



Holme C of E Primary Academy

SEND Information Report and Local Offer.

Reviewed by Governors: November 2022

Next review date: November 2023

Holme C of E Primary Academy Information for Parents

This SEND information report is written in line with the Cambridgeshire Local Offer for learners with Special Educational Needs and/or disabilities (SEND.) All governing bodies of maintained schools and Maintained nursery schools and the proprietors of Academy schools have a legal duty to publish information on their website about the implementation of the governing bodies or the proprietor's policy for pupils with SEND. This information is updated annually.

At Holme Church of England Primary Academy we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, governors, and members of staff.

The key members of the SEND team in school are:

Name of Executive SENDCo : Mrs Alison Cole

Name of Inclusion and Challenge Teaching Assistant: Mrs Kay Dee

Names of SEND governors: Adrian Lawes and Stephen Juggins

If you think your child may have SEND please speak to their Class Teacher in the first instance or contact Mrs Cole via the school office on 01487 830342.

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 (SEN) aged 0-25. The LA refer to this as the 'Local Offer' which can be found at <http://www.cambridgeshire.gov.uk/SEND>

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.

What is the Special Educational 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 Educational Needs Information Report.'

Stilton C of E Primary Academy
Special Educational Needs Information Report

Our Approach to Teaching Learners with SEND

At Stilton Church of England Primary Academy, we believe that every child is unique and has the right to be included in our school community regardless of faith, ethnicity, learning difficulty or disability. We want to provide high quality teaching to all of the pupils and we understand that this may come in many forms from whole class teaching, learning with support and specific interventions.

Through creating a stimulating learning environment, we have a curriculum which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff continually assess pupils to ensure that their learning is progressing. Our whole school system for monitoring progress includes regular pupil progress meetings, structured conversation meetings with our AFA parents, data analysis based on half termly formal assessments, evaluation of quality first teaching interventions and internal referrals made to the SENDCo by class teachers.

How does Stilton Church of England Primary Academy know if children need extra help?

We know when pupils need extra help if:

- Concerns are raised by parents, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.

- We have received information from other agencies who may already be working with the child before they join us.

I think my child might have special educational needs what should I do?

- The class teacher is the initial point of contact for responding to parental concerns. We will listen to your concerns and draw on your own experience and observations that you will have as a parent of how your child is outside of school.

• If you have any further concerns, or would like to know more about a specific provision, then contact Mrs Alison Cole who is our school SENDCo.

- We can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide a specialist assessment.

We will be with you every step of the way to work with you, support you through this process, and review provision to find out what works best for all our children.

How will I know how Stilton Church of England Primary Academy supports my child?

- Each pupil's education programme is planned by the class teacher. When a pupil has been identified with special needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily.

• The child will be given small and measurable targets as part of their School Based Support Plan (APDR), which will be shared with the child and parents, and evaluated termly by the class teacher and SENDCo. Targets will be discussed at parents evening, at termly reviews with the SENDCo or through specific review meetings. Parents are welcome to review progress more regularly through consultation with your child's class teacher.

• We may provide additional support in class from the teacher or Teaching assistant. Teaching assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

• If a pupil requires greater support in a particular area, for example, phonics, Maths or English, then she/he will be placed in a small intervention group led by either the teacher or Teaching assistant. All interventions are regularly reviewed by those delivering them and by the SENDCo, to ascertain how effective they are being and to inform future planning.

- Regular Pupil progress meetings are held with Senior Leaders and the SENDCo to discuss individual pupils. This shared discussion may highlight any ongoing concerns and help to plan further support if required.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Support, Specialist teacher support or the Educational Psychology Service.
- If appropriate specialist equipment may be given to the pupils e.g. writing slopes, pencil grips, easy to use scissors. Where necessary, classroom environments will be adjusted to meet the needs of individual children with regard to access, quiet areas, visual prompts etc. We also have designated areas in school where specialist provision can be made available so that the child can access more readily the support on offer.
- We regularly review our provision and as training courses become available we evaluate their likely impact and how relevant they are for our children, and send staff as appropriate.
- We would like to also listen to your views about what you think will aid your child's progress and explore the type of provision that you think will work for your child and their individual needs.
- Provision is reviewed on an individual basis taking account of your child's specific needs.

How will my child be included in activities outside the classroom including school trips?

- Activities and trips are made as inclusive as possible and available to all children.
- Where necessary, individual risk assessments are carried out and procedures put into place to enable all children to participate.
- If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

What support will there be for my child's overall well-being?

The school offers a good level of pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:

- All class teachers are readily available for pupils who wish to discuss issues or concerns.
- Our Inclusion and Challenge Teaching Assistant is available to work closely with children and families to provide pastoral support.

- We also work closely with families who have an EHA or are receiving Social Worker support.
- Some interventions are available for children who need help to develop their social skills, manage their anxieties, anger or for those who need a little emotional support due to changes within the family setting.
- A meet and greet is available for pupils who find the transition into school each day challenging.
- Structured conversation meetings between class teachers and parents are held termly to support our vulnerable children.

How does Holme Church of England Primary Academy support children with medical needs?

If a child has a medical need, then a detailed care plan is compiled with support from the school nursing team/medical team involved and in consultation with parents. This is then shared with all staff who are involved with the pupil.

- Staff receive training as necessary from the school nurse or health care professional, for example Epi-pen training.
- Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both the child and the staff member.
- A dedicated medical treatment area is available when necessary.
- Staff receive basic first aid training, with some members of staff trained in paediatric first aid.

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

For some learners we may want to seek advice from specialist teams. We have access to services universally provided by Cambridgeshire County Council and the National Health Service which are described on the Local Offer website <http://www.cambridgeshire.gov.uk/SEND>

The agencies currently used by the school and our families include:

- SALT (Speech and language therapy support)
- Specialist teacher
- EHA - Early Help Assessment team

- CAMHS (Child and Adolescent Mental Health Service)
- SEND support team Cambridgeshire
- Child in Need (CIN) practitioners.
- EES – Educational Entitlement Service
- Educational Psychologist
- Multi-sensory impairment service
- MASH (Multi Agency Safeguarding Hub)
- Community Paediatricians
- Occupational Therapy
- Physiotherapy
- School Nursing team
- Social Services
- Younited (Emotional Health and wellbeing service)

How accessible is the school environment?

The school is fully compliant with Disability Discrimination Act (DDA) requirements.

- The front desk is accessible for wheel-chairs.
- There is a disabled toilet and changing facilities.
- We ensure wherever 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.

As a school we are happy to discuss individual access requirements and adapt our environment so that it meets the needs of all of our pupils.

How will you help me support my child's learning?

All parents are encouraged to contribute to their child's education. On a day to day level, we give the children detailed feedback in their books which we encourage our children to respond to. Children in KS2 and some children in KS1 are aware of their learning passport targets to improve their learning development. You may also approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings and they will be able to share with you resources that you can use at home to support your child's learning.

For more regular support we are able to set up a home-school communication book. This helps you to keep in touch with your child's class teacher regularly so we know how they are doing at home and we can tell you how they are doing in school. We hope that this will ensure that we are working together to support your child both at home and at school.

On a more formal review level, parents of pupils with high levels of SEND (EHCP) or have an EHA will be invited to regular review meetings with the SENDCo and other professionals.

How will I know how my child is doing?

Your child's progress is continually monitored against national standards by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress which is discussed with senior staff at regular team meetings. This is to ensure that all of our children are making good progress and where we can review the provision to reflect if this needs to be adjusted. We share their attainment and progress with parents at termly parents meetings and specific SEND provision is monitored by the SENDCo.

Children will be given specific targets to support their learning and to help them to understand their next steps. At the end of each Key stage all children are formally assessed using National Phonics Screening and Standard Assessment Tests (SATs). This is something that the government requires all schools to do and the results are published nationally. In July each year your child will be provided with a written report which details their attainment in line with these levels.

How will the school prepare and support my child when joining Holme Primary or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits arranged as required, as we are aware that some children need more transition visits than others.

- The SENDCo is more than happy to meet parents before a child starts at Holme Church of England Primary Academy
- We liaise with other agencies where there is a wider involvement in the family.
- When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged between our SENDCo, the secondary school SENDCo, parents and where appropriate the child.
- In partnership with the secondary schools we provide additional transition events which are tailored to the needs of the individual.

What do I do if I have a complaint about my child's education at Holme Church of England Primary Academy?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher as soon as possible. Where an issue cannot be resolved informally, an appointment will be made with the Headteacher

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

Below are the four main people that you can contact to talk to.

1) The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENDCo) know as necessary.
- Personalised teaching and learning for your child as identified on their School Based Support Plan (APDR)
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

2) The Executive SENDCo, Mrs Alison Cole

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that you are:

- i) involved in supporting your child's learning
- ii) kept informed about the support your child is getting
- iii) involved in reviewing how they are doing
- Liaising with all specialist staff who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychologist, Specialist teacher.
- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known)
- Providing specialist support and training for teachers and support staff in school, so that they have the skills to be able to help children with SEND achieve the best progress possible.

3) The Executive Head teacher: Mrs Clara King

Responsible for:

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

4) The SEND Governor: Mr Adrian Lawes and Mr Stephen Juggins.

Responsible for:

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Working with the Executive SENDCo to review current practise in school.

School contact telephone number: 01487 830342

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

a) Class teacher input through 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 is built 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 learning in class. This may involve things like using more practical learning or pre-tutoring.

- That specific strategies (which may be suggested by the SENDCo) 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. This support will be documented on a termly Class Achievement Plan.

Specific group work

Intervention which may be

- Run in the classroom or in a smaller area outside of the classroom.
- Run by a teacher or a teaching assistant (TA).

b) Specialist groups run by school staff and /or outside agencies, e.g. Speech and Language therapy

SEN Code of Practice 2014: SEN Support (SS) (K code)

This means a pupil has been identified by the SENDCo/ class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

- Local Authority central services, such as Speech and language Service.
- Specialist Teaching Team - through a referral via an Early Help Assessment

What could happen:

- 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 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.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specialist support via an Education Health and Care Plan

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.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ("Including All Children" documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services which can be found in the Local Offer.
- Outside agencies such as the Speech and Language Therapy (SALT) Service or the Specialist teacher.

What does this mean?

- Sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools and other settings to provide SEN support. In these circumstances, you or your child's school or other setting could consider asking your local authority for an Education, Health and Care (EHC) needs assessment for your child. This assessment could lead to your child getting an EHC plan. Some children and young people will have needs that clearly require an EHC needs assessment and plan and once the local authority is aware of them it should start this process without delay.

An EHC plan brings your child's education, health and social care needs into a single, legal document. Your child must have special educational needs to be eligible for a plan

- Once the local authority and/or school identifies that your child has SEN or receives a request for an assessment, they have up to six weeks to decide whether to carry one out. During that time, they will ask you and others – such as your child's school or other setting – for information to help them make that decision.

• Conducting an EHC needs assessment

Local authorities need to make sure that you and your child are fully involved in the EHC needs assessment. They need to provide you with impartial information, advice and support to help you understand the process and make sure you are properly involved in.

The assessment includes talking to you and your child and finding out from you what support you think your child needs, and what aspirations you and your child have for his or her future. The assessment also includes seeking information and views from people who work with your child, such as class teachers, doctors and educational psychologists.

• Deciding whether an EHC plan is needed

After your local authority has made its assessment, having involved you and your child fully in the process, it will then decide whether or not an EHC plan is necessary. If they decide that an EHC plan is not needed, they must tell you within 20 weeks of the date they received a request for an assessment.

- **Preparing an EHC plan**

If the local authority decides to proceed with an EHC plan, they should work closely with you, the school and your child to make sure the plan takes full account of your views, wishes and feelings. Once the plan has been written, a draft will be sent to you. You will be given 15 days to comment on the draft and you can ask for a meeting to discuss it if you want one. At that point you will also be able to request a specific school, or other setting, you want your child to attend. This could be a mainstream school or special school. Your local authority has 20 weeks from the request for the EHC needs assessment to issue the final plan to you.

Once an EHC plan has been finalised, your local authority has to ensure that the special educational support in section F of the plan is provided, and the health service has to ensure the health support in section G is provided. The school will review this plan every 12 months in conjunction with you, your child and the Local Authority.

Where can your family find extra help?

There are lots of places where families can seek additional help. Help can be at hand locally through our locality team, the children's centre, the specialist teaching team and through medical professionals. Sometimes it is worth taking time with one of us to fill in a Common Assessment Form as this will help everyone to understand your child's story and enable the right people to join the Team Around your Child.

Please use the links below. They will help you to source advice and will lead you to the most up to date contact details.

[SEN Code of Practice: for 0 to 25 years](#)

[A guide for Parents/Carers to the Code of Practice](#)

[The Cambridgeshire local offer for children with SEND](#)

[Parent Partnership](#)

[Pinpoint](#)

[The Place2BE](#)

You may also find guidance through links to charitable societies linked to specific conditions like:

[The Autistic Society](#)

[FASD Trust](#)

[The Dyslexia Association](#)

[SCOPE](#)