



Little Thetford CE Primary School

SEND Information Report



Action	Date	Signature
Document written	October 2024	
Document reviewed by Governors		

This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.

Little Thetford CE Primary School is a mainstream school, which is part of DEMAT. We make every effort to meet the needs of all pupils, including when necessary, additional provision for children with Special Educational Needs and Disabilities. We work with the Trust and a range of outside agencies who support and advise school staff.

High-Quality Teaching is the universal provision made for all children and young people. This consists of high-quality teaching in an inclusive environment. Class Teachers plan lessons according to the specific needs of all groups of children in their class. Planning and teaching will be adapted daily to meet your child's individual learning needs

The guide to our provision for children with Special Educational Needs at Little Thetford CE Primary School

Identification of SEND in our school	
What kind of Special Educational Needs is provision made for?	The school makes provision for pupils with difficulties in the four broad areas of need: • Communication and Interaction • Cognition and Learning • Sensory and Physical difficulties • Social, Emotional and Mental Health difficulties At Little Thetford CE Primary School children who have a Special Educational Needs may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes however these can overlap.



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How do we identify that a child has a special educational need?	At Little Thetford CE Primary School, 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: • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child's previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap This may include progress in areas other than attainment, for example, social needs. 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.
How does the school know if my child needs extra help?	We know when a child needs help when: • Concerns are raised by parents / carers, the class teacher or the child. School holds parent / carer consultations in the autumn and spring terms. Parents and carers are welcome to make contact with school at any time to discuss any issues they feel their child is having, whether academic or social. • Little or no progress is being made recognised through the tracking of pupils' progress and discussion at Pupil Progress meetings. • There is a change in the child's usual behaviour or progress.
Consulting and involving pupils and parents If my child is having difficulty with an area of learning, how will the Academy staff deal with this issue?	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: • all relevant stakeholders develop a good understanding of the pupil's areas of strength and difficulty • take into account the parents' concerns • all relevant stakeholders understand the agreed outcomes sought for the child • all relevant stakeholders are clear on what the next steps are Notes of these early discussions will be added to the pupil's Assess, Plan, Do, Review document. We will formally notify parents when it is decided that a pupil will receive SEN support.



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How do we encourage you to raise your concerns?	Your first point of contact should always be the class teacher who will monitor and possibly put strategies in place. After this meeting the class teacher will speak to the SENCO, and another meeting can be arranged if required. The school SENCO is Daniel Disney, 01353 649260, office@littlethetford.cambs.sch.uk. The Governor with responsibility for SEND is Ellie Hudson, who can be contacted through the school office.
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Support your child	
Who will oversee the education plan for my child and explain it to me and my child?	• All children on the SEND register have a plan that is written by the class teacher and this is monitored by the SENCO. This plan outlines their needs and strategies that are used to meet those needs. This is known as an assess, plan, do, review (APDR) cycle. These will be shared with you and you will be asked for your views and we hope that you will talk to us about any concerns or successes at any time through the school year. • Children with an Education, Health and Care plan (EHCP) will have a provision plan to ensure that all the outcomes on the EHCP are being worked towards becoming achieved. The class teacher ensures the plan is being carried out and the SENCO will oversee and monitor that this is effective and is having the desired outcome.
Assessing and reviewing pupils' progress towards outcomes	We will follow the graduated approach and the four-part cycle of assess, plan, do, review (APDR). The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on: • The teacher's assessment and experience of the pupil • Their previous progress and attainment and behaviour • Other teachers' assessments, where relevant • The individual's development in comparison to their peers and national data (using the Engagement Model where necessary) • The views and experience of parents • The pupil's own views (Pupil Passports) • Advice from external support services, if relevant The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that



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	are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.
Who will be working with my child?	• Class teacher is responsible for ensuring your child's needs are met • Learning Mentors and Support Assistants (directed by the class teacher) • The SENCO will be monitoring that your child's needs are being met in class and supporting the teacher and the child to achieve their goals. This will be carried out through meetings with you the parent, the child and the teacher • If your child has a speech or language difficulty, we will utilise the knowledge of our link Speech and Language therapist Catherine Allison who will visit the school to review the progress with a specific programme and adapt the programme as your child makes progress • Outside agencies who may be offering support to your child may visit to give advice, feedback to the child and the teacher to ensure your child's needs are being met. All outside agencies are accessed through a referral process which requires your consent • We have support from a Specialist Teacher Veronica Casey and Educational Psychologist Rebecca Farrer from the Local Authority SEND Service 0 - 25 team who work with the SENCO, teacher and parents to unpick needs to help improve your child's attainment and progress and wellbeing
How does my child know how they are getting on with their learning?	• Verbal Feedback from their class teacher and support staff • STAR learning (behavior curriculum) • Exemplar work shared
What Assessment arrangements are in place to support my child?	At Little Thetford CE Primary School, we gather baseline information to enable us to put in place the necessary provision. Class teachers and support staff meet to discuss the impact the planned scaffolded work is having on any child with SEND in the classroom. - In order to plan support for your child together with you we implement a 'graduated response'; a four-stage cycle based on the principles of assess, plan, do, review. This cycle is based on the principle of revisiting earlier actions and refining what is being done as we develop a growing understanding of your child. Your child's academic progress is continually monitored by the class teacher along with other responsible adults within the class as part of a graduated response. • Universal Support. This is provided as part of high-quality teaching in every class and when a child requires more than universal support tasks will be adapted to allow the child to access Quality First Teaching. • Each child's provision will be tracked by the class teacher. Provision will be to suit the individual child's needs.



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	• Every effort is made to allow all children to access all learning opportunities. On some occasions additional adult support or resources may be needed to make this possible. • School-based Targeted Support. Depending on need, the child may take part in an intervention. The effectiveness of the intervention will be monitored and reviewed informing the impact on the child's learning. • School-based Specialist Support. The class teacher along with the SENCO, parents and carers will consider and use a range of effective teaching approaches in order to support your child's progress and could include a variety of strategies which are planned into the school day to help them overcome a barrier to learning. • Occasionally a child may need more expert support from an outside agency like Speech and Language Therapy, Occupational Therapy, Community Paediatrician etc. A referral will be made with parental consent and forwarded to the appropriate agency. After assessments strategies may be recommended to the school and parents.
How will the Academy monitor the effectiveness of its SEND arrangements and provision?	Termly reviewing the progress, the children have made and carrying out Pupil Progress meetings: • Through pupil progress meetings, learning walks, observations by the Senior Leadership Team • DEMAT carry out quality assurance across the Trust in the form of detailed audit of provision, training, staffing. We have an Executive Director of Inclusive Leadership for the Trust who leads Inclusion and Safeguarding. This ensures that our SEND practice develops and strives to do the best for all our children to ensure all children make progress from their starting points and their needs are known, understood and met • Each term the Academy SEO for Inclusion (Caroline Jupp), who oversees SEND, meets with the SENCO to look at provision and monitor its effectiveness
What are the roles and responsibilities of our governors?	The governors fulfil their statutory duties by: - • Ensuring a SEND policy reflects the current Code of Practice • Support and challenge the school to ensure the school has an outstanding provision for pupils with SEND needs • Delegating responsibility to a named governor to lead work on behalf of the Local Governing Body on monitoring the quality of the provision • Ensuring the school reports to parents annually, securing appropriate, targeted resources that have impact on learners which is evidenced • Oversee the schools funding to ensure the SEN provision meets requirements including the deployment and organisation of personnel, resources and their deployment • Attending annual training run by the Trust's Inclusion and Safeguarding Team

Curriculum Concerns



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Adaptations to the curriculum and learning environment What is Little Thetford CE Primary School's approach to differentiation? How is extra support allocated to meet children's needs and requirements?	Quality First Teaching will be the main focus and from this effective adaptations and scaffolding will enable your child to participate fully in all aspects of learning to make the best possible progress • Staff plan according to children's needs and requirements in the classroom. • All staff who work with your child in school are aware of your child's requirements through their planning and assessment processes • Staff can meet the needs of the children by applying the scaffolding strategies suggested within the plans • Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • Adapting our resources and staffing • Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
Our approach to teaching pupils with SEN	Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils. We will also provide the following interventions for children recognized as needing support: • Sounds-Write phonics interventions • Speech and Language • Pre and Post Teaching – Maths, Vocabulary, English

Partnership: Planning, Monitoring and Review	
What do we offer at Little Thetford CE Primary School, to parents and carers, to discuss progress, plan and review support and share specific approaches and programs, in addition to the normal reporting arrangements?	• You will meet with the class teacher to discuss your child's progress, review their achievements and targets. Each term the class teacher will write a plan based on their assessments of your child's needs and review this and share this with you. This is known as an APDR. Your views and your child's views will be part of this process. • If your child has an EHCP we will meet formally each year to review the plan, celebrate success and adapt the plan to continually reflect the needs of your child as they grow and change. This is known as an annual review • Face to face meetings, telephone conversations and informal discussions will ensure a good partnership between home and school. The class teacher is your first point of contact. The SENCO is available to meet with at any time should you have any concerns about your child.



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	• Appointments with the class teacher or SENCO may possible be carried out via telephone conversations or virtually.
Evaluating the effectiveness of SEN provision	We evaluate the effectiveness of provision for pupils with SEN by: • Reviewing pupils' individual progress each term • Reviewing the impact of interventions • Using pupil voice • Using parent questionnaires • Monitoring by the SENCO, SEN Governor and DEMAT • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans • Staff take time to talk to children and respond to their individual needs and wishes sensitively • Children's views are sought when producing and reviewing Education Health and Care Plans

General Support for Wellbeing	
Support for improving emotional and social development How do we offer pastoral, medical and social support to the children at Little Thetford CE Primary School?	We provide support for pupils to improve their emotional and social development in the following ways: • Access to the PSHE Curriculum • Nurture, social groups and 1-1 support. • Pupils with SEN are encouraged to be part of the School Council, Eco Champions. We have a zero-tolerance approach to bullying. • Children are supported by the class teacher and the support staff within the classroom overseeing the well-being of children on a day-to day basis. • Sarah Durrant (Headteacher) is the lead Mental Health First Aider (MHFA) and emotional wellbeing lead • We liaise with health professionals to ensure care plans are in place for children with medical needs. • All staff have basic first aid training Other support and intervention: • Collective Worship • Social skills



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	• Themes worked on in school include – road safety, online safety, anti-bullying etc. • Referrals to the Early Intervention Family Worker • Before or during Parent's evening we review the APDR (assess, plan, do and review) targets with your child so that we understand that our provision is right and working for each child • Surveys • Class teacher discussions • Termly discussion with the SENCO
How do we encourage our children to contribute their views?	• Staff take time to talk to children and respond to their individual needs and wishes sensitively. • Children's views are sought when producing and reviewing Education Health and Care Plans and Pupil Passports.
Specialist Services/ Expertise Available	
Additional support for learning	We have several teaching assistants who are trained to deliver specific interventions. Support Assistants will support pupils on a 1:1 basis when there is a clear need that the pupil would not be able to access the differentiated curriculum without that support. We value the development of independence skills and where possible promote learning through group support. Teaching assistants will support pupils in small groups when there is barrier to learning that requires additional support whether that is in an academic area or a social or emotional area.
Our school accesses the following services/outside agencies	We work with the following agencies to provide support for pupils with SEN (Please be aware that it can take several months to access these services): • Speech and Language Therapy • Specialist Teachers and Specialist Practitioners (SEND Services 0-25) • Educational Psychology • Occupational Therapy • Community Paediatrician • CAMHS (Child and Adolescent Mental Health Service) • Early Intervention Family Worker • Sensory Support Service (for pupils with hearing and visual impairments) • Locality Team • Social Care



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	• Early Support
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Training	
Expertise and training of staff Staff Qualifications	• Although our SENDCo is new to the role, he is also the assistant Headteacher and he has worked as a class teacher in a variety of schools for 14 years. • We have a team of Support Assistants who are trained to deliver SEN provision. • Mrs. Durrant is a qualified mental health leader.
We plan to undertake the following training/ disability awareness sessions(s).	• Safeguarding training September 2024 • As part of the school monitoring process, subject leaders have a specific focus on the pupils with SEND during their monitoring to ensure that there is consistency in marking and high expectations for all • All staff have training from the SENCO to support your child's needs through their teaching and how to help your child make progress from their starting points. • Some teachers and support staff have had Sounds-Write training and specific training so that they can lead interventions.

Accessibility	
We provide the following to ensure that all children/young people in our school can access all of the activities offered. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN Securing equipment and facilities	• 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) in year 5/6. • All pupils are encouraged to take part in sports day, class Collective Worships and school productions. No pupil is ever excluded from taking part in these activities because of their SEN or disability. • Ensuring all of the building and classrooms are accessible to all the children • Adults are supportive of the needs of the children • Pre-planning for trips and visits to ensure children can access learning beyond the classroom • Where needed, we will devise a risk assessment/safety plan for a child to ensure they are safe and have full access to the curriculum • We keep a supply of various pencil grips, move and sit cushions, ear defenders, writing slopes and fiddle toys



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	• In some cases, children may require specific equipment and resources, for example, coloured overlay for reading, specific chairs for children with muscle disabilities. For these occasions the school will liaise with outside agencies for support and guidance.
We involve parents and carers in the planning by	• Holding transition meetings between parents, the current setting, professionals and the school • Ensuring parents/carers are involved in the children's education through Annual Reviews • Meeting in person or communicating by telephone. • Parent consultations
Parents and carers can give their feedback by	• Each term attending parent/carers evening • Completing Parent Questionnaires. • Annual Reviews parent/carers views are included. • Teachers are available to speak to parents by appointment and virtually

Transitions	
Transition What arrangements help children and their parents to make a successful transfer to Secondary School?	• Parents of the children coming into Foundation are invited to meetings within school. • Transition meetings are held between pre-school staff, professionals who work with the family, the SENCO and staff from school. • The children are invited to visits to the school before the term begins. • With transition into secondary school parents/carers are invited to meetings at the secondary school and transition meetings are organised between the staff from the secondary school, other professionals and the SENCO at Witchford Village College, Ely College, Soham Village College or other Secondary Schools.
Supporting pupils moving between phases and preparing for adulthood How do we prepare children to make their next move?	• We will share information with the school, college, or other setting the pupil is moving to. • Have "Meet The Teacher" days whereby children go to the new classroom with the new teacher. • Using Social Stories to support transition (where appropriate) • Create Transition Photo Booklets (where appropriate) • With Y6 a 'visit to the new school' happens in July and staff from the secondary schools speak to the staff at Little Thetford CE Primary School. Pupils with additional needs will receive extra transition visits to their new school • Discussion between current and next teacher to ensure good transition – strategies that help your child overcome barriers to learning are discussed



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Complaints	
Complaints about SEN provision	Complaints about SEN provision in our school should be made to the Class Teacher or SENCO in the first instance. They will then be referred to the school's complaints policy. 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
Contact Details	
Who should I contact if I want to discuss my child's progress or difficulties?	Your child's class teacher is always your first point of contact. Parents will need to make an appointment via the school office (01353 649260) or office@littlethetford.cambs.sch.uk. The Headteacher or Assistant Headteacher are also available to discuss any issues or concerns about your child's welfare, their learning needs or medical needs.
Who is the SENCO?	Daniel Disney 01353649260 office@littlethetford.cambs.sch.uk
Contact details of support services for parents of pupils with SEN Contact details for raising concerns The local authority local offer	Our local authority's local offer is published here: https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/family.page?camfamilychannel=0 • The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents in understanding the range of services and provision in the local area. • The local offer includes information about health and social care services, education, leisure activities and support groups in the area for children and young people aged 0-25 with SEND and their families.
What other external support services for information or advice are there?	Special Education Needs and Disability Information, Advice and Support Service (SENDIASS) Email: sendiass@peterborough.gov.uk Tel: 0300 365 1020
Monitoring arrangements	This Information Report will be reviewed by Daniel Disney, SENDCo and Assistant Headteacher, every year. It will also be updated if any changes to the information are made during the year.



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	It will be approved by the Governing Body.
Links with other policies and documents	This report links to our policies on: • SEN • Accessibility plan • Behaviour • Equality information and objectives • Supporting pupils with medical conditions