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Introduction:

Our school aims to meet the needs of children with special educational needs and those with a disability or medical condition. We endeavour to ensure that all children will have access to the highest quality teaching. At Isle of Ely, we pride ourselves on teaching all children through 'learning without limits'. We believe all children, including those with SEN, deserve to achieve to the best of their ability, and we do not 'cap' children's learning through unnecessary differentiation. Where additional support is needed to enable children to make progress and meet their individual learning goals a 'graduated response' is employed to provide targeted assistance as recommended by the Local Authority and detailed in the Special Educational Needs and Disability Code of Practice (2015). Schools have a duty to publish information on the school website about the implementation of the school policy for pupils with Special Educational Needs/Disabilities (SEND). This information is updated annually.

If your child has a disability, they will be treated no less favourably than other children applying to the school. We make reasonable adjustments to the physical environment and learning materials to ensure that pupils with disabilities are not placed at a disadvantage. We know we have succeeded in making reasonable adjustments when pupils with disabilities are participating fully in school life. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification.

Key Information

Special Educational Needs and Disabilities Coordinator (SENDCo)

Christine Burnford

Telephone: 01353 612818

sendco@isleofelyprimary.org

School SEND Governor: Stephen Gove

8% of pupils on roll have SEND (July 2020)

3% of pupils on roll currently have an EHCP (Education, health, care plan)
(July 2020)

What is the Local Offer? 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 SEND aged 0-25. Cambridgeshire's Local Offer can be found at: <http://www.cambridgeshire.gov.uk/send>

Communicating about children's SEND

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

1. If you have concerns about your child's progress, you should speak to your child's class teacher initially.
2. If you continue to be concerned that your child is not making progress, you may speak to the SENDCo.
3. The school SEND Governor can also be contacted for support.

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

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- ❖ Everyone develops a good understanding of the pupil's areas of strength and difficulty
- ❖ We take into account the parents' concerns and knowledge of the child
- ❖ Everyone works together to agree the outcomes sought for the child
- ❖ Everyone is clear on what the next steps are
- ❖ Notes of these early discussions will be added to the pupil's record and given to their parents
- ❖ We will formally notify parents when it is decided that a pupil will receive SEN support

At different times in their school life, a child or young person may have a Special Educational Need. The Code of Practice 2015 defines SEN as follows:

“A pupil has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

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

Classifying SEN

Our school provides support for children whose needs fall under four broad areas:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties, social communication difficulties

Cognition and learning, for example, dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health difficulties, for example, attachment disorder, foetal alcohol syndrome, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and wheelchair users

There can be many reasons for children falling behind. These may include attendance issues, attending lots of different schools, difficulties with speaking English or worries that distract them from learning. Schools understand that children who experience these barriers to learning are vulnerable. This does not mean that all vulnerable children have SEN. Only those with a learning difficulty that requires SEN provision will be identified as having SEN.

Identifying SEND

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress;

1. Is significantly slower than that of their peers starting from the same baseline
2. Does not yet match or better the child's previous rate of progress
3. Does not yet close the gap between the child and their peers in whatever subject or category of need
4. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed

Support for children with SEND

Who is involved in supporting my child with learning/Special Educational Needs or Disability (SEND)?

Teaching Assistants

The teaching assistants will work under the direction of the class teacher to provide whole class, group and individual support for children, including those with SEND

Class Teachers

The class teacher will assess progress and development of every pupil in their class, plan termly for children with identified needs, work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching, work with the SENDCO to review each pupil's progress and development and decide on any changes to provision and ensure they follow this SEND information report.

SENCo

The SENCo will:

1. Work with the head teacher and SEND governor to determine the strategic development of the SEND policy, report and provision in the school.
2. Have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual pupils with SEND.
3. Communicate with the school Family Worker on a regular basis regarding emotional support for pupils and families
4. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
5. Advise on the graduated approach to providing SEN support. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
6. Be the point of contact for external agencies, especially the local authority and its support services
7. Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
8. Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 and the SEN Code of Practice 2015 with regard to reasonable adjustments and access arrangements
9. Ensure the school keeps the records of all pupils with SEND up to date

Head Teacher

The Head teacher will:

Work with the SENDCO and governors to determine the strategic development of the SEND policy and provision in the school, have overall responsibility for the

In order for effective partnership between home and school to take place, we anticipate that Parents and Carers will:

- Inform the school if their child has a disability or learning need and the exact nature of it
- Provide information the school needs to plan effectively for the child to be a full member of the school community
- Acknowledge that when deciding if an adjustment is reasonable, one of the factors the head teacher must consider is the effect of the proposed change on all members of the school community
- Recognise the importance of the school and home working in partnership

Local Authority

Local Authority support includes:

Specialist Teaching Team

Educational Psychology Service

Sensory Service for children with visual or hearing needs

Parent Partnership Service

SALT (Speech and language therapy)

NHS and Health

Health support includes:

Community

Paediatrician School

Nurse Occupational

Therapy Physiotherapy

CAMHS (Child and Adolescent Mental Health Services)

Outside Agency Involvement

Children may require involvement in specialist support from outside agencies. If the need for specialist support has been identified, 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 the school and you to understand your child's particular needs better and be able to support them more effectively in school. If accepted by that team, the specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Education, Health and Care Plan (EHCP)

Some children have severe, complex and lifelong learning needs. This is usually provided for via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a high level of support, and specific individualised outcomes will be created with clear provision outlined to support the progression and attainment of the pupil. The EHCP will contain all of this information and will be reviewed yearly, if not more often with the pupil, family and classroom staff. Any services involved with the pupil will also be invited (at the pupil/Parents/teachers request) and can write a report to comment on the progress of the pupil in that specific area.

Social, Emotional and Mental Health needs

How will we support your child's emotional and social development? We recognise that some children have extra 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 being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health and Economic) education curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- In school intervention programs such as Lego Therapy and Thrive
- Planned opportunities to work and play in groups or with partners and around school responsibilities, supported by experienced TAs, for children to learn how to cooperate with one another in a small group and be responsible for looking after a living or shared environment
- Lunchtime and playtime support through planned activities and groups
- Referrals to therapeutic services where available

Thrive

We, as a school, acknowledge that mental health needs are becoming increasingly apparent in primary aged children and we offer numerous ways to support children with these needs. Isle of Ely proudly employs two, full-time Thrive practitioners who work in a designated Thrive room to support the social and emotional health of our students. Our Thrive practitioners offer both individual and group sessions depending on need.

Training

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This may include whole school training, such as Autism Spectrum Disorder (ASD), dyslexia 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. Individual teachers and support staff receive training (such as in relevant interventions) and direct support from specialists, e.g. from the Specialist Teaching Team and SALT, relevant to the needs of specific children or groups in their class. To support the monitoring of these specific interventions, teachers have been trained to use - Assess, Plan, Do, Review (APDR) as part of the graduated response to need. This additional support will be tailored to meet the child's needs and will target the areas of difficulty and is developed by the pupil, family and classroom staff.

APDR

Assess -this involves taking into consideration all the information from discussion with Parents or Carers, the class teacher, the child and assessments.

Plan -this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on an Intervention Plan/Provision plan and will form the basis of termly review meetings held as part of Parent Consultation meetings and child/staff conferences.

Do -providing the extra support, learning aids or programs set out in the plan.

Review -measuring the impact of support provided and considering whether changes to that support need to be made. All of those involved contribute to the review. This stage then informs the next cycle. Discussions between teachers and teaching assistants will be on going and pupil progress will be monitored by the Senior Leadership Team on a termly basis.

Accessibility

How is the school accessible to children with SEND?

- The school is fully compliant with DDA requirements
- The school is on one level with easy access and double doors
- Outside facilities can be accessed via exit doors
- There are four disabled toilets, one with a full changing bed
- We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs, such as laptops, coloured overlays, visual timetables and larger fonts
- We differentiate our teaching and curriculum, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs
- All pupils are encouraged to go on our residential trip(s)

Transition

How will we support your child when they are joining this school, leaving this school or moving on 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 using a range of resources and approaches that are most suitable for your child. Each year teachers hold a transition meeting to discuss the needs and support of the children moving into their class. This meeting is an opportunity to share information, resources and support measures in place for children with SEND. Transition documents such as One-Page Profiles and Pupil Passports provide specific information on how to best support each individual with SEND. One Page Profiles and Pupil Passports are individualised and created alongside each child with SEN to truly involve them in this process.

If your child is joining us from another school, and it would help to have a book/passport to support them, then one will be made for them. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

Where necessary, a planning discussion may take place with the SENDCO from the old/ new school. We will make sure that all records about your child are passed on to us so we can best support your child.

Monitoring

Your child's progress will be continually monitored by their class teacher and their progress will be reviewed formally every half-term in reading, writing and numeracy through assessments and pupil progress meetings. Every child's progress and attitudes to learning are assessed annually through reading and maths assessments which identify strengths, progress and learning goals.

If you have any queries or comments, please contact Christine Burnford (SENDCO) or any member of the Senior Leadership Team by email to admin@isleofelyprimary.org, by telephone on 01353 612818 or in person.

Complaints

We hope that you never have a need to complain, but should you ever wish to raise a complaint regarding the SEND provision in the school, please refer to the school's complaints policy which can be found on the school's website or via the school office. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding: Exclusions, provision of education and associated services, making reasonable adjustments, including the provision of auxiliary aids and services.