



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) Register and we will keep a close eye on their progress, look carefully at what special support they need and keep in close contact with their parents. This list is updated regularly in line with the Code of Practice for Special Needs (2014). Children who receive tailored interventions will have a written assess, plan, do, review (APDR) which is a replacement of the old individual education plans. These are reviewed three times a year or more depending on the needs of the child and are shared with parents, initially at a meeting at the start of the new academic year.

The Code of Practice (2015) 6.79 states:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible'.

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 Wendy Reynolds - HLTA

Miss Sam Copeman

As part of our duties to provide the best educational support for your children, each year group has a SEN folder which provides up to date information on each of the children who have a diagnosed special educational need. The folder also gives information on those children who have been referred or identified as having a need for extra educational support. This folder ensures that every teacher, teaching assistant, or supply teacher who comes into contact with the children 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.

Special educational needs can be considered as falling under four broad areas

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identifying pupils with SEN and assessing their needs

Your child's progress will be monitored regularly by their class teacher through formal and informal assessments and regular progress updates are shared with the senior leadership team and parents. When a child is not making the expected progress, this will be shared with parents/carers.

Assessments will identify those children whose progress:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Those children who fail to close the attainment gap or where the attainment gap widens.

Assessments can include measuring progress in all areas, including social and emotional development, communication and interaction, sensory and physical needs as well as cognition and learning. Slow progress and low attainment do not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes. This will include the expected progress and attainment, the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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

The SENDCO has completed the SEN Award.

Our staff have received training in:

How to identify children who may need extra help

How to write the assess, plan, do, reviews

Their role as class teacher in terms of special educational needs children

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

HLTA, Open University Supporting Learning in Primary Schools, Positive Behaviour Management, Talking partners, First aid, Paediatric first aid, CACHE level 3 Diploma in Playwork, NVQ II in Early Years Care and Education, Identiplay, Lego Therapy and Level 2 Food Safety, Dragon Hunters (writing intervention), 1st class at Number, Elklan and RWInc.

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 details:

- Speech and Language Therapy Service 01733 847166
- Children's Occupational Therapy Service 0300 555 5965
- SEND Partnership Service 01480 372775
- SEND service 0 – 25 years 01480 373470
- Peterborough Children's Services, Community Paediatrics 01733 777939
- SEND Information, Advice and Support (SENDIASS) 01223 699 214



What should I do if I think my child has Special Educational Needs?

Please come in and see us at school. The first person you should speak to is your child's class teacher as they will know your child best and have their up to date records of attainment and progress. The class teacher will listen to your concerns at a pre-arranged meeting. They will fill in an 'Initial Concern form', which outlines what provision will be made for your child as part of the support we offer. The meeting is to ensure that:

- Everyone develops a good understanding of your child's areas of strength and difficulty
- You have a chance to explain your concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

This is called a graduated approach to SEND.

Assessing and reviewing pupils' progress towards outcomes

We follow a four-part cycle of **assess, plan, do, review**.

Class teachers will work with the SENDCO to carry out a clear assessment of your child's needs.

Following this assessment your child will be supported to make progress through High Quality First teaching and a range of intervention strategies. This support will be detailed on their assess, plan, do, review (APDR). This will be discussed with you at parents evening or other mutually convenient time. You will be given a copy to sign for the school's record and a copy for your own records.

All teachers and support staff who work with your child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or interventions that are required. We will regularly review the effectiveness of the support and interventions and their impact on your child's progress. The type and duration of any interventions will be dependent upon what your child's needs.

Education and Health Care Plans.

This support is for children whose learning needs are severe, complex and lifelong and who have not responded to previous support.

Sometimes a child requires an intensive level of specialist help that cannot be met by the resources available in school. In these circumstances, the school could apply for an Education Health and Care Plan assessment for your child. This assessment could lead to your child getting an EHC plan. The purpose of this plan is to bring together all of your child's education, health and social care needs into a single legal document. Once the Local Authority receives a request for an EHC assessment they have up to 6 weeks to gather information which will inform their decision. When all the information has been gathered a decision on whether to carry out an EHC needs assessment will be made. This decision will be made by the Local Authority following discussion with the EHC needs assessment panel who act as an advisory body. If the panel decides that your child is not eligible for a plan, START will contact you to explain why an assessment will not be carried out. They will make sure that you are aware of other sources of support and can meet with you to discuss the decision. If you are not happy with this decision, you can take part in disagreement resolution or mediation services.

Preparing an EHC Plan.

If the Local Authority decide to proceed with a plan they will work closely with you and the school to make sure the plan takes into account your views and wishes. A draft copy of the plan will be sent to you and you will have 15 days to make any changes and to request a specific school or setting that you want your child to attend. The process from requesting an assessment to issuing an EHC Plan can take up to 20 weeks. The school will review this plan with you and the Local Authority every 12 months.

Starting School.

When a child begins our school in Reception class, families are offered a home visit. The Reception Class Teacher will visit the home to ensure that we know as much as possible about your child before they begin school. Discussions also take place with any pre-school involved with your child, especially where additional needs have been identified.

If your child joins the school later in their school life, we welcome the opportunity to meet you and your child ahead of time, and to discuss any additional needs your child may have. Your child's previous school will send us any records they have, including records of additional support your child has been offered. We will also discuss your child's needs and abilities with their previous school to ensure we are best prepared to support your child.

Transfers to a new school of different setting

When children progress from primary to secondary school, a planned transition takes place. For all children, there are 'primary days' which involve spending time at their new school. They will meet some of their new teachers and some other members of staff, and try out a range of lessons and activities. For children with additional needs, the SENDCO will either have a telephone conversation or meet with the SENDCO of the school they are moving to, and ensure that the receiving school is fully aware of all the needs of your child. Additional transition visits to the new school may be arranged. For children moving schools within the primary phase, we make ourselves available to speak to the receiving school. Records of SEND support are also sent to the new school.

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>

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

The School offers 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 can be 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 Information for Parents and Carers

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>
- <https://www.pinpoint-cambs.org.uk/useful-information/essentials/sen-support-cambridgeshire/>
- <https://www.scope.org.uk/advice-and-support/where-to-get-educational-support/>
- <https://www.cambridgeshireandpeterboroughccg.nhs.uk/your-health-and-services/other-local-services/special-education-needs-and-disabilities-send/>
- Cambridgeshire Local Offer
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

ADHD and Autism

- <https://www.autism-anglia.org.uk/cambridgeshire>
- http://www.shiftyourthinkingld.com/adhd?qclid=EAlalQobChMI4oH8ifPN5QIVia3tCh38mQwpEAAYA_SAAEgl-jPD_BwE
- https://www.autism.org.uk/?qclid=EAlalQobChMIgNyt8fLN5QIVCbLtCh1BpgiwEAAYAiAAEglO5fD_BwE

Dyslexia

- <https://www.bdadyslexia.org.uk/advice/children>

Dyspraxia

- <https://dyspraxiafoundation.org.uk/>

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>

Handwriting

- <https://www.growinghandsonkids.com/how-to-improve-handwriting-skills-with-kids>

Speech and Language

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

Visually Impaired

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

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