



# Abbots Ripton CofE Primary School

## SEND Information Report – September 2022

This Information Report should be read alongside our SEND Policy which is available on our school website.

Welcome to our SEND information report which is part of the Cambridgeshire Local Offer for Learners with special needs. All schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible. The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

At our school, the Special Education Needs & Disabilities coordinator (SENDCo) is Mrs MacLeod, shadowed by Mrs Matthews.

Here at Abbots Ripton CofE Primary School, we embrace the fact that every child is different, and, therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

### **How does the school know if a child needs extra help and what should I do if I think my child may have special educational needs?**

At different times in their school life, a child or young person may have a special educational need. The Code of Practice May 2015 defines SEN as follows:

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

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions."*

Where a child's progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEN Support may need to be made.

If you have any concerns regarding your child's progress or well-being, then please speak to your child's class teacher in the first instance or Mrs MacLeod (SENDCo) to discuss your concerns.

### **How will the school/school staff support my child?**

**The class teacher is responsible for:**

- Checking on the progress of your child and identifying, planning and delivering any additional support that your child may need (this could be targeted work in a small group or 1:1) and letting the SENDCo know as necessary through our termly gap analysis report.
- Writing individual School Support Plans when needed and sharing and reviewing these with parents once each term and planning for the next term.
- Personalising teaching and learning for your child as identified on the school's provision map.

- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with any SEND.

### **The SENDCo (Mrs MacLeod and Mrs Matthews) is responsible for:**

- Providing professional guidance to colleagues, working closely with staff, parents and other agencies.
- Writing the school's SEND Information Report which must be published on our school website and updated annually.
- Overseeing day to day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Advising on a graduated approach to provide SEND Support.
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively.
- Liaising with parents of children with SEND.
- Liaising with EYFS providers, other schools, EP, health and social care professionals and independent or voluntary bodies etc.
- Managing the transition process both for children starting our school as well as those leaving.
- Ensuring the records of children with SEND are up to date.
- Working with the head teacher and school governors with regards to reasonable adjustments and access arrangements.

### **The Head-teacher (Mrs Matthews) is responsible for:**

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- Ensuring that your child's needs are met. However, on a day-to-day basis the class teacher is responsible.
- Ensuring that the Governing Body is kept up to date about issues relating to SEND.

### **The SEND Governor (Mrs Richardson) is responsible for:**

- Making sure that the necessary support is given to any child with SEN who attends the school.
- Supporting and challenging the Head-teacher and SENDCo with regards to SEND within the school. This includes both the provision and the impact of this provision on children with SEND.

## **How will the curriculum be matched to my child's needs?**

If a learner is identified as having SEND, we will provide support that is **additional to** or **different from** the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching intended to overcome the barrier to their learning. This support is set out in the school's Provision Map, which documents the support that is to be put into place.

When providing support that is "additional to" or "different from" we engage in a four-stage process:



**Assess** – this involves taking into consideration all the information from discussions with parents/carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a SEND Support plan and will form the basis for review meetings.

**Do** - providing the support – extra assistance for learning – as set out in the plan.

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All of those involved – learner, parents or carers, teacher, SENDCo and outside agencies (where applicable) contribute to this review. This stage then informs the next cycle.

Abbots Ripton CofE Primary School adheres to the following inclusive principles:

Staff value children of different abilities and support inclusion. Within the school, there is flexibility in approach in order to find the best provision for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

## **How will I know how my child is doing and how will you help me to support my child's learning?**

In addition to normal reporting arrangements, there will be planned opportunities for parents to meet with their child's class teacher and SENDCo to review the short term targets and to discuss the progress the child has made. We also encourage an "open door" approach whereby teachers are accessible to parents and would encourage parents to make contact when they feel the need to.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked with the Headteacher / SENDCo every term in reading, writing and maths. Through Parent Consultations and end of year reports, teachers make clear the attainment against age related expectation and the level of progress made.
- Children who have a SEND Support Plan, will have targets set in school / with outside agencies specific to their needs with the intention of accelerating learning. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made. This is described above as the assess, plan, do, review cycle.
- The progress of children with a statement / EHC Plan (Educational Health Care Plan) will also be formally reviewed at an Annual Review with all adults involved with the child's education.
- The Head teacher and SENDCo will monitor the progress made by SEND children in both their class work and in any intervention that has been put into place.
- Regular book scrutiny and lesson observations will be carried out by the SENDCo and teachers to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- At the end of each key stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

We send regular whole school newsletters which contain ways to support at home as well as holding some parent meetings to share ways to support e.g. with helping your child learn to read. Extra information can be found on the school website. Home Learning is matched to the needs of children for example via TTRockstars or Mathletics and specific ways for you to support at home are included on the Support Plan for your child.

## **What support will there be for my child's overall well-being?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Emotional and social awareness games and activities through our Sunshine group
- Lunch time and play time support
- Access to external agencies and professionals and follow their advice
- When required, specialist outside counselling sessions

The school benefits from a Positive Behaviour Policy, as well as an Anti-Bullying Policy which sets out a clear definition of bullying and our approach to dealing with this. Both of these policies are available on our school website [www.abbotsripton.cambs.sch.uk](http://www.abbotsripton.cambs.sch.uk)

Any children with additional medical needs are well catered for. All medical requirements are requested from parents prior to admission and these are added to the child's school records and collated. All medicines are kept in individual sealed bags in a lockable first aid cupboard in the toilet near the office. Inhalers are kept in here too. Medicines are accessible to appropriate members of staff.

## **What specialist services, experience, training and support are available at or accessed by the school?**

Once the provision mapping has identified the needs of SEND children, the SENDCo and Head teacher decide what resources/training and support is needed.

### ***School Provision:***

- Early reading interventions using specialist techniques from Reading Recovery and Fischer Family Trust
- Phonics and sight word reading using ERT (Expanded Rehearsal Technique)
- Spelling intervention using the SNIP Literacy programme
- Numeracy interventions such as 5 minute maths and Success@arithmetic
- Fine motor/handwriting interventions including Write from the Start and Speed Up Handwriting
- Social and Emotional skills support in our Sunshine Club and using Lego therapy.
- Lunch time buddy groups to support children with social development.
- Daily Fizzy Club which supports with motor development and also includes sensory calming activities
- Speech and Language support with a Level 4 trained staff member

### ***Local Authority provision available:***

All local authorities working with their partners must publish information about how children and young people 0 - 25 who have special educational needs and/or disabilities are supported in their area. This is known as the local offer. The local offer includes information on:

- universal services that are available to everyone, such as schools, GPs, (universal services)
- targeted support and services for children and young people who may need some additional, short term support
- specialist services for children and young people who have complex needs and need longer term specialised support

Further details of the local offer can be found [here](#).

### ***Health Provision available:***

- School nurse
- Occupational Therapy

- Physiotherapy
- Speech and Language Therapy
- Child and Adolescent Mental Health Services (CAMHs)
- Emotional Health and Well-Being Practitioners
- Early Help Team which includes family workers

## **What training have the school staff supporting children and young people with SEND had or are having?**

We have a team of five teaching assistants, including 1 higher level teaching assistants (HLTAs) and 2 who hold teaching qualifications. Specific training includes:

- Speech and Language Level 4 training– KS1/EYFS TA
- Attachment Disorder – most staff
- PACE training – most staff
- Understanding Dyslexia – teaching staff
- Understanding Autism – SENDCo
- Reading Recovery – SENDCo

## **How will my child be included in activities outside the classroom including school trips?**

Here at Abbots Ripton CofE Primary School we believe that all learners are entitled to the same access to extra-curricular activities, and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra-curricular activities.

## **How accessible is the school environment?**

- The school is fully compliant with DDA requirements.
- The school is on one floor with ramped access to most doors.
- All doors are visibility panel doors.
- We have a disabled toilet.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs. The SENDCo manages an SEN budget, used to ensure that all children have access to the very best equipment.
- Before and after-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

## **How will the school prepare and support my child to join and also to transfer to a new setting / school?**

### **New children to Abbots Ripton CofE Primary School**

In addition to the transition offered to all new children starting in our Reception class, parents of children with SEND will also be offered a meeting with both the SENDCo and class teacher prior to children starting school. This may be a home visit if more appropriate. New children are also invited to spend some sessions within our classroom prior to starting and this can be alongside a parent if necessary. Where necessary the SENDCo will arrange a further meeting with the previous setting, health professionals etc.

If children join our school at another point in their school life, class teachers will meet with parents prior to the child's start and, if required, the SENDCo will telephone the previous school to discuss individual children's needs – with prior permission from parents.

## **Preparing for next steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with parents, children and staff to ensure these transitions run as smoothly as possible.

Initial arrangements for transition to Secondary School for a children with SEND will be planned according to individual need but often begin in Year 5. Final planning for transitions with the secondary school will take place in the Summer Term of Year 6 and this may involve additional transition visits, visits with our school staff to the secondary school etc.

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

The school budget, received from Cambridgeshire LA, includes money for supporting children with SEND.

The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

The Headteacher / SENDCo discusses all the information they have about SEND in the school, including the children receiving extra support already, the children needing 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 resources/training and support is needed.

The school identifies the needs of SEND children on a gap analysis document written by teachers. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

## **How are parents involved in the school? How can I be involved?**

We value the importance of building positive relationships with parents and families within our school community. All staff aim to work closely with families, outside agencies and other organisations to improve opportunities for our children and their families.

There are regular opportunities for parents to visit the school both formally and informally and we regularly ask for support and volunteers within the school.

## **Who can I contact for further information?**

If you would like to make contact about your child who is already at our school, the class teacher is the best person to speak with. If you are considering a place with us and would like to discuss your child's needs then please contact the school office to speak with the Head teacher and/or SENDCo.

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This report details our annual offer to learners with SEND. To be effective it needs the views of all: parents/carers, children, governors and staff. Therefore, if you have any comments, please contact Mrs Matthews (Head Teacher) or Mrs MacLeod (SENDCo) on 01487 773318 or at [office@abbotsripton.cambs.sch.uk](mailto:office@abbotsripton.cambs.sch.uk)