

Supporting My Child – SEND Report

Meldreth Primary School is an Inclusive School with a strong belief that all children should be valued, treated with respect and reach their full potential.

The school strives to ensure that the provision for all our pupils is of the highest possible standards, whilst acknowledging that we are continually improving our practice. We firmly believe that by working in partnership with parents/carers and adults beyond school, that our children get the best possible: care, support, education and opportunities in order to ensure a successful transition into adult life.

Every child is an individual and 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 we will monitor their progress, look carefully at what special support they need and keep in close touch with parents.

Within school, Mrs K Samways is our Special Educational Needs Co-ordinator (SENCO) and our Special Educational Needs and Disability Governor is Mrs D House.

For more details about what we can offer children with additional needs click on the links below.

What is a Special Educational Need?

The 2014 'Special Educational Needs and Disability Code of Practice 0-25 years' is our legal guide for provision within school and can be downloaded at : https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338195/Code_of_Practice_approved_by_Parliament_290714.pdf

It defines SEN as: **provision different from or additional to** that normally available to pupils of the same age.

A special educational need might fall into one or more of the following broad categories:

- **Communication and Interaction** – such as speech and language difficulties, Aspergers Syndrome or Autism.
- **Cognition and Learning** – children who learn at a slower pace to their peers or have a specific difficulty such as dyslexia, dyscalculia or dyspraxia.
- **Social, Emotional and Mental Health Difficulties** – such as challenging behaviour, anxiety, depression, eating difficulties, Attention Deficit Hyperactivity Disorder (ADHD) or attachment disorder.
- **Sensory and/or Physical needs** – children who have visual impairment (VI), hearing impairment (HI), a multi-sensory impairment (MSI) or a physical disability requiring ongoing support or equipment.

What should I do if I think my child has SEN?



a) The first person to speak to about concerns is the class teacher. If necessary, they will adapt the learning environment by providing focused learning experiences and different approaches to help children overcome barriers to their learning.

b) When concerns remain despite this support, the class teacher will liaise with you and the SENCo to agree next steps. This may include observing the child, looking at work samples, completing detailed checklists, group booster sessions and making recommendations based on this. A one page profile is put together outlining strengths, needs and strategies which will be shared with you. Your child's progress will continue to be monitored to see if these strategies are helping. Some children may be given more specific targets and expected outcomes. These are reviewed regularly.

c) Where a child's progress remains a concern after two or more of these reviews, discussions between the parent, class teacher and SENCo would consider placing the child on the school's Special Educational Needs list. Further analysis of difficulties may be carried out. This continues and formalises the approach begun above. Targets would be reviewed with parents.

d) If despite specific, targeted support a child's progress remains a concern, the school will consider seeking external advice. This may be from a range of professionals including an Educational Psychologist, Specialist Teaching Team, Occupational Therapist etc. There are clear thresholds based on needs, which the school must use when considering this step. The class teacher will meet for a consultation and advice will be given through a written report which will be shared with parents. Professionals will not work with children directly.

e) If the consultation advice does not show impact on learning, then a Family Common Assessment Framework form (FamilyCAF) would have to be completed to seek direct involvement from external professionals. We would complete the FamilyCAF with parents.

f) Some children, whose progress falls a long way behind their peers – or who have a severe medical condition – may have an Education and Health Care Plan (EHC Plan) to support their needs. There are strict guidelines on the attainment levels required to apply to the local authority for an EHC Plan. The family and child are central to the planning of this support, which may include some additional funding to support your child's learning. The EHC plan is formally reviewed every year by the school, in conjunction with other professionals involved. The report from this meeting is sent to the Local authority who will decide whether to maintain the EHC plan for another year.

How are the school's resources allocated and matched to pupils?

How are decisions made about how much support my child will receive?

We offer a range of provision to support children with SEND, where the school has identified a need and staffing levels allow.

School resources are carefully allocated and matched to pupils needs. They are discussed by the Class Teachers and Senior Leadership Team to create clear provision for individuals across the whole school and this is updated at least termly. All the interventions at our school are delivered by staff who have had training in running these groups. The provision in these groups is overseen by our SENCo.

The effectiveness of each intervention is monitored by the use of assessments at the beginning of the support work, which are repeated at least termly. Interventions are then modified, if necessary, in light of these assessments.



How will I know that the school will support my child?

How does the school know if pupils need extra help?

How will I know if my child has SEN?

The progress of all children is carefully assessed, monitored and discussed in progress meetings between the head teacher, SENCo and class teacher.
If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Class Teachers will be able to make suggestions about how best to support your child's learning. Parents' evenings are held in the autumn and spring terms and parents receive a written report in the summer term. If there are any concerns about a child's progress between these times teachers will contact the child's parents. It is always helpful to share information, including medical, which may have an impact on your child's learning.

All children have regular individual meetings to discuss their learning with their class teacher.

What training have staff who are supporting children with SEND had or are receiving?

Our school has a special needs coordinator (SENCo), Mrs Kate Samways who has completed the National Award for SEN Coordination. She is responsible for advising class teachers about the provision they make for children with SEND (special educational needs and disabilities), and for overseeing our whole school provision. She can be contacted by email at ksamways@meldreth.cambs.sch.uk or on 01763 260432.

We have an ongoing programme of training in place for both teachers and teaching assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs.

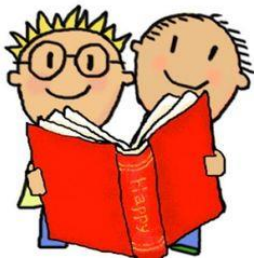
How will the curriculum be matched to meet my child's needs?

Classroom based strategies to ensure all teaching is as good as it can possibly be through High Quality Teaching.

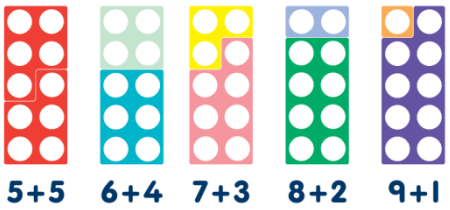
Access to a supportive environment	Provision to facilitate access to the curriculum	Strategies to develop independent learning.

Strategies to support specific areas of need

Strategies to support Literacy
Buddy reading
Precision Teaching
Priority reader
Phonic boost
Better reading partner



Strategies to support Maths
Numicon and other resources
Firstclass@number
Number/maths Boost



Strategies to support speech and language
Talking boxes
Spirals
Chatterbox
Elklan
Speech Therapist



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

We regularly work with a range of professionals including educational psychologists, specialist teachers and speech therapists. We also have access to strategies/programmes to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support).

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

We believe that children need to be happy and feel secure to make progress, and have a range of provision available to support children's wellbeing:

Strategies to support wellbeing-
Social Stories
Counselling
Owls nurture group
Construction club
Peer buddies
Peer mediators
Change4Life
Sensory Circuits
Positive behaviour policy



How will I know how my child is doing?

How will I be involved in discussions about and planning for my child's education?

How will you help me to support my child's learning?

We believe that good communication between home and school is essential for us to work effectively together to support every child.
We have a range of means of communication with parents, including:

- telephone
- email
- face to face meetings
- home school communication books

We liaise with a wide range of professionals (educational psychologists, speech therapists, school nurses, family support workers, parent partnership) and will help with explanation of professional reports to parents where it is helpful.



How will the school support my child in starting school and moving on?



We work to ensure smooth transition from pre-school into school, between classes and from primary school into secondary school. This includes visits from school staff to the child's current class/ setting and series of visits for the child to their new class. Specific individual programmes of transition activities for some children. Documentation passed from a previous setting or school is carefully read, shared and filed. The SENCo will contact the previous SENCo for further information as necessary. When a child moves on to another school, all paperwork will be securely forwarded to that school, including a child's pupil passport, outlining their strengths and barriers and things/ strategies that help.

For children moving on to secondary school the SENCo and class teachers meet with the new SENCo to pass on important information and strategies prior to transition. Extra visits can be arranged with the college to ensure familiarity.

Who can parents contact for further information?



If you need support with any aspect of your child's provision, then please do contact the school SENCo, Kate Samways, who will be happy to try to help.

In addition, the Cambridgeshire Parental Partnership service is set up to help parents navigate the world of education.

- Independent support and someone to talk to in confidence
- Advice and information about Special Educational Needs
- Preparing for meetings with your child's school or with professional who are working with your child
- Information on your rights and responsibilities as a parent, children's rights and SEN law and guidance
- Information about local support groups and voluntary organisations
- Information leaflets, newsletters and policies, updates, training and events focused on special educational needs issues.

Confidential helpline *open during term time* 01223 699214.
http://www.cambridgeshire.gov.uk/downloads/download/142/parent_partnership_leaflets

Email- pps@cambridgeshire.gov.uk

Information about the Cambridgeshire SEND school support can be found at

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer

There are details for speech, language and communication, Austism, Social, Emotional and Mental Health, Cognition and learning, Visual Impairment, Hearing Impairment and Dyslexia Guidance.

If at any point you are unsure about or unhappy with your child's Special Educational Needs provision, then we would urge you to come in and speak to your child's class teacher. If, having met with the class teacher you are still unclear, unhappy or concerned, then please do make an appointment to speak to the school SENCo – Kate Samways who will be happy to listen to your concerns and to work together to find a solution.

Any residual concerns should be taken to the Head Teacher – Mrs Sasha Howard. The school's governing body are the final point of contact for these concerns; our school's SEND governor is Mrs Debbie House.

Procedures for making a formal complaint are described in detail in the school's Complaint Policy