



Specialist Education Needs and Disabilities Information Report at Pathfinder C of E Primary School

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Contact Details	
SENDCo – Mrs Gray	senco@pathfinderschool.org.uk

Introduction

At The Pathfinder C of E Primary School, we aim to prepare every child for their future. We will achieve this by providing high quality care and education to all of the children who learn and play at our school. This involves developing every child's personal, social, and academic and community life. We embrace that every child is different and at The Pathfinder C of E Primary School, we give high priority to children with Special Educational Needs or a disability. Pupils with Special Educational Needs participate fully in lessons ensuring equality of access to all subjects.

How do we identify and support to children with SEND?

At The Pathfinder C of E Primary School, we recognise the importance of the early identification of special educational needs or disabilities as soon as possible. There are a number of ways that the school may identify if a child needs help or support.

Your child may join the academy already considered to have a special education need or disability. If this is the case, professionals from the child's previous setting will liaise with the schools named SENDCo (Mrs. Gray) to share information and appropriate strategies or advice. Other staff relevant to the child e.g. class teachers and/or support staff will also have information shared with them on how to best support your child.

Teachers are continually observing the children in their classes and if they have any concerns, discussions take place with the SENDCo and an appointment will be made with you to discuss any concerns.

The SENDCo may identify that your child has some difficulties through the tracking of their progress across the school or through observations.

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

As a parent or carer, you may have a SEND concern about your child. If this is the case, please initially discuss your concerns with your child's teacher and complete a parent referral form (available via the school website). It is advisable to make an appointment with the class teacher and SENDCo to outline your concerns.

Who are the best people to talk to at The Pathfinder C of E Primary School about my child?

The role of the Class Teacher

- To monitor and check on the progress of your child and provide an Individual Learning Plan (ILP) where necessary to outline any additional help your child may need; in collaboration with the child, their parents and the SENDCo
- To plan and facilitate any personalised teaching and learning for your child as identified on the class provision map and within professional advice sought
- To ensure that the school's SEND policy is followed in their classroom and for all the children they teach with SEND

The role of the SENDCo

Mrs. Gray is Pathfinder's named SENDCo and oversees the other members of the SEND/Inclusion team.

- To develop and review the school's SEND policy
- To coordinate all the support for children with special educational needs or disabilities (SEND)
- To ensure that you are kept informed about the support your child is receiving, involved in supporting your child's learning and involved in regularly reviewing their progress
- To seek advice and liaise with professionals who may be coming into school to help support your child's learning, e.g. Speech and Language Therapist, Educational Psychologist, SEND Specialist Teacher
- To update the school's SEND register (a system for ensuring that all the SEND needs of students are known to all teaching staff in school) and making records of your child's progress and needs are kept
- To provide specialist support for teachers and support staff in school, so that they can help pupils with SEND to achieve their full potential

The role of the Family Worker – Mrs Christie

- To listen and appreciate parents/carers issues and offer suggestions and advice for individuals and families on behaviour management, boundaries, routines, school attendance, e-safety, healthy eating
- To refer and signpost to other relevant services available within Cambridgeshire
- To work with and support families during key school transition, including newcomers to the school and community and in moving onto other schools or secondary school
- To work with families who are going through difficulties times, including relationship breakdown, bereavement, mental well-being and financial hardship
- To support children on a 1:1 basis through our school mentoring programme; listening and working with children in different ways. For example; anger management and control, concerns of self-harm, key schools transitions, development of pupil esteem and confidence, friendship issues, bullying (including social networking), family issues: bereavement, new baby in the family, parental separation/divorce

The role of the Headteacher – Miss Claire Eskelson

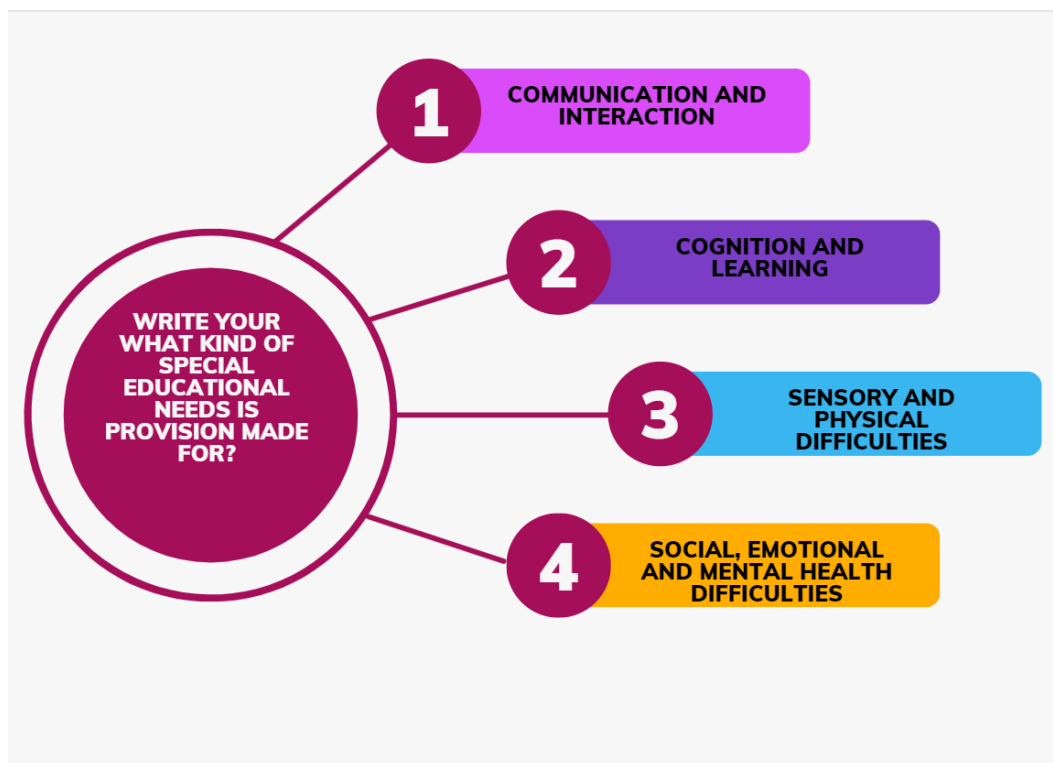
- To hold strategic oversight of SEND provision
- To monitor progress of all children
- To ensure data tracking and procedures are accurately followed and to analyze and respond to any data trends/concerns
- To track and reporting on pupils with SEND where necessary

The role of the Governor responsible for SEND – Mr Ian Marlow

- To ensure that the necessary support is given for any child with SEND who attends the school
- To meet termly with the school's SEN team to receive updates on trends, emerging needs and training opportunities and report back to the rest of the Governing Body

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:



At The Pathfinder C of E Primary School, children who have a Special Educational Need may not have a disability and similarly those children with a disability may not have Special Educational Needs. Sometimes however these can overlap.

What are the different types of support available for children with SEND at The Pathfinder C of E Primary School?



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 SENDCo. This plan outlines their needs and the strategies that are used to meet those needs. At Pathfinder, this is known as an Individual Learning Plan (ILP). It is also more widely known as an 'Assess, Plan, Do, Review (APDR) cycle'. These will be shared with you, approximately every 8 weeks and you will be asked for your views. We hope that you will talk to us about any concerns or successes at any time through the school year.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review (APDR)**.

The class teacher will work with the SENDCo 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
- Their behaviours (including learning and social behaviours)
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views (Pupil Passports if necessary)
- Advice from external support services, if relevant

How will my child's progress be monitored?

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 are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Monitoring could include:

- Verbal Feedback from their class teacher and support staff
- Discussion during regularly (usually termly) pupil progress meetings
- At the end of each key stage (i.e. end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment (SATs). This is something the government requires all schools to do and the results are published nationally
- Every 8 weeks, ILP targets will be shared and progress reviewed and new targets will be made
- Learning Walks, 'Book Looks' and/or lesson observations carried out by the SENDCos. members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high
- Provision plans for children with an Education, Health and Care plan (EHCP) to ensure that all of the intended outcomes on the EHCP have a targeted focus.
- Annual Reviews for children with an EHCP

Who will be working with my child?

- The class teacher is responsible for ensuring your child's needs are being met
- Learning Support Assistants (directed by the class teacher)
- The SENDCo 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 parents/carers, the child and their teacher
- If your child has a speech or language difficulty our Speech and Language therapist (Sarah Bates) 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 SEND Specialist Teacher (Tom Wales) and Educational Psychologist (Dr Miriam Craddock) from the Local Authority SEND Service 0 - 25 team who work with the SEN Team in school, teachers and parents to unpick needs to help improve your child's attainment, progress and wellbeing.

Adaptations to the curriculum and learning environment

- 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 and all adaptations are recorded on class provision maps
- 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.

How is the effectiveness of SEN provision evaluated?

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Using parent questionnaires
- Monitoring by the SENDCo, SEN Governor and our Trust partners (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

How will you support my child's emotional and social development?

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
- Well-being shed at playtimes

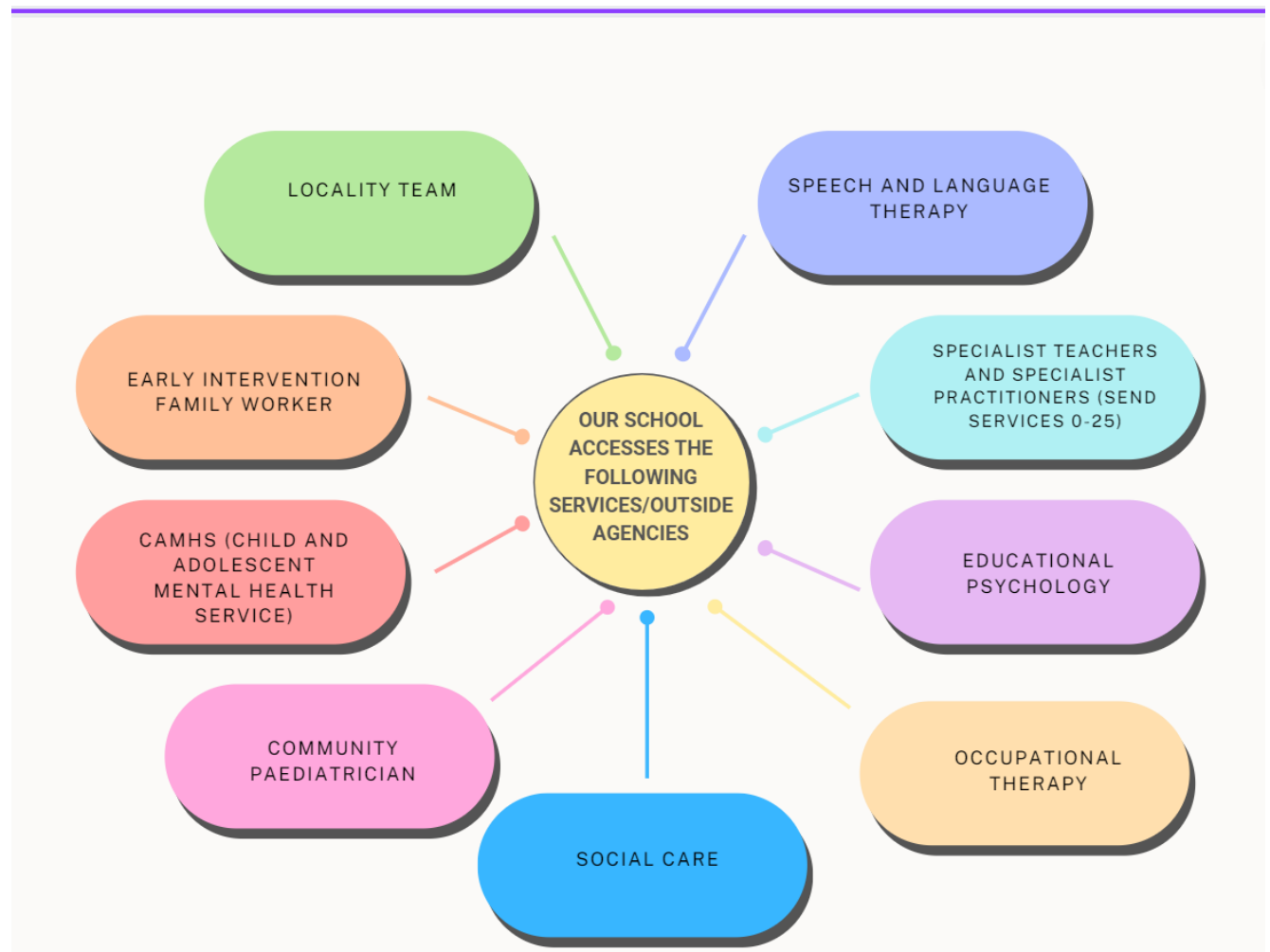
We have a zero-tolerance approach to bullying. Children are supported by the class teacher and the support staff within the classroom who oversee the well-being of children on a day-to-day basis. Mrs. Chris Christie (Family Worker) oversees the pastoral and social support of our children and we liaise with healthcare professionals to ensure care plans are in place for children with medical needs. The vast majority of staff have basic first aid training and four members of staff have specific Paediatric First Aid training and can be called upon to support children when necessary.

Other support and intervention:

- Collective Worship
- Lego Learning
- Social Skills
- Themes worked on in school include – road safety, online safety, anti-bullying etc.

- School nurse
- Referrals to the Early Intervention Family Worker
- Reviewing the ILP targets with your child so that we understand that our provision is right and working for each child

Our school accesses the following services/outside agencies



Transition

From Pre-School to Reception

- The SENDCo will visit pre-schools with the Early Years Lead when appropriate
- Transition meetings are held between pre-school staff, professionals who work with the family, the SENDCo and staff from school
- The children are invited to visit the school before the term begins through 'Storytime' sessions and 'Stay and Play' sessions, additional transition sessions will be planned depending upon the needs of the child
- Transition Photo Booklets are created (where appropriate) which are delivered to feeder Nurseries and Pre Schools

From Year 6 to Secondary

- Parents/carers are invited to meetings at the secondary school
- Transition meetings are organised between the staff from the secondary school, other professionals and the SENDCo or class teacher
- Additional transition opportunities will be sought dependent upon needs of the child

To another school

- An appropriate person within the Pathfinder SEND team will contact the new school's SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
- School will communicate with the parents/carers to inform them at points of information sharing

When moving classes in school

- Careful planning of class structure takes place within the Senior Leadership Team (of which the named SENDCo is a part of)
- Class lists are discussed and carefully planned considering need, social groups and staff relationships
- Information will be passed on to the new class teacher in advance and a transition meeting will take place with the new teacher where all previous ILPs/information will be shared

What other external support services for information or advice are there?

- Special Education Needs and Disability Information, Advice and Support Service (SENDIASS) (formally known as the local Parent Partnership Service)

Website: <https://www.kids.org.uk/sendias>

Email: pps@cambridgeshire.gov.uk

Tel: 01223 699214

SEN Code of Practice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)