

Cadland Primary School

Special Educational Needs Information Report

2018 - 2019



Striving together to be super STAR learners

Cadland Primary School

SEND Information Report

September 2018

"At Cadland Primary School, we want to give every child an exciting and fulfilling time at school, so that they remember their primary school years with great pride and pleasure.

We value all children equally and we work hard to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Every child is encouraged to develop his/her potential - intellectually, emotionally, physically and socially. We have a responsibility to enable all children to have equal access to the whole curriculum, and to play as full a part as possible in all aspects of school life.



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What is the Local Offer?

The new Children and Families Bill came into place in September 2014. From this date, Local Authorities and schools have been required to publish and keep under review information about all services that are available for children and young people with Special Educational Needs (SEN) aged 0-25. This is called the 'Local Offer'.

The intention of the Local Offer is to provide choice and transparency for families. It also serves as an important resource for parents in understanding the range of services and provision available to them in the local area. You can access the Hampshire Local Offer at <http://www.hantslocaloffer.info>

The school SEN Information Report

This report outlines how the needs of SEND pupils are met, as determined by school policy, and the range of provision we offer.



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What is the definition of SEN?

The *SEN Code of Practice: for 0 to 25 years (DfE, 2014)* defines SEN as follows:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a **significantly greater difficulty in learning** than the majority of others of the same age; or
- b) have a **disability which prevents or hinders them** from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

At Cadland Primary School, we make provision for children with difficulties in cognition and learning, communication and interaction, managing their emotions and behaviour, and physical/sensory disabilities.



My child has Special Educational Needs. What can Cadland Primary School offer me?

At Cadland Primary School, we embrace the fact that every child is an individual, and therefore the educational needs of every child are different. On the following pages you will find detailed answers to the questions below. This will give you more information about the Local Offer from our school, and how we can support your child.

1. Who are the best people to speak to about my child's Special Educational Needs?
2. What types of SEND support are available for my child in Cadland Primary School?
3. What should I do if I am concerned about my child's progress at school?
4. How will the school let me know if they have any concerns about my child's learning or progress at school?
5. How is extra support allocated to children with SEND?
6. Who provides support for children with SEND in school?
7. How are the teachers in school supported in helping children with SEND, and what training do they have?
8. How will class teaching be adapted for my child with SEND?
9. How will the school measure the progress of my child in school?
10. What support is available for me as a parent of a child with special needs?
11. How is Cadland Primary School accessible to children with special educational needs or disabilities?
12. How will my child be supported when joining or leaving the school, and when moving from one year group to another?
13. How will my child's social and emotional development be supported?



1) Who are the best people to speak to about my child's special educational needs?

The class teacher - he/she is responsible for:

- Checking the progress your child is making, and identifying, planning and delivering any extra help he/she needs. This could be support from a Teaching Assistant, or additional group/individual support from the teacher in class.
- Writing Pupil Progress targets, Action Plans or Individual Plans and sharing these with parents.
- Delivering quality first teaching, personalised for your child.
- Ensuring that the school's SEND Policy is followed in their classroom and for all pupils they teach who have SEND.
- Involving children in setting and managing their targets, attending meetings about their progress and annual review meetings.

The Inclusion Manager - Mrs Baser is responsible for:

- Developing and reviewing the school's SEND policy
- Co-ordinating all the support throughout the school for children with special educational needs or disabilities, including budgeting for this provision.
- Ensuring that you are informed about, and involved in, supporting your child's learning and progress
- Liaising with all the other people who may come into school to help your child, e.g. Speech Therapists, Education Psychologist, Behaviour Support Workers.
- Updating the school's SEND Register (a record of all the children in school with special educational needs) and making sure accurate records are kept.
- Providing support and guidance for teachers and support staff in the school so they can help every child in school to make the best progress possible.



The Head Teacher is responsible for:

- The day-to day management of all aspects of the school; this includes the support for children with special educational needs or disabilities.
- The Head Teacher must ensure that the school's Governing Body is kept informed and up to date about issues relating to SEND, how budgets are allocated and the types of support that are being offered.

The SEN Governor is responsible for:

- Making sure the necessary support is provided for any child with special educational needs who attends our school.
- Meeting termly with the Inclusion Manager to ensure children with special educational needs are supported with appropriate resources and provision.
- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body.
- Supporting the implementation of the SEND Policy.
- Reporting to the governing body about SEND in the school

The school telephone number is 023 80892341, should you wish to contact a staff member or a governor.



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2) What types of SEN support are available for my child in Cadland Primary School?

Class Teacher Support, through excellent class teaching (High Quality Provision)

For your child, this would mean:

- That the teacher is aware of every child's specific and individual needs
- That the teacher has the highest possible expectations for all pupils in the class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different teaching styles and strategies are in place so that your child is fully involved and engaged in learning in class.
- That specific teaching or learning approaches are in place to support your child (these may have been suggested by the Inclusion Manager).
- That the class teacher has carefully checked and monitored your child's progress and has decided that your child has a gap/gaps in their learning or understanding, and needs some extra help to make good progress.

Specific Group Intervention

Most pupils are able to make good progress through high quality teaching in class. Some children will require additional help with their learning. This support may be carried out in the classroom as part of the timetabled day, or in an additional classroom or teaching area in the school. It may be taught by the class teacher, by an additional teacher in the school, or by a Teaching Assistant (TA).

Some examples of this type of support in our school are 1:1 tuition in phonics, group support for Maths and Writing, ELSA/nurture group support.



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Specialist support provided in school by outside agencies, e.g. Speech and Language therapy

You may be asked to give your permission for the school to refer your child to a specialist professional if it is felt that professional support is needed. This will help the school and you to better understand your child's particular needs, and will allow the professional to recommend strategies or resources to support your child in school.

The specialist professional will work with your child to understand their needs, and will make recommendations about how these needs should be met. For example, a speech therapist will assess a child's speech and may then draw up a programme of support which focuses on specific sounds. Teachers/TAs will then deliver this programme in school as instructed, and the therapist will review the support after a certain amount of time.

Some of the professionals who work regularly with children in our school are:

- Speech and Language Therapists (SALT)
- Primary Behaviour Service/Behaviour Support Workers
- Hampshire Educational Psychology Service (HEPS)
- Occupational Therapy and Physiotherapy
- Child & Adolescent Mental Health Service (CAMHS)
- Portage and Portage+ for the Early Years setting
- School Nursing Team
- Ethnic Minority and Travellers Advisory Service (EMTAS)



Education, Health and Care Plan (EHCP) - formerly known as a Statement of SEN

The majority of children with SEND will have their needs met through quality first teaching, intervention support or involvement from specialist professionals. There are some cases where the support the child needs cannot reasonably be provided from the resources normally available to a mainstream school. In such cases, the Local Authority must carry out an assessment of education, health and care needs, and prepare an EHCP. The EHCP is replacing the Statement, and is based on a thorough planning approach which has the child and family at the centre of all decision making.

The EHCP process:

- An **EHC needs assessment by the Local Authority** can be requested by the school or by you.
- A panel of professionals from the Local Authority SEN team will decide whether your child's needs seem complex enough to require a statutory assessment. They will take into account the views, wishes and feelings of you and your child, as well as evidence of progress in school and the impact of any support already in place.
- If the LA decides to conduct an assessment, it must ensure that you are fully included from the start. They will ask you, the school, and any other professionals involved with your child to complete a report outlining your child's needs.
- Once the reports are all in, the panel will decide whether an EHCP is needed, or whether support can continue at the current level in school.
- The plan will outline the number of hours of 1:1/small group support your child will receive - this additional support might be needed in class or out of class.
- The whole EHCP process, from the point the assessment was requested to the final EHC plan being issued, must take no more than 26 weeks (there are some exceptional circumstances).



3) What should I do if I am concerned about my child's progress at school?

If you are concerned about how your child is getting on at school, your first point of contact is the class teacher. If you continue to be concerned that your child is not making progress, or has needs that are not being supported, you should then speak to the Phase Leader. The Inclusion Manager is available to discuss concerns which are unresolved. If you wish to complain about the SEN support your child receives, please contact the Inclusion Manager or the Headteacher.

4) How will the school let me know if they have any concerns about my child's learning or progress at school?

At school, we monitor and track the progress of all pupils, and assess them at various intervals throughout each key stage. If your child is not making expected progress at school, or if there are any concerns we have about your child's learning or behaviour at school, we will set up a meeting to discuss this with you in more detail. This might be with the class teacher, the Inclusion Manager, or both.

At this meeting, we will listen to any concerns you have and share our concerns with you. We will plan any additional support your child may need, and we will discuss with you any referrals we would like to make to outside professionals who will be able to support your child.



5) How is extra support allocated to children with SEN?

The school budget, received annually from Hampshire Local Authority, includes money to be used specifically for supporting children on the SEND register.

The Head Teacher decides how this resource will be used on the basis of the needs in the school.

The Head Teacher and the Inclusion Manager will discuss SEND needs in the school, including the children getting support already, the children who need extra support and the children who have been identified as not making as much progress as would be expected.

From this information, they decide what support and resources is needed.

SEND support is recorded on a school Provision Map. This identifies all support given within school from Year R to Year 6. It is reviewed regularly and changes made as needed.



6) Who provides support for children with SEN in school?

School Provision

- Class teachers working with individuals/small groups during lessons
- Additional teachers working with individuals/small groups outside the classroom.
- Teaching Assistants (KS1 mainly working in class, KS2 support individuals and groups out of class)
- Teaching Assistants/ELSA supporting 1:1 with emotional and social needs.
- Teaching Assistants deliver RWI phonics support in form of 1:1 tuition

Local Authority Provision

- Education Psychology Service
- Parent Partnership Service
- Speech & Language Therapy
- Visual/Hearing Impairment Advisory Teachers
- Primary Behaviour Service

Health Provision

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS



7) How are the teachers in school supported in helping children with SEN, and what training do they have?

All teachers in our school are qualified teachers.

The Inclusion Manager's job is to make sure that the class teacher has the support they need to plan for children with SEND in their class.

The school provides development opportunities for training and support for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues (delivered by Inclusion Manager or visiting professionals) such as Autism Spectrum Disorder and speech and language difficulties.

There is an extensive library of practical resources for class teachers to use in their classes, as well as guides, DVDs and information books for all areas of SEND in schools.

The Inclusion Manager attends training courses and conferences run by outside agencies to keep an up to date working knowledge of SEND and to enable information to be delivered in training to the rest of the staff.



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8) How will class teaching be adapted for my child with SEN?

- Class teachers plan their lessons and activities according to the specific needs and abilities of the children in their class. They will ensure your child's individual needs are met, and every child can strive to be a STAR learner.
- Lessons are structured to allow plenty of opportunities for support from the teacher, and for independent learning. Most lessons are differentiated for at least three different levels of ability. Where needed, work is differentiated for individual children to support or challenge them.
- Teaching Assistants work under the direction of the class teacher, and can adapt planning and resources to support your child's needs where necessary. Each Key Stage 1 classroom currently has a teaching assistant for support during the mornings.
- Specific resources and teaching and learning strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, daily if required, to meet your child's learning needs.



9) How will the school measure the progress of my child in school?

Every child's progress is continually monitored by his/her class teacher. This progress will be formally reviewed with the Phase Leader every term in reading, writing and maths. Action Plans will be put into place for those children whose progress is a concern, and these will be monitored by Phase Leaders and the Inclusion Manager. At the end of each key stage (Year 2 and Year 6), all children are required to be formally assessed using SATs. This is something the government requires all schools to do, and these results are published nationally.

Children with SEND will have specific targets linked to their areas of need, and their work and progress will also be carefully monitored. The progress of children with an EHCP (or Statement of SEND) will be formally reviewed at an Annual Review with all adults involved in the child's education.

The Inclusion Manager has a programme of monitoring across the school, and these activities will be carried out by her and by the Senior Leadership Team to ensure that the needs of all children are met, and the quality of teaching and learning is high. The monitoring plan will include book and planning scrutiny, data analysis, learning walks, lesson observations, target reviews and opportunities to speak to the children about their targets and the support they receive.



10) What support is available for me as a parent of a child with special needs?

The class teacher will be regularly available to discuss your child's progress or any other concerns you have, and to share information about what is working well at home and at school. You know your child best, and we value your involvement with strategies at home. As well as contact with us at school, there is other support available for you if needed.

- **Support 4 SEND (formerly Parent Partnership Service)** provides impartial advice, support and information for parents and carers with children/young people who have special needs. They have a confidential helpline, and can support with home visits, attending meetings, guiding you through SEND processes and filling in paperwork. The telephone number is **01962 845870** (Mon-Fri 9am to 5pm), link to their service leaflet here: <http://documents.hants.gov.uk/childrens-services/sen-support4send.pdf>
- **Families Matter** is a voluntary organisation based at Hythe United Reform Church which supports families in the Waterside. There are many groups and support sessions to support parents of children with a range of different needs, for example WASSP (Waterside Autistic Spectrum Support Group), On the Right Track, SWANS and ADHD Drop Ins. If you would like more information, please see their website <http://www.families-matter.org.uk/>
- **Cadland Children's Centre** provides a range of support for families with one or more children aged 5 or under. Family Support Outreach Workers can visit and support you at home, there are also social groups e.g. baby and toddler sessions, and classes to help with parenting, managing behaviour etc. Telephone the Centre on 023 80890877.



11) How is Cadland Primary School accessible to children with special educational needs or disabilities?

The school follows all guidelines and legal requirements set out in the DDA (Disability Discrimination Act), 1995.

In this document, a disability is defined as follows:

'a person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities'

In our school, there is some access for physical disabilities, and our building is adapted as and when it is needed in order to meet the needs of our pupils and staff. We currently have additional facilities in place in some parts of the school to support pupils with specific needs.



12) How will my child's special needs be supported when joining/leaving the school, and when moving from one year group to another?

We understand that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. We have a range of transition programmes and support in school, depending on the age of the children and their specific needs.

If your child is joining us from another school:

The Inclusion Manager will liaise with the other school to ensure that all information is shared, and any current provision which is successful can be replicated as much as possible. 'Moving On' books are created for those children who would benefit from them. Your child will be able to visit our school and stay for a taster session, if this is appropriate. Children coming from pre-school attend Little Oaks sessions and a transition meeting will be arranged in school.

If your child is moving to another school:

We will contact the school SENCo and ensure s/he knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.

We will make sure that all records about your child are passed on as soon as possible. A 'Moving On' book for the new school will be made if appropriate for your child.

When moving classes in school:

Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. SEND paperwork and reports from outside agencies will be shared and passed on. Transition plans are created for those children who require additional support with moving on. They work through a 3 - 4 week plan in the summer term with a teaching assistant to make sure they are fully prepared for the move, and have their 'Moving On' books to refer to in the holidays.

In Year 6:

The Inclusion Manager will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition meeting (to which you will be invited) will take place with the SENCo from the new school.

Your child will participate in a detailed transition programme relating to various aspects of transition, to support their understanding of the changes ahead. This is a thorough plan which is tailored to the individual needs of the child, and will typically include several visits, meetings with key people and opportunities for taking photographs, talking to teachers and students at the new school. Teachers and teaching assistants from our cluster secondary schools also visit Year 6 children and begin to build relationships. This also allows for our Year 6 staff to share information before the end of term.



13) How will my child's social and emotional development be supported?

Cadland Primary School is a Rights Respecting School.

We use the United Nations Convention on the Rights of the Child (1991) as the basis for our work on rights and responsibilities. Learning about and understanding the rights of the child is threaded through our whole school curriculum, from Year R, including in assemblies and in our class and playground charters.

All classes follow the PSHE curriculum, which is woven through teaching of each year group's themes across the year. There are regular opportunities for circle time and class assemblies, and children are encouraged to take on special roles in school to support their peers, e.g. play leaders, school councillors. We maintain strong links with the community, which helps children understand respect and citizenship, and encourages them to take care of their environment.

We have an ELSA (Emotional Literacy Support Assistant) in school, who can offer timetabled support, and 'time out' support on an as-and-when basis, for those children who need help managing feelings and with social skills. As well as ELSA, we offer children regular opportunities for cookery, and we have a school garden which is a peaceful and calm area. Gardening and cookery offer children time away from academic learning, and help them to develop new skills. Children who attend the nurture group are currently developing their own section of the garden too.

Lunchtime and breaktime support is available - at lunchtimes there are different zones on the playground, all staffed individually, with an indoor option for children who find the playground tricky.



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