

## SEND Information Report – Folksworth CofE (VC) Primary School

At Folksworth CofE Primary School we want to make sure that every child gets the best support we can offer in order to help them to enjoy their learning, feel confident and happy amongst their friends and make the best possible progress.

Every child has individual needs that will affect their learning. Sometimes children need special support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period, but during this time they will be part of our Special Educational Needs (SEN) List and we will keep a close eye on their progress, look carefully at what special support they need and keep in close touch with their parents.

### Key Staff for SEND

- Miss Norbury                      Head Teacher
- Mrs Jules Perry                  SENDCo (Special Educational Needs & Disability Coordinator)

Contact on 01733 240562 or via email at

JPerry@folksworth.cambs.sch.uk

### Our Teaching Assistants

**Mrs Sallie Fenwick – HLTA**

**Mrs Carolyn Lynn - HLTA**

**Mrs Sue Petts**

**Mrs Wendy Reynolds**

**Miss Sam Copeman**

As part of our duties to provide the best educational support for your children, each year group has a provision map which lists all the children who are on the Special Educational Needs List within that year group, so that every teacher or teaching assistant who comes into contact with the child know how best to support them and has an understanding of what their needs are.

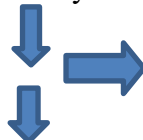
The interventions we use are closely monitored through the use of monitoring records to track progress, through observations by the SENDCo and through feedback from the teaching assistants delivering the intervention to ensure best practise for children involved.

What should I do if I think my child has special needs?



Speak to  
↓  
Your child's class teacher

↓  
Mrs Perry SENDCO



↓  
Miss Norbury Head Teacher

→ Other professionals for advice and support



What training and experience do staff have in order to support my child's needs?

The SENDCO has completed the SEN Award.

Our teaching assistants have a variety of qualifications and certificates from CPD, including:

HLTA, Teaching and Learning in Primary Education (foundation year), talking partners, first aid, paediatric first aid, Norland NNAB, Nurse for learning disabilities, CACHE level 3 Diploma in Playwork, Special Education Needs Course, Teaching Assistant course, NVQ II in Early Years Care and Education and Level 2 Food Safety.



We work very closely with a number of outside agencies, some are listed below but for more information use the link at the bottom of this report to find further information:

- Speech and Language Therapy Service 01733 847166
- Occupational Therapy Service 01733 847166
- SEND Partnership Service SEN 372775
- SEND service 0 – 25 years 01480 373470
- Peterborough Children's Services, Community Paediatrics 01733 777939

How will I know how well my child is doing?

Class teachers are usually available at the beginning of the day or end of the school day, if you would like a brief and informal chat

We also hold parents evening consultations twice a year to update parents on how their child is settling in to their new class and how they are progressing.

However if you are concerned about your child and wish to, please call the office on

01733 240562 to make a longer appointment to talk about your child with the SENDCO.

Parents/carers of children with outside agency support or a statement (EHCP) will be invited to attend regular meetings with all parties involved to discuss progress.

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

**Our curriculum is creative and has a strong practical element, enabling children of all abilities and needs to access the curriculum and to be supported and challenged.**

**ICT is regularly used to enhance the curriculum – laptops, interactive whiteboards, video and audio recording equipment, sound buttons.**

**Classroom layouts, including seating arrangements, displays and groupings of children support each child's individual needs.**



**All lessons are differentiated to meet the needs of individual children, and where appropriate, additional adult support is provided within class.**



**If your child needs support above and beyond what can be provided in class, additional support will be offered; this can be with a teacher or teaching assistant.**

**How will the school help my child to settle in and move to their next school? For children starting Reception, there are special join in sessions and parents meetings organised. All children new into school will receive a home visit from staff in order to discuss any concerns and to ease the settling in period.**



**For children with known Special Educational Needs or disabilities, a meeting with agencies already involved such as Portage may take place to share information and make sure that appropriate support is in place prior to arrival.**

## **How will the school prepare and support my child's transfer to a new setting or school?**

We work closely with all the local secondary schools that the children move on to from our school.

**Local secondary schools provide a programme of taster days and joint activity sessions. Some children will require additional support when transferring, they will be supported by a Learning Mentor and additional visits will also be organised if required.**

**A transfer meeting is held with the school SENCOs to share information and discuss future needs.**

Use the link below to find out more information on the Local Authority admissions <https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-&-learning/apply-for-a-school-place/secondary-school/>

## In what other ways does the school help my child to feel included?

The School offers the Stay and Play club and the Early Birds club to support our families and their children. These are overseen by Mrs Reynolds so please contact her via the school office for further details.

**We run after school activities and sports. These are open to all children but are year group specific.**



**We make sure all physical, medical, social and emotional needs are taken into account. This may mean that some children will have 1:1 support for a trip. A risk assessment will be carried out before all trips to ensure all individual needs are met.**



## Useful Documents

Listed below are details of where to go for information and advice for parents of children with SEN.

- <https://www.mencap.org.uk/advice-and-support/children-and-young-people/sen-resources-easy-read-guides>
- <http://www.pinpoint-cambs.org.uk/events/pinpointfamily-voice-adhdasd-parent-support-group-0>
- <http://www.padsg.org/home/>
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## Guidance for Parents & Carers

Cambridgeshire Local Offer

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/send-specialist-services/>

ADHD and Autism

<https://www.autism-anglia.org.uk/cambridgeshire>

Dyspraxia

[https://dyspraxiafoundation.org.uk/?gclid=EAIaIQobChMI-OOl6p3b3QIVzbftCh015w2BEAAYASAAEgIX7\\_D\\_BwE](https://dyspraxiafoundation.org.uk/?gclid=EAIaIQobChMI-OOl6p3b3QIVzbftCh015w2BEAAYASAAEgIX7_D_BwE)

Handwriting

- <http://kidshealth.org/en/kids/handwriting.html>

#### Memory Difficulties

- <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/working-memory-what-it-is-and-how-it-works>

#### Speech and Language

<https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/specialist-services/childrens-speech-and-language-therapy>

#### Visual Stress / Visual Impaired

- <http://www.rnib.org.uk/children-young-people-and-families/resources-parents-blind-or-partially-sighted>

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Next review September 2019