

Caedmon Primary School SEN Information Report



for
Special Needs and Disability

This report is to inform parents/carers, prospective parents/carers and other interested parties on Caedmon Primary School's provision for children with Special Educational Needs and Disabilities.

At Caedmon Primary, we believe that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. Caedmon Primary School is inclusive and may offer the following range of provision to support children with communication and interaction; cognition and learning difficulties; social, mental and emotional health problems or sensory or physical needs. The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

- We encourage parents/carers to share information with us and to discuss and raise any concerns they may have as early as possible. Parents/carers should discuss any concerns with the child's class teacher. This may then lead to a meeting with the class teacher to discuss next steps. We encourage on-going home school communication.
- We assess children's ability as soon as they come into school and track their progress carefully. Evidence is gathered in a variety of ways starting, if necessary, by liaising with health professionals once a two year old developmental check has been carried out. Nursery staff quickly begin to implement a programme of support if needed. The Early Years Foundation Stage (EYFS) staff also carry out stringent milestone checks at key points in the year. The identification of special educational needs (SEND) is part of our usual practice of all teachers meeting with the headteacher. This happens on a termly basis in order to monitor and discuss the development and progress of all pupils. These are called pupil progress meetings. If it is thought that children are making inadequate progress in any of the four areas of S.E.N.D: communication and interaction; cognition and learning; social, mental, emotional health or that they have sensory and/or physical needs, teachers speak to the SENCO to relay their concerns. The SENCO then investigates and will arrange a more in-depth assessment by external professionals as appropriate.

2. How will school staff support my child?

- The class teacher will take responsibility for the daily provision for each child, and will be supported and advised by the school SENCO and other professionals where necessary.
- The teacher will discuss with you any support that they think is required that is additional and different to what we would offer to children as part of our usual practice. Additional support will

be assigned to your child. This might mean that your child will work with different adults such as teaching assistants (TAs) or may have some different equipment. This will be regularly monitored.

- When it is decided that your child requires support over-and-above the support offered to other pupils, a SEN Support Plan is written - detailing the extra support that your child will receive and the impact that school expects this support to have on your child.
- If you and/or the teacher identify a need for a specific assessment or involvement from any outside specialist services (e.g. Educational Psychologist, Speech and Language Therapist etc), then the SENCO will talk to you about this and seek permission to proceed. The SENCO, in collaboration with the class teacher, then becomes the lead person for working with the outside service.
- In a very small number of cases, the Local Authority will need to make an Education Health Care Assessment and then consider whether to issue an Education Health and Care Plan (EHCP), which will give a child access to further support.
- The special educational needs of the great majority of children should be met effectively within mainstream settings.
- School governors meet with the SENCO and receive regular reports regarding the overseeing of SEN provision.

3. How will the curriculum be matched to my child's needs?

Every state-funded school must offer a curriculum, which is balanced and broadly based, and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.
- School uses its best endeavours to ensure provision is made for young people who need something additional or different to what is provided for the majority.
- It is the responsibility of all teachers at Caedmon Primary to use different teaching styles and strategies to ensure that lessons and homework are accessible for all children. High quality classroom teaching and adjusted planning and resources for pupils, known as differentiation, is the first step in responding to children who may have special needs. Children with specific needs, such as dyslexia, will have been assessed by the Specialist Teaching Service. The recommendations from these reports will be used within the classroom setting.
- In some lessons, such as reading, children are taught in ability groups, which we believe aids progress in these areas. During some lessons, teaching assistants provide support to the class teacher and work with all children regardless of need.
- If appropriate, during lessons and assessments, laptops are provided, extra time is allowed and scribes are used to support pupils with additional needs.
- If your child is not making the expected progress and has specific gaps in their understanding he/she may work within a smaller group of children.

These groups, also called intervention groups, may be run:

- in the classroom or outside;
- by a teacher, sports coach or a trained teaching assistant;
- by a specialist from outside the school, such as a speech and language therapist.
- Further specific support may also be provided through a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of support e.g. individual or small group teaching; specialist equipment which cannot be provided from the budget available to the school.

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

- Once a need has been identified, a cycle of support begins: Assess/Plan/Do/ Review. The class teacher or teaching assistant will carry out assessments. For some children, additional assessments are carried out by specialists, who are invited into school to observe/asses the child both in and out of the classroom. A report is then compiled and sent both to home and school. School then has a duty of care to implement any recommendations that have been suggested. Examples of such recommendations range from purchasing specific equipment such as pencil grips and sloped writing boards; implementing behaviour strategies unique to that particular child and - where necessary - the child pursuing some of their education at other educational institutes for short periods of time.
- In order to check assessment data, regular pupil progress meetings are held within school and the progress of children on the SEN register is monitored closely to ensure that they are making their own small steps of progression. Where this progress is slower than expected, this is addressed with an action plan.
- Formal parent consultation takes place twice a year. Meetings for pupils with SEN are arranged between the class teacher and parents/carers each term. Additional meetings can be arranged if required. If a child needs extra support, a SEN Support Plan is written by the class teacher in consultation with the parent(s) and the child at the consultation evening.
- Home/school communication books/charts are used as appropriate.
- Every term, parents/carers are provided with written reports about their child's progress, attainment and attitude to learning in mathematics, reading and writing in addition to general comments. If any concerns are raised because of these reports, a meeting will be arranged with parents/carers.
- Outside services involved with some children provide reports and information about attainment and expected progress for health based needs, such as speech and language or physical development.
- We have an open door policy for any daily information that needs to be shared between school and home. Any comments and suggestions are always taken into account.

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

- We have a staff safeguarding team and all concerns, however small, are documented and closely monitored in order to keep children safe.
- We have an inclusive school ethos; we believe that children of varying abilities should be educated together.
- We have access to outside service support. A list of services is provided later in this document.
- Trained first aiders are available in school. Staff members are trained to administer medicines. Parents/carers are asked to sign a form to provide further details when medicine needs to be administered in school.
- If a child has a medical need then a detailed Care Plan is compiled with the support of the school nurse or Health Visitor in consultation with the parent/carer.
- Staff members receive basic medical training, e.g. epipen administration, when required.
- We have an active School Council to give children the opportunity to voice their ideas.
- We regularly use questionnaires to understand the views of parents/carers and children.
- We have a whole school reward system for behaviour (please refer to the school Behaviour Policy for more information about this). Additional behaviour management plans - Individual Behaviour Plans - may be used where needed, to support individual children who are experiencing particular difficulties.
- Attendance is monitored closely with phone calls home made to ensure children are safe.
- We have a trained Counsellor in school who works in school one day per week. Parental consent is always requested if counselling is thought to be of benefit to a child.

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

There are a range of services that we work with:

Education Psychology – private;

Redcar and Cleveland Inclusion team;

Child and Adolescent Mental Health Service (CAMHS);

Speech and Language Therapy Service;

Specialist Teaching Service;

Family support worker;

The Traveller Education Team;

Visually Impaired Unit;

Occupational Therapy;

Physiotherapy;

Social Services;

The School Nurse;

Health Visiting Service;

The School Counsellor;

- You can find out more about the full range of services who work with schools on the Redcar and Cleveland Council website – ‘Local Offer’.

7. What training have the staff supporting children with SEN had, or are having?

- The SENCO holds the ‘National Award for Special Educational Needs Co-ordination’ and a ‘Postgraduate Certificate in Vulnerable Learners and Inclusion’.
- All staff receive an annual update/training from the SENCO.
- Staff are provided with individualised training if they are supporting a pupil with a more specific need.
- The SENCO attends regular cluster meetings with SENCOs from local schools.

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

- Risk assessments are carried out for school visits, including residential trips, and reasonable adjustments will be made where required. Where needed, the risk assessment will include a meeting with parents/carers as well as taking account of any medical advice. When choosing the destination of these trips, the needs of all children will be taken into account.
- On some occasions, an individual member of staff may be assigned to support a small group or individual child if the risk assessment indicates that this is necessary.
- On certain occasions, parents/carers are invited along to support their child.

9. How accessible is the school environment?

- Most parts of the school building can be accessed by wheelchairs with minimal support.
- We have a disabled toilet.
- The learning environment is fully accessible and inclusive for all.

10. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We recognise that transitions can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible.
- If your child is moving to another school we will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school, information will be passed on to the new class teacher and a planning meeting will take place with the new teacher to discuss your child's strengths and difficulties and the learning methods that have been successful. SEN Support Plans or EHC Plans will be shared. Children are given the opportunity to meet their new teachers in the summer term so that they feel secure and confident to begin the next academic year.

In Reception, the Reception class teacher/teaching assistants work closely with the school's Nursery staff and are fully aware of the needs of children coming from Nursery into the Reception class. Children make a careful transition when they move into the Reception class; this is organised in smaller groupings over two weeks.

- Extra transition visits are arranged for some pupils if needed, in order to build confidence, and additional meetings may be arranged with parents/carers and any other services that have been involved with your child as appropriate.
- In Year 6, the Year 6 teacher(s) and/or Headteacher/ SENCO will discuss the specific needs of your child with the SENCO/Inclusion Manager of their secondary school. Where possible your child will

visit their new school on several occasions and in some cases staff from the new school will visit your child in our school. A range of strategies, suitable for your child, may be used to support them at the time of transition.

11. How are the school's resources allocated and matched to children's special educational needs?

- The school budget received from the Local Authority includes money for supporting pupils with SEND. The Headteacher then decides on the budget for SEND in consultation with school governors and based on the needs of pupils in the school. We may receive an additional amount of 'top-up' funding for pupils with higher level needs.
- We will use our SEND funding in the most appropriate way to support your child. This support may include some individual or small group teacher or teaching assistant support. The funding may also be used to put in place a range of support strategies. Additionally, SEND funding may be used to purchase specialist equipment or support from other support services etc.

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

- All class teachers meet with the senior leadership team and SENCO at regular intervals during the school year to discuss pupils' progress. We look closely at the provisions that have been in place and their effectiveness and impact on the child's learning.
- We consider any new concerns and plan appropriately for additional support, provision, resources or advice from outside services as necessary.
- SEN Support Plans are written and reviewed for all children on the SEN register as part of this process.

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

- It is our aim that the school works in close partnership with parents/carers and maintains regular and purposeful communications between school and home. This includes :

The school website: www.caedmonprimary.co.uk

Newsletters informing parents/carers of dates, events and items of school news.

Teachers2Parents text messaging service.

Caedmon Primary School Twitter page.

14. Who can I contact for further information?

- The class teacher is usually the first point of contact, but parents/carers are also welcome to directly contact the SENCO about any concerns.

Headteacher: Mr Steven McLean

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SENCO: Mrs Sarah Hill

School Office: 01642 453187 office@caedmon.rac.sch.uk

SEN Governor: Mr Steven Goldswain