This may involve things like using more practical resources.
- That specific strategies as identified on the in-class support sheets (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child's teacher will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team and consider next steps to support their learning.

- Specific group work

Intervention programmes as planned by the SENCo which may be:

- Run in the classroom or a group room/area.
- Run by a teacher or a teaching assistant (TA).

Specialist groups run by outside agencies, e.g. Speech and Language Therapy

This means a pupil has been identified by the SENCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority services, such as teachers or specialist TA's from the Specialist Teaching Team.
- Health services such as Occupational Therapists, Speech Therapists or Physiotherapists.
- Therapists trained to support SEMH.
- Sensory support services such as hearing or visual impairment specialist teachers.
- Outside agencies such as the Education Psychology Service.
- 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 you and the school to understand your child's particular needs better and be able to support them more effectively in school.
- If the referral meets the service's threshold for involvement, the specialist professional will work with us to understand your child's needs and make recommendations as to the ways your child is supported.

Specified Individual Support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via 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 support.

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 may also need specialist support in school from a professional outside the school, which may include any agency that is listed above.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a Statutory Assessment or Education, Health and Care 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), are complex enough to need a statutory assessment. If this is the case, they will ask you and all the 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 a Statement of Special Educational Needs or an Education Health Care Plan. If this is not the case, they will ask the school to continue with the current level of support.
- The Statement or EHC Plan will outline the amount of funding the school will receive from the LA to support your child. It will also outline how the support should be used, and what strategies could be put in place. It will include short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, deliver individual programmes or run small groups including your child. Other resources may also be secured through this funding but this is a collaborative decision involving education or health care professionals and yourself.

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

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 may ask to meet with the SENCo.

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

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child.

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

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

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the Governors on the basis of need within the school.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within the school and is reviewed regularly so that the needs of children are met, and resources are deployed as effectively as possible.

11. Who are the other people providing services to children with SEND in our school?

School provision

- Teaching Assistants working with either individual children or small groups.
- Class teacher intervention groups
- The SENCo works with groups/individuals.
- ICT support

Local Authority Provision delivered in school

- Specialist Teaching Team
- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- ESLAC (Educational Support for Looked After Children)
- Family Intervention Worker to support families

Health Provision delivered in school

- Additional Speech and Language Therapy input to provide a higher level of service to the school
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Child and Adolescent Mental Health)
- Paediatricians (Community Child Health)

12. How are teachers in the school helped to work with children with SEND, and what training do members of staff have?

- The SENCo's role 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 training on SEND issues, such as Specific Learning Difficulties, 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. by the Local Authority or health services.
- TA's receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

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

- Class teachers plan lessons and differentiate their planning 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.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

14. 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 with members of the senior leadership team every term in reading, writing and numeracy, through pupil progress meetings.
- If your child is in Year 1 or above and working below National Curriculum Age Related Expectations, a more sensitive assessment tool can be used called P Scales, which shows children's attainment in more detail – breaking learning down into smaller steps.
- 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 a Government requirement of all schools and the results are published nationally.
- Where necessary children will have a pupil support plan based on targets agreed by teachers, parents, the SENCo and/or external agencies which are specific to their needs.
- The progress of children with a EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- 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.

15. What support do we have for you as a parent 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 SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have but should be the second point of contact after the class teacher.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report.
- Pupil support plans will be reviewed with your involvement regularly.
- 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.
- The SEND Information, Advice and Support Service is available to give further impartial advice and support should you need it. Their website address is:
- <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>

16. How is Park Street accessible to children with SEND?

- The school is not fully compliant with Disability Discrimination Act (DDA) requirements because of the limitations of the Victorian Building. The second storey is not accessible to wheelchair users but alternative provision is made wherever possible. There are no disabled toilet facilities.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.

17. How will we support your child when they are joining the school? Leaving the school? Or moving to another class?

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.

If your child is joining us from another school:

- The SENCo will visit pre-schools with the class teacher or Foundation Stage Leader where appropriate and attend Annual Reviews or Family Support Planning Meetings for pre-school children.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school and stay for a 'play date'.
- Parents will be invited to attend an information evening.
- You may be given the opportunity for additional visits where appropriate to help prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the 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 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. All About Me Sheets, which summarise the needs of your child, will be shared with the next teacher.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENCo and class teacher will discuss the specific transition needs of your child with the SENCo of your child's secondary school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCo 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.

18. How will we support your child's emotional and social development?

We recognise that some children have additional 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 finding it difficult to communicate effectively.

- All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:
- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of SEAL (Social and Emotional Aspects of Learning) and other specific programmes Such as Zones of Regulation) which are used with small groups of children. All programmes are delivered by teaching assistants who are trained and experienced in delivering these programmes.
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through planned activities and groups.
- 1:1 or small group work support for children to develop skills in play and social interaction.

If your child would benefit from extra support, with your permission the SENCo will access further agencies through the Early Health Needs Assessment process or using the Required Information and Consent (RIC) process. This form can then be used as the referral to access agencies as listed on page 5 of this SEND report.