

# Our Special Educational Needs Information Report

## What is a Special Educational Need?

The 2014 'Special Educational Needs and Disability Code of Practice 0-25 years' is our legal guide for provision within school and can be [accessed here](#).

It defines SEN as: provision different from or additional to that normally available to pupils of the same age. A special educational need might fall into one or more of the following broad categories:

**Communication and Interaction** – such as speech and language difficulties, Aspergers Syndrome or Autism.

**Cognition and Learning** – children who learn at a slower pace to their peers or have a specific difficulty such as dyslexia, dyscalculia or dyspraxia.

**Social, Emotional and Mental Health Difficulties** – such as challenging behaviour, anxiety, depression, eating difficulties, Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.

**Sensory and/or Physical needs** – children who have visual impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI) or a physical disability requiring ongoing support or equipment.

## How are school's resources allocated and matched to pupil's needs?

Meldreth Primary School is an inclusive school with a strong belief that all children should be valued, treated with respect and reach their full potential. We offer a range of provision to support children with Special Educational Needs and Disabilities (SEND), where the school has identified a need and staffing levels allow. Children's needs are identified in the first instance either through teacher assessments or from assessments passed on to us from external agencies already involved in reviewing the child's development. School resources are allocated according to need.

We strive to ensure that the provision for all our pupils is of the highest possible standards, whilst acknowledging that we are continually improving our practice. We firmly believe that by working in partnership with parents/carers and adults beyond school, that our children get the best possible: care, support, education and opportunities in order to ensure a successful transition into adult life.

Every child is an individual and has individual needs that will affect their learning. Sometimes children need special support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period, but during this time we will monitor their progress, look carefully at what special support they need and keep in close touch with parents.

The effectiveness of every intervention run in school is monitored by the use of base line assessments at the beginning of the support work, and post intervention assessments to monitor the progress that children have made. Ongoing assessments throughout the intervention are used to decide if intervention programmes need to be modified to benefit the participating children.

Pupil progress data is updated and reviewed at least on a termly basis which includes a specific focus on SEND children. We track the support being offered throughout the school and provision is updated every term following discussions between the class teachers, assistant head teacher and SENCo.

## **What should I do if I think my child has special educational needs?**

The first person to speak to about concerns is the class teacher. If necessary, they will adapt the learning environment by providing focused learning experiences and different approaches to help children overcome barriers to their learning.

When concerns remain despite this support, the class teacher will liaise with you and the SENCo to agree next steps. This may include observing the child, looking at work samples, completing detailed checklists, group booster sessions and making recommendations based on this. A one page profile is put together outlining strengths, needs and strategies which will be shared with you. Your child's progress will continue to be monitored to see if these strategies are helping. Some children may be given more specific targets and expected outcomes. These are reviewed regularly.

Where a child's progress remains a concern after two or more of these reviews, discussions between the parent, class teacher and SENCo would consider placing the child on the school's Special Educational Needs list. Further analysis of difficulties may be carried out. This continues and formalises the approach begun above. Targets would be reviewed with parents.

If despite specific, targeted support a child's progress remains a concern, the school will consider seeking external advice. This may be from a range of professionals including an Educational Psychologist, Specialist Teaching Team, Occupational Therapist etc. There are clear thresholds based on needs, which the school must use when considering this step. The class teacher will meet for a consultation and advice will be given through a written report which will be shared with parents. Professionals will not work with children directly.

If the consultation advice does not show impact on learning, then an Early Help Assessment (EHA) form would be completed with parents to seek direct involvement from external professionals.

Some children, whose progress falls a long way behind their peers – or who have a severe medical condition – may have an Education and Health Care Plan (EHC Plan) to support their needs. There are strict guidelines on the attainment levels required to apply to the local authority for an EHC Plan. The family and child are central to the planning of this support, which may include some additional funding to support your child's learning. The EHC plan is formally reviewed every year

by the school, in conjunction with other professionals involved. The report from this meeting is sent to the Local authority who will decide whether to maintain the EHC plan for another year.

## **What training have staff who are supporting children with SEND had or are receiving?**

Our school's Special needs coordinator (SENDCo) is Kate Samways who has completed the National Award for SEND Coordination. She advises class teachers about the provision they make for children with SEND and has responsibility for our whole school provision.

All the learning support programmes, known as interventions, at our school are delivered by staff who have had training in running these groups.

We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs. Many of our staff have completed National Association for Special Educational Needs (NASEN) training.

## **How will the curriculum be matched to meet my child's needs?**

All teachers use classroom based strategies to ensure that teaching is as good as it can possibly be (known as 'Quality First Teaching').

We provide a supportive environment using:

- visual timetables
- alternative ways for children to record their learning (e.g. computers)
- accommodation of different learning styles (e.g. visual, kinesthetic, auditory)
- specialist equipment (e.g. writing aids, fidget toys)
- Strategies to develop independent learning
- Dyslexia friendly displays and resources

We help all children access the curriculum through:

- Adult supported group work (teacher and teaching assistant led)
- Individualised curriculum planning where appropriate
- One to one support during teaching if a need has been identified (e.g. language needs to be modified)
- Provision of quiet workstations
- Help in attending trips and residential visits

We give the children opportunities to develop their independent learning skills:

- Visual aids and models on display in class to prompt children's thinking and remind them of learned approaches
- Scaffolding tasks to help children complete them (e.g. using writing frames, story maps, task plans)

- 'Chunking' activities (i.e. grouping information for a stepped approach to a task)
- Accessible individual resources that children can fetch if they need them (e.g. word mats, maths tools kits)
- Use of step in, step out support to encourage independence for reluctant children
- Open ended challenges to extend more able learners

### **Strategies to support/develop literacy including reading**

- Small group targeted literacy support to boost reading, writing and spelling
- Withdrawal in a small group for targeted intervention customised to the particular group of children
- Use of writing slopes pencil grips and wedge cushions
- Extra opportunities to practice reading to a range of adults
- Inference group work to boost higher level reading interpretation skills (Upper KS2) □  
One to One support with spellings and phonics

### **Strategies to support/develop numeracy**

- Small group support in class through guided teaching
- Withdrawal in a small group for targeted intervention customised to the particular group of children
- Use of practical resources (manipulatives) e.g. Numicom
- Termly assessments of children's mathematical knowledge followed by teaching tailored to filling gaps in their understanding
- Talking Maths to develop mathematical language

### **Strategies/programmes to support speech and language**

- Individual interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support)
- Implementation of their programmes by TAs
- Spirals group intervention to help develop children's speaking and listening skills

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

Our school uses a multi-agency approach and we regularly work with a range of professionals including educational psychologists, specialist teachers and speech therapists to support children in school. We also have access to strategies / programmes to support Occupational Therapy and Physiotherapy needs (if the child meets the threshold level required for their support).

## **What support will there be to ensure my child's overall wellbeing?**

Children need to feel happy and secure to make good progress in their learning. We have experienced specifically trained staff in school to help support the children's social and emotional development, deal with anxieties and promote their emotional wellbeing. We work closely with families, through communication with parents and offer access to individualised programmes and services:

- Counselling (including Allyance and NHS YOUUnited services)
- Referral to appropriate outside agencies eg CAMHS (should the child meet their thresholds)
- Referral to the Health and Wellbeing Team
- Owls nurture group to help children with anxiety self-esteem and emotional difficulties
- Lego therapy group using Lego to develop team work and cooperation
- Social Communication groups to develop social interaction skills
- Social stories – using a purpose written story to explain and explore a social situation and different people responses to it to develop children’s understanding of that situation.

## **How will I be involved in discussions about and planning for my child’s education?**

We believe that good communication between home and school is essential for us to work effectively together to support every child. We aim to maintain regular and timely communication with parents. If your child is identified as not making progress, or if staff have a particular concern, 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's learning

We liaise with a wide range of professionals (educational psychologists, speech therapists, school nurses, family support workers, parent partnership) and will help with explanation of professional reports to parents where it is helpful. Where possible, we will arrange for you to meet directly with external professionals who are involved in your child’s learning at school.

## **How will the school support my child in starting school and moving on?**

We work to ensure smooth transition from pre-school into school, between classes and from primary school into secondary school. This includes visits from school staff to the child’s current class/ setting and series of visits for the child to their new class. Specific individual programmes of transition activities for some children. Documentation passed from a previous setting or school is carefully read, shared and filed. The SENDCo will contact the previous setting for further information as necessary. When a child moves on to another school, all paperwork will be securely forwarded to that school, including a child’s pupil passport, outlining their strengths and barriers and things/ strategies that help.

For children moving on to secondary school the SENCo and class teachers meet with the new school to pass on important information and strategies prior to transition. Extra visits can be arranged with the college to ensure familiarity.

Where it is appropriate, we will develop specific individual programmes of transition activities to support children during the move.

## **How will my child be included in activities outside of the classroom?**

Our school is an inclusive school and we ensure that every lesson is accessible to every child whether it takes place in the classroom, the school grounds or off site.

To ensure that all children are able to access clubs that run in school we offer free clubs during lunch times and occasionally after school. We select external club providers on the basis that they can offer access to all our children with the activities and equipment they use.

As far as possible and where a specific need had been identified, we will ensure that staffing levels can accommodate additional support for individual SEND children.

Our school buildings are on one level and there is wheelchair access to both main buildings. There is one toilet with wheelchair access.

## **Who can parents contact for further information?**

If parents are worried about a child's progress or our school's provision for children, they should in the first instance discuss their child's needs and the provision that has been made with their child's class teacher. Any concerns that have not been addressed by this should be taken to the SENCo or head teacher. The school's governing body are the final point of contact for these concerns; our schools SEN governor is Mr Neil O'Regan.

In addition, the Cambridgeshire Parental Partnership service is set up to help parents navigate the world of education.

- 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 professional who are working with your child
- Information on your rights and responsibilities as a parent, children's rights and SEN law and guidance
- Information about local support groups and voluntary organisations
- Information leaflets, newsletters and policies, updates, training and events focused on special educational needs issues.

### **SEND Information, Advice and Support (SENDIASS)**

Cambridgeshire County Council, ALC2630, New Shire Hall, Emery Crescent, Enterprise Campus, Alconbury Weald, Huntingdon, PE28 4YE

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

Confidential helpline open during term times: 01223 699 214