



## SEND at Cambois Primary

### Special Education Needs and Disabilities

#### Parental information

We believe in a fully inclusive approach for pupils with additional needs. This includes working closely with parents and carers to support your child to achieve their full potential.

It is important to us that parents and carers are fully involved in all stages that your child may need support. This will be initially through informal discussions at parent's evening through to reviews of Individual Provision Maps, and possible discussions with other professionals from external agencies.

If you are at all concerned about your child please speak to your child's class teacher who will make any necessary arrangements for further meetings with the Special Educational Needs Team.

#### Different categories of SEND and how they are supported.

	What the school offers
<p>Communication and Interaction Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> <li>□ Autistic Spectrum Disorders</li> <li>□ Speech, Language and Communication Needs</li> <li>□ Social communication difficulties</li> </ul>	<ul style="list-style-type: none"> <li>□ Small group work to improve skills.</li> <li>□ ICT is used to support learning where appropriate.</li> <li>□ Strategies / programmes to support speech and language development.</li> <li>□ Strategies to reduce anxiety / promote emotional wellbeing.</li> <li>□ Where appropriate we will use support and advice from other partners to meet the needs of pupils.</li> <li>□ Planning, assessment and review.</li> <li>□ Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</li> <li>□ Teaching resources are routinely evaluated to ensure they are accessible</li> </ul>

	<p>to all pupils.</p> <ul style="list-style-type: none"> <li>□ Differentiated curriculum and resources</li> </ul> <p>□ Social skills programme / support including strategies to enhance self-esteem.</p> <ul style="list-style-type: none"> <li>• Visual timetables</li> <li>• Support during unstructured times of the day.</li> </ul>
<p>Cognition and Learning Needs: e.g.</p> <ul style="list-style-type: none"> <li>□ Moderate Learning Difficulties</li> </ul>	<p>.</p> <ul style="list-style-type: none"> <li>□ Provision to support access to the curriculum and to develop independent learning.</li> <li>□ Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas, i.e. reading skills groups etc.</li> <li>□ ICT is used to reduce barriers to learning where possible.</li> <li>□ Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to.</li> <li>□ Planning, assessment and review. Strategies to improve basic literacy and numeracy levels.</li> </ul> <p>Work with pupils, parents, carers and staff to develop and review plans based on the need of the pupil.</p> <ul style="list-style-type: none"> <li>□ Differentiated curriculum and resources</li> </ul>
<p>Social, Mental and Emotional health e.g.</p> <ul style="list-style-type: none"> <li>□ Behavioural needs</li> <li>□ Social need</li> <li>□ Mental health needs</li> <li>□ Emotional Health and Wellbeing</li> </ul>	<p>The school ethos values all pupils.</p> <ul style="list-style-type: none"> <li>□ Behaviour management systems encourage pupils to make positive decisions about behavioural choices.</li> <li>□ The schools behaviour policy identifies</li> </ul>

	<p>where reasonable changes can be made to minimise the need for exclusions.</p> <ul style="list-style-type: none"> <li>□ Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities.</li> <li>□ The school provides effective pastoral care for all pupils.</li> <li>□ Support and advice is sought from outside agencies to support pupils, where appropriate.</li> <li>□ Small group programmes are used to improve social skills and help them deal more effectively with stressful situations.</li> <li>□ Outdoor learning is used to offer a different approach to the curriculum.</li> <li>□ There is a nurture group at lunch times / break times to support pupils.</li> <li>□ Information and support is available within school for behavioural, emotional and social needs.</li> </ul>
<p><b>Sensory and Physical Needs:</b></p> <p>Hearing</p> <p>Physical</p> <p>Sight - visual</p> <p>Multi-sensory</p>	<p>Advice and guidance is sought and acted upon to meet the needs of pupils who have significant medical needs.</p> <ul style="list-style-type: none"> <li>□ Access to Medical Interventions.</li> <li>□ Access to programmes to support Occupational Therapy / Physiotherapy.</li> <li>□ Support with personal care if and when needed.</li> <li>□ Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning.</li> <li>□ Staff understand and apply the medicine administration policy.</li> <li>□ The Special Educational Needs Coordinator completes any necessary training in order to offer advice and guidance to staff about the needs of pupils.</li> </ul>

	<p>□ All main entrances to the school have ramps or low level step fitted to allow wheelchair access.</p> <p>□ The school has downstairs toilets</p>
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## Funding

The school's SEN funding provides provision for children with Special Educational Needs. We are dedicated to providing support through early intervention.

Funding is used to support:

- Quality First teaching
- Whole school inclusive practice
- SENCO role and support team
- Parent liaison
- Liaison with external agencies, LIST
- Provide resources to support differentiation including IT
- Time to support staff in developing Provision Maps for identified pupils
- Staff training (CPD)

## Curriculum

We provide a broad and balanced curriculum that meets the needs of all pupils and promotes high levels of achievement, successful and progressive learning.

Meeting the needs of pupils with special educational needs are the responsibility of all teachers and teaching staff and their needs are met through a differentiated curriculum. The SENCOs support staff to meet additional needs of children in individual classes. We operate a graduated response to supporting all pupils including those with additional learning needs, the initial response being through Quality First Teaching. Further detail is included in our SEND Policy.

## IDENTIFYING PUPILS WITH SEND/ ASSESSMENT

We follow the schools assessment policy. Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- 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.
- fails to close the attainment gap between the child and their peers.
- widens the attainment gap.

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to high school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about anything that might have happened at home. The class teacher/SENCo would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/on playground to record behaviours, considering involvement of others/environmental factors and an intervention devised taking into account all information gathered. See SEN policy for further information relating to behaviour support. Parents are always informed if school staff consider that their child has an additional need and parents and children (as appropriate depending upon age and capability) are involved in the planning to meet the need.

**What are school's policies for making provision for children with SEN whether or not they have Education, Health and Care Plans?**

**a) How do we evaluate the effectiveness of provision for children with SEN?**

- use of a provision map to measure progress and achievement
- evaluation of Individual Education Plans 3x yearly for those pupils on the SEN register.
- use of assessment information/progress rates etc. pre- and post- interventions
- use of attainment and progress data for children with SEN across the school part of whole school tracking of children's progress in terms of National Curriculum levels of attainment - 3x yearly
- use of pupil/parents interviews/questionnaires
- monitoring by SENCo

**What do we do if a child needs extra support?**

When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place statutory assessment will be considered. The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Northumberland.

Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an '**Education Health Care Plan**', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

EHC Plans are subject to annual review which will include parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

### **Staff Training**

All staff have completed, and will continue to receive, ongoing training in special educational needs and disabilities.

Our fully qualified / trained Special Educational Needs Coordinator provides advice and guidance to staff.

We have teaching assistants trained in delivering speech and language programmes and other specialist programmes.

### **Supporting Families**

The school works in partnership with families to help them support their children's learning outside of school.

### **SENDCO**

The school SENDCO is Miss Laura Green. If you require any information then contact the school. Miss Green works with all staff to ensure the provisions of pupils with SEND are supported.

Contact school on 01670825218 to make an appointment.

For further advice and guidance about SEND see Northumberland's local offer which is available on their website.