

St Andrew's C of E Primary school

School SEND Information Report.

1. How does the school know if children, including those with disabilities, need extra help?

- On a day to day basis Class Teachers work alongside children and will be marking children's work and will be aware of how well children have understood and met the learning objective for each session.
- Regular Pupil Progress meetings are held where every child's progress and attainment is measured against their own previous progress as well as national expectations, any targets set as a result of these meetings are always shared with parents/carers.
- Class Teachers know their children well and will notice when a child is behaving differently. They will encourage the child to share their worries or difficulties with an adult they trust.
- Staff aim to be available to discuss any concerns with parents as soon as they arise. Staff can be contacted at the end of the day on the classroom door or via the school office email: office@st-andrews-pri.cambs.sch.uk
- If an adult in school has any concerns about a child's progress or wellbeing, they will mention their concerns to the child's class teacher who will then discuss the issue with the child's parents/carers. At this point, if it is felt by parents/carers and school staff that additional provision is needed (buddy system at playtimes, extra motor skills support, visual timetable etc), the child's class teacher will ensure that this is put into place. The child's progress in this area will then be carefully monitored, often with the use of an Assess, Plan, Do and Review grid (APDR). Discussions will be held with all relevant parties, including other members of school staff, if further support is felt necessary.
- Teachers will respond to any misconceptions or lack of progress they find by altering their planning for subsequent lessons, or planning for extra guided groups to work with specific children.
- If issues persist Teachers will seek the assistance of the SEND team who will support the Teacher in making further assessments of the child and suggesting further strategies or resources. Should these strategies be 'different from or additional to that normally available to pupils of the same age' (SEN Code of Practice 2014) then the impact of these changes will be monitored via the 'Assess, Plan, Do and Review' format, including the Single Page Profile, which is shared termly with parents. If issues still persist the school can seek support from outside agencies.
- Parents will be fully consulted throughout the entire process and are very much considered to be integral to the learning and development of their children.

2. What should I do if I think my child may have special educational needs or a disability?

- Speak to your child's Class Teacher as soon as you have concerns.
- You and your child's Class Teacher may want to discuss your concerns with a member of the school's Special Educational Needs and Disabilities Team (SEND) team.

The school's SEND Team at St Andrew's consists of a number of people:

Our SENDCos here at St Andrew's are Mrs Annette May, in school from Monday to Friday and contactable via the school office, on her mobile on 07727174788 or by email on AMay@st-andrews-pri.cambs.sch.uk, and Mrs Verity Clark on SENDCo duty on Mondays to Wednesdays, and contactable via the school office or by email on VClark@st-andrews-pri.cambs.sch.uk.

Our School's Family worker is Mrs Kate Amann who is contactable via the school office, on her mobile on 07497127566 or via email on KAmann@soham-college.org

The named Governor responsible for SEND at St Andrew's is Mr Thomas Cockerton. He is contactable via the school office.

3. How will school staff support my child, even if they have SEN or a disability?

- On a day to day basis in the classroom, learning will be scaffolded according to the needs of the children with the aim of every child accessing the learning at a level which is appropriate for them.
- Close marking and tracking of pupil progress will show any children who may need extra help.

- Consultation meetings are held termly with all parents/carers and children, if age appropriate, which enable all parties to have a greater understanding of each other and help decide where extra support/practice or scaffolding is needed.
- For children with APDRs longer meetings are arranged in order to allow additional time to discuss the extra support and targets already in place for these children and decide together about the next steps to take.
- Extra help may include longer term interventions such as attending our Nurture Breakfast (The Cam), The Cam English and Maths intervention groups, Sensory Circuits or Attention Autism (The Bucket), and short term 'interventions' such as the FRIENDS programme, Write from the Start, Precision teaching and Attack Spelling. Scaffolding may include the use of prompts, task planners, carefully structured questioning or the use of additional resources.
- Any interventions used will be run by Teachers or specifically trained Teaching Assistants and will be monitored by one of the SENDCos.
- The effectiveness and impact of any intervention and/or support is monitored regularly through the 'Assess, Plan, Do and Review' format and shared with all those who have been involved.
- All School Governors are responsible for the education and wellbeing of all the children in our school. The named Governor responsible for SEND at St Andrew's is Mr Thomas Cockerton.
- Parents will be invited to speak with their child's Class Teacher and/or the SENDCo when arrangements are considered for their child to commence any medium or long term interventions.

4. How will the curriculum be matched to my child's needs and disabilities?

- On a day to day basis in the classroom, teaching will be adjusted to meet the needs of every child.
- Where necessary, adaptations will be made e.g. larger print, ICT support, visual timetables, coloured overlays, coloured worksheets, reduced visual stimulus on a page, instructions broken into smaller chunks, adaptations to the physical environment etc.
- Some children may need support from an additional adult in the classroom.
- Some children may need targeted interventions.
- Following monitoring and discussion with our SENCOs some children in KS2 may take part in a daily intervention for English and/or Maths in ability grouped intervention sessions.
- School also takes advice from specialist services such as Speech and Language Therapists, Educational Psychology, Occupational Therapy, Physiotherapy, Community Paediatricians, Blue Smile, Private Therapists employed by parents, the Services for both Visually impaired and Hearing-impaired learners, The School Nursing Team, the Emotional Health and Wellbeing Team, Specialists working within DEMAT and the Specialist Teaching Team.
- On rare occasions it may be suggested that a child may benefit from spending some of their week in The Cam. The Cam is our additional learning space which provides children with an environment which is much less busy than a primary classroom. It provides an environment in which even those with a high level of need are able to make progress towards reaching their full potential. It is overseen by one of our SENCOs and run by at least 2 other members of support staff with specialist training. A range of children access the provision at various points throughout the day depending on their level of additional need.
- At every stage, the child's motivation will be encouraged by the use, wherever possible, of those things the child is most interested in.
- Please see our Equality Policy via the following link (ctrl and click)
<https://irp.cdn-website.com/c650f102/files/uploaded/Equality%20and%20Diversity%20Policy-e7cba601.pdf>

5. How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Through discussions at parent/carer consultations and Assess, Plan, Do and Review meetings as well as written reports and a Single Page Profile which records a child's 'next steps'.
- Through targets which are regularly set, reviewed and shared with parents/carers via the 'Assess, Plan, Do and Review and Single Page Profile' format.
- Through any extra meetings which are held, initiated by either parents/carers or school staff.
- On a day to day basis Class Teachers will be monitoring children's work and will be aware if children have understood and met the learning objective for each session.
- Regular Pupil Progress meetings are held in school where every child's progress and attainment is measured against their own previous progress as well as national expectations.
- Class Teachers and Teaching Assistants know their children well and will notice when a child is behaving differently. They will encourage the child to share their worries or difficulties with an adult they trust.

- Staff will aim to be available to discuss any concerns with parent/carers as soon as they arise.
- Through parent/carer learning events, information sharing events, open afternoons and workshops.
- Through meetings held with external agencies, parents/carers and school staff.

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

- Each child will take part in the PSHCE (Personal, Social, Health and Citizenship Education) curriculum.
- Please see our Behaviour and Relationships Policy via this link <https://irp.cdn-website.com/cdda3a54/files/uploaded/Relationships%20and%20Behaviour%20Policy%20updated%20Feb%2023.pdf>
- Please see our Positive Mental Health Policy via this hyperlink https://irp.cdn-website.com/cdda3a54/files/uploaded/Positive_Mental_Health_Policy_September_2018.pdf
- St Andrew's school runs a school council with each class voting for two representatives at the beginning of every academic year. These representatives meet regularly and discuss issues which have been raised by other pupils within the school.
- Staff are all regularly trained in Safeguarding issues and how to respond if particular situations arise. Mrs Annette May is the Designated Lead Teacher for Safeguarding within the school with Mrs Elizabeth Henderson and Mrs Emma Thomas support her as Designated Deputy Lead Teachers for Safeguarding.
- Staff trained in social skills/anxiety interventions such as the FRIENDS programme are available to carry out support work with children if the need arises.
- Staff have ongoing training as part of the school's development as a trauma informed school ensuring all staff are understanding and supportive of children who have experienced trauma of any kind.
- Children who find unstructured social times difficult are encouraged to take part in lunch time clubs and activities and in KS2 may access the Reflection Room for a quieter space.
- In some cases where a child's social and emotional difficulties are having an impact on their learning, it may be possible to access our Nurture Breakfast (held in The Cam) or our counselling/therapy services which are provided on a weekly basis by Blue Smile. If you feel that extra support is necessary for your child please speak to your child's class Teacher or one of the SEND Team.
- Staff are also able to access support from the Emotional Health and Wellbeing Team if it is felt that this would be helpful. This is only ever done after discussion with and consent from parents.
- Blue Smile also provide a drop-in service to all school staff in order that they can seek expert advice around how best to support any children in their class displaying signs of distress caused by social, emotional or mental health issues.
- Please use the following links to access our; Accessibility Policy, Safeguarding Policy, Medication Policy and Equality and Diversity Policy
- <https://irp.cdn-website.com/cdda3a54/files/uploaded/Draft%20Accessibility%20Plan%20February%202023.pdf>
- <https://irp.cdn-website.com/cdda3a54/files/uploaded/DEMAT%20Safeguarding%20%26%20Child%20Protection%20Policy%202022-23.pdf>
- https://irp.cdn-website.com/cdda3a54/files/uploaded/Medication_policy_%28incl_medical_conditions%29_February_2017.pdf
- https://irp.cdn-website.com/cdda3a54/files/uploaded/Equality_and_Diversity_Policy_2019.pdf

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

- Blue Smile
- The Cam
- School's Family Worker – Mrs Kate Amann
- Education Inclusion Family Advisor
- Family Support Workers
- Specialist Teaching Team
- Speech and Language Therapy Service
- Medical clinicians e.g. GP, Visual Impairment Service, Hearing Impairment Service, Diabetes nurses, etc.
- Educational Psychology Service
- Joint Therapy Services (Occupational Therapy and Physiotherapy)
- Community Paediatrician

- Bereavement Counselling (STARS)
- School Nursing Team
- Children's Social Care Team
- Emotional Health and Wellbeing Service
- In-school Nurture Breakfast club Group
- The Acorn Project
- Spectrum

Parents are also able to book an appointment with either Mrs Verity Clark or Mrs Annette May at any point to discuss concerns they may have about their child and investigate what support may be appropriate.

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

- A discussion will be held between staff and parents/carers to consider individual needs (i.e. accessibility, funding etc.) to be as inclusive as possible.
- Risk assessments will be carried out and reasonable adjustments made.
- At St Andrew's we regularly meet with parents/carers who have specific concerns about their children being able to attend the Y5 and Y6 residential visits, (e.g. Accessibility, toileting issues, social and emotional issues). We are usually able to make reasonable adjustments in order that everyone is able to participate.
- Please use this link in order to access Medication policy.
- https://irp.cdn-website.com/cdda3a54/files/uploaded/Medication_policy_%28incl_medical_conditions%29_February_2017.pdf

9. How accessible is the school?

- Risk assessments will be carried out and reasonable adjustments made to make the school as accessible as possible for all pupils.
- If children have specific difficulty with their hearing, vision or mobility, a member of the school SEND Team will liaise with all outside agencies involved and organize multi-agency meetings in order that the child's needs can be best met in school.
- Please use this link in order to access the Accessibility policy, Equality Policy, Safeguarding Policy, Medication Policy and Behaviour and Relationships Policy.
- <https://irp.cdn-website.com/cdda3a54/files/uploaded/Draft%20Accessibility%20Plan%20February%202023.pdf>
- https://irp.cdn-website.com/cdda3a54/files/uploaded/Equality_and_Diversity_Policy_2019.pdf
- <https://irp.cdn-website.com/cdda3a54/files/uploaded/DEMAT%20Safeguarding%20%26%20Child%20Protection%20Policy%202022-23.pdf>
- https://irp.cdn-website.com/cdda3a54/files/uploaded/Medication_policy_%28incl_medical_conditions%29_February_2017.pdf
- <https://irp.cdn-website.com/cdda3a54/files/uploaded/Relationships%20and%20Behaviour%20Policy%20updated%20Feb%202023.pdf>

10. How will the school prepare and support my child to join the school or transfer to a new school?

From pre-school/Nursery to Nursery/Reception

- You and your child will be offered a home visit, and may have an individual/small group visit to school before starting at St Andrew's School. This enables parents/carers to meet school staff more informally and ask any questions which they may not feel able to in a larger group setting.
- Pre-school children will be offered a series of visits both with and without their parents before they start school.
- School staff endeavor to visit local pre-schools.
- Transition meetings and new parents' information evenings will be held
- Some children may require the support provided by extra visits or transition books – these will normally be arranged by the SEND Team.

Mid-year/Key Stage school transfer

- *All the SENDCos in the local area work closely together and meet regularly to discuss current issues. These meetings can also be used to transfer information and seek advice.*
- *When children transfer from one class, or school to another, staff will hold transition meetings and existing staff will pass on knowledge of how best to meet the learning needs of particular children.*
- *If children are moving to a new school locally, transition meetings are arranged, if the new school is further afield, or even abroad, staff are in contact via telephone, video meeting or email in order to ensure that there is a continuity of provision.*
- *Children's records are forwarded to the receiving school*

From Primary to Secondary school

- *Transition meetings and information evenings will be held.*
- *For children with an EHCP a transition review, at which parents will state their preference for secondary school, takes place in the Summer term of Year 5.*
- *School staff will meet with staff at the secondary school to talk about all the children who are transferring.*
- *For children who have an EHCP the SENCO from their chosen secondary school will be invited to attend their final annual review at St. Andrews, which is normally held in the Summer term of Year 6.*
- *Some children may need additional information transfer meetings.*
- *All children will be offered taster days at their new secondary school during the summer term of year 6.*
- *Year 6 children are invited to various events at Soham Village College throughout the year.*
- *Past pupils are invited into school during the summer term to discuss their experiences of secondary school.*
- *Year 7 staff will visit St Andrew's and teach lessons to the Y6 pupils as well as speaking to pupils and parents*
- *Some children may need additional transfer visits, in some cases preparation for this will begin when the child is in Y5.*
- *A member of the SEND Team will meet with SEND staff from secondary schools in order to discuss specific children, parents are invited to attend these meetings and discuss the provision available at the secondary school.*
- *The majority of our Y6 children transfer to Soham Village College for their secondary education, the SEND departments of both schools work closely together to ensure the best possible outcomes for our children as they transfer from the primary to secondary phase. Depending on the needs of individual children we have been able to organize extra visits and lessons for small groups of pupils in science, technology, art and history.*
- *Many children with SEND will be invited to attend transition meetings and extra taster days with secondary staff in order that they can express their opinions and preferences.*
- *Blue Smile offer a 'Transition Support' group for up to 8 Y6 children who are struggling with the thought of moving to Secondary School.*
- *Primary staff compile a 'Pupil Profile' with some children which gives the children and staff a chance to share their knowledge about how best to support them in class. These include a picture of the child and are a single page. This enables SEND staff at secondary schools to ensure that everyone who teaches that child has the same vital information and can ensure continuity of provision.*

11. How is the decision made about what type and how much support my child will receive?

- *Assessment of a child's learning and well-being takes place in school every day with ongoing regular discussion between teachers, children and parents/carers.*
- *If a child is not making adequate progress, the 'Assess, Plan, Do and Review' process will begin, discussions will be held between parents/carers, child and the school staff to ascertain the problem i.e. a gap that needs to be closed, a learning barrier, a medical need or a stressful situation which might be affecting their learning and the most appropriate type of support which could be used. A 'Single Page Profile' will be created which shows all involved the agreed current targets for a child and how it is intended to support the child moving towards these.*
- *At this point additional assessments may be requested by teaching Staff or suggested by the SEND Team to try and pinpoint the source of the child's difficulties. These are carried out within the school day in as relaxed a way as possible by a member of the SEND Team.*

Assessments used include: Test of Memory and Learning 2 (TOMAL2), York Assessment of Reading and Comprehension (YARC), British Picture Vocabulary Scales (BPVS), Phonological Assessment Battery 2 (PhAB2), Sandwell, The Boxall Profile, Strengths and Difficulties Questionnaires, Diagnostic Spelling Assessments and Visual Stress Assessments.

- *Once the type of support has been decided upon, targets will be set for what it should achieve and a review date set. This will be recorded and shared via the 'Assess, Plan, Do and Review and Single Page Profile' format*
- *The support will usually operate over at least a half term and more often a term, depending on the length of the term and the issue felt to be causing the problem.*
- *Baseline data will be collected and then data will be collected again just before the review meeting, this allows us to evaluate the effectiveness of the intervention being used.*
- *Progress data, along with other signs of progress will be analysed at the review meeting and a new plan put into place, stating targets and setting a further review date.*
- *During the review process school staff and parents may agree that outside agency help should be sought. Referrals will be made to these professionals as long as it is agreed at a review meeting and the child meets the criteria set down by each service for referring to them. Parents will be invited to attend any discussions and kept fully informed of any meetings to be held.*
- *The amount of support accessed by any child will reflect their level of need.*

12. What training had been made available for staff supporting children with SEND?

Our staff are well-informed and well-trained to support many areas of needs within the 4 areas of SEND. Training and Career Professional Development is a priority at St Andrew's. Training is either provided as a whole school or for key staff members.

Training has included:

- *Speech, Language and Communication Needs*
- *Safeguarding, including Safeguarding & SEND*
- *Supporting children with Dyslexia and Working Memory issues*
- *Precision Teaching*
- *Therapeutic Behaviour Management*
- *Supporting children with Autistic Spectrum Conditions*
- *Cambridgeshire STEPS*
- *Supporting children with Downs Syndrome*
- *Medical – e.g. defibrillator, epi Pens, epilepsy and asthma*
- *Supporting children with Attachment Needs*
- *Picture Exchange Communication System (PECS).*
- *Makaton*
- *Attention Autism*
- *Sounds Write*
- *Elklan*
- *TEACCH*
- *Shape coding*

We ensure that additional training is provided wherever necessary, so all staff are well-equipped to support learners with additional needs. The school's SEND Team offer optional, informal training and advice throughout the school year to all staff. The SENCOs visit each year group for a drop-in session once a term working in the classrooms with school staff and children.

The specialist teaching service also offer a range of training sessions to support teachers with many areas of SEN which can be accessed throughout the year.

The school SENCOs are responsible for overseeing the provision and support for pupils with SEND. The SENCOs are members of Nasen (National Association for Special Educational Needs), and keep abreast of all current information regarding best practice for pupils with SEND in addition to regularly attending meetings and courses within DEMAT and Cambridgeshire Local Authority.

Mrs Annette May holds the 'SENCOs as a Leader' qualification.

Mrs Verity Clark holds the 'National Award for Special Educational Needs', 'Advanced SENCo' and 'SENCOs as Leaders' qualifications.

13. How are parents involved in the school? How can I be involved?

The staff at St Andrew's Church of England Primary School actively encourage parents to be involved in everything that goes on here. You can and do get involved by;

- Ensuring that you share information with school staff,
- Being aware of your child's learning targets,
- Encouraging your child to complete home learning activities,
- Supporting the PTA (Parents and Teacher Association),
- Supporting your child with their learning in school and at home,
- Attending a Parent/Carer forum such as our SPECTRUM meetings,
- Attending a drop in hosted by an Education Inclusion Family Advisor (Saffron Woodbridge-Pearson)
- Completing any parent/Carer questionnaires which come home,
- Attending Parent/Carer consultations,
- Helping to complete Personal Healthcare plans for your child if they're necessary,
- Meeting to complete 'Assess, Plan, Do and Review' and 'Single Page Profile' paperwork for your child if this is felt to be necessary
- Attending any meetings or workshops in school aimed at enabling you to support your child,
- Helping in school, either in class with the children, helping with a lunch time club, or helping with class administration such as filing,
- Completing home-school books such as reading records or homework diaries,
- Becoming a parent governor

And finally...

Not feeling that any question is too silly and telling school staff if there is anything you don't understand.

14. Who can I contact for further information?

- School staff – we can be contacted in person or via email through the school office: Office@st-andrews-pri.cambs.sch.uk
- The school SENCos can be contacted via the school office or via their emails: AMay@st-andrews-pri.cambs.sch.uk or VClark@st-andrews-pri.cambs.sch.uk
- Mrs Henderson can be contacted using head@st-andrews-pri.cambs.sch.uk
- School Nurse – The School Nursing Service can be contacted on 0300 029 5050
- Soham Child and Family Centre
 - **Address:** Pratt St, Soham, Ely CB7 5BH
 - **Phone:** 01353 612770
 - **Email:** childandfamilycentre.east@cambridgeshire.gov.uk

Or contact Julia Grubb, Children's Centre Manager as above.

- **SPECTRUM** – is a multi-award winning, parent-led children's charity. They provide events, sessions, and support for families of children with Autism, additional needs, learning difficulties, and disabilities. As an organisation, they are family-focused, advocates of collaboration, passionate about increasing inclusion and reducing isolation whilst supporting Special Education Needs & Disabilities (SEND). Their membership is free. <https://spectrum.org.uk/>
- SENDIASS – a service for parents and carers of children and young people with special educational needs and disabilities – 01223 699214 pps@cambridgeshire.gov.uk
- Pinpoint - pinpoint is an independent information, support and involvement network for parents in Cambridgeshire - Phone pinpoint on 01480 499043
Text pinpoint on 07973 248528 or follow this hyperlink to their website: <http://www.pinpoint-cambs.org.uk>
- GP – Our local GP surgery in Soham is the Staploe Medical Centre – 01353 624123
- Statutory Assessment Team, for queries about Education Health Care Plans – start@cambridgeshire.gov.uk - 01480 372600
- The Local Authority's Local Offer for SEND and helpful information can be found by clicking on the following hyperlink; <https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc>
- The new SEND Code of Practice can be found by clicking on the following hyperlink; <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>