



Girton Glebe Primary School SEND Information report

Introduction

All Cambridgeshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible.

The broad areas of SEND needs are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

What is the Local Offer?

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and Disabilities (SEND) aged 0-25. The LA refers to this as the 'Local Offer.'

<http://www.cambridgeshire.gov.uk/SEND>

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs and Disabilities Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils, as determined by school policy, and the provision that the school is able to provide. Schools refer to this as the Special Educational Needs and Disabilities Information Report.



1. How does the school know if the children need extra help?

Information about the child's strengths and needs will be received in school from the child's previous educational setting, where applicable.

Special educational provision is provision that is different from or additional to that which is normally available to pupils of the same age.

The progress of all pupils is monitored regularly by class teachers and the senior leadership team, through the use of formal and informal assessments. When a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents/carers and the pupil concerned.

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

Our SEND profile for 2018-2019 shows that we have 13% of children at Girton Glebe identified as having SEND and 11% of those have an EHCP. Those that do not have an EHCP are on SEND support. The information below shows a brief breakdown of our SEND register.

59% of children on our SEND register are identified as having SEN linked to Cognition and Learning.

41% of children on our SEND register are identified as having SEN linked to Communication and Interaction.

52% of children on our SEND register are identified as having SEN linked to Social, Emotional and Mental Health.

18% of children on our SEND register are identified as having SEN linked to Physical and Sensory.

It is important to note that the above percentages may not appear correct, but this is due to children often falling in to more than one category.



2. What should I do if I think my child may have SEND?

As a parent/carer, you know your child best. You are likely to pick up on difficulties quickly. Your views are extremely important.

If as parents/carers you have concerns about the progress or attainment of your child you should, in the first instance, make an appointment to speak to their class teacher, who will then liaise with our Special Educational Needs Co-ordinator (SENCo) where appropriate.

If you wish to discuss a specific area of Special Educational Need or Disability then please contact our SENCo, Mrs Erica Tate.

Both teachers and SENCo can be contacted via the school office on 01223 276484.

3. What are the roles of the people who support my child's difficulties with learning /Special Educational Needs or Disability (SEND)?

The class teacher:

- Raises concerns about pupils who may have special or additional educational needs
- Plans suitable learning challenges for all pupils, including effective differentiation to meet the needs of all pupils
- Teaches all pupils taking into account their individual needs, preparing additional resources where necessary
- Prepares and reviews SEN Support Plans for children with SEN and SEN Support targets for children with an EHC Plan.
- Shares SEN Support plans with all appropriate staff (cover teachers, HLTAs, TAs)
- Is responsible for directing the work of teaching assistants allocated to the class or specific pupils
- Meets with allocated TAs regularly (TA talk time)
- Liaises with other adults who work with the class
- Evaluates the learning and progress of the pupil
- Communicates regularly with parents both formally and informally – through termly reviews of SEN support plans, home/school books, phone conversations or praise notes.

Teaching Assistants:

- Carry out interventions with or provide support to groups or individuals, as directed by the class teacher
- Prepare resources for interventions or modifications to general class resources
- Meet regularly with the class teachers they work with (TA talk time)
- Make brief records of their work



- Contribute to meetings about individual pupils to whom they are allocated

The SENCo: (Mrs Erica Tate)

- Implements the school policy
- Manages the day to day operation of Teaching Assistants
- Advises teachers on planning suitable learning challenges for all children
- Advises teachers in the preparation and review of SEN support plans
- Maintains a register of children receiving support through SEN processes, oversees the records kept and supports the evaluation of interventions
- Liaises with outside agencies: Educational Psychologists, Specialist Teaching Team, Health Professionals, etc. and ensures effective communication between different agencies through the EHA process
- Works in partnership with parents
- Contributes to training
- Reports to the Governing Body

The SEN Governor: Mrs Corinne Garvie

The Governing Body will monitor, evaluate and review the provision for pupils with special and additional educational needs. The governor with a special interest in special educational needs and inclusion will meet with the SENCo at least twice a year to consider the following success criteria:

- The effectiveness of the school in meeting all children's SEN
- Any child's SEN are identified early
- Intervention programmes comply with best practice
- The wishes of the child are taken into account
- Educational professionals and parents work in partnership
- Targeted and SEN Support plans are reviewed regularly
- Equal access to school activities for all pupils
- The extent to which standards have improved generally across groups of children with SEN – measured by SATs, Year group steps and P scales
- Numbers of children receiving support including the number who no longer need support.

The Governing Body will receive a brief report from the named governor on the outcomes of these meetings.

4. What are the different types of support available for children with SEND in our school?

a) Class teacher input, via excellent targeted classroom teaching (High Quality Teaching).



For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies, which may be suggested by the SENCo, are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

b) Specific interventions (run by school staff, may be with guidance from the SENCo).

Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

These interventions will form the basis for your child's specific targets which are recorded on an 'SEN Support Plan'. This plan will be reviewed, with you on a termly basis. This cycle is known as the 'Assess, Plan, Do, Review cycle'.

Both you and your child will be asked to contribute to these plans and be involved in their review and ongoing cycles.

c) Specialist interventions e.g. Speech and Language Therapy, social skills or classroom strategies specifically for your child.

This means a pupil has been identified by the SENCo/Senior Leadership /class teacher as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services, such as the Speech and Language Service or the Specialist Teaching Team.
- In a few cases it maybe that your child would be referred to the Educational Psychologist (EP).

What could happen?



- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Specialist Teaching Team. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- Work with a member of school staff to complete an Early Help Assessment (EHA) Form. This details all aspects of your child's life and helps professionals have a better understanding of your child's needs and which services would be most appropriate to seek support from.
The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support. School will then implement the recommendations.
- **These recommendations will then form the basis for your child's SEN Support plan and will continue to follow the same Assess, Plan, Do, Review cycle.**

Both you and your child will be asked to contribute to these plans and be involved in their review and ongoing cycles.

For most children with SEND this support will be sufficient to allow them to make good progress at school.

c) Specified individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through High Quality Teaching and intervention groups.

Your child will also need specialist support in school from an outside professional. This may be from:

- Local Authority central services which can be found in the Local Offer.
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:



- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.

5. How can I let the school know if I am concerned about my child's progress in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo).
- The school SEND Governor can also be contacted for support, via the school office.

6. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

The class teacher will also discuss any concerns at termly parent consultations, but if you have any concerns in the interim, you should contact the school to make an appointment sooner.



7. How is extra support allocated to children and how do they progress in school?

The school budget, received from Cambridgeshire County Council, includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.

- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:
 - The children getting extra support already
 - The children needing extra support
 - The children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

8. Who are the other people providing services to children with SEND in this school?

School provision:

- Teachers are responsible for teaching SEND groups/individuals
- Teaching Assistants and Higher Level Teaching Assistants (HLTAs) working with either individual children or small groups, both in and out of the classroom.
- ICT support in the form of reading and spelling practice and access to typing, where a child's needs make this appropriate.
- Teaching Assistants offering support for children with emotional and social development who are on our SEND register.
- Counselling and PSHE wellbeing.

Examples of Local Authority Provision that could be delivered in school: Contact details

- Specialist Teacher Support
- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapists
- School Nursing Team



9. How are the teachers in school helped to teach children with SEND and what training do the teachers have? SEN surgeries

The SENCo's job is to support the class teacher in planning for children with SEND. In addition:

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD), managing challenging behaviour and attachment difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. We have teaching assistants trained in ELKLAN, 1stclass@number and success@arithmetic.
- SEND surgeries are run by the SENCO to provide advice and support on provision for SEND pupils, including classroom strategies and interventions.

10. How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. In addition:

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups including ICT equipment.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

11. How will my child's progress be monitored?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Head Teacher and SENCo every half term in reading, writing and numeracy.
- Your child will be supported to understand the targets they have been set and have opportunities to say how they got on at their review.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.
- Phonic screening is completed with each child at the end of Year 1 and may be rescreened in Year 2.
- Where necessary, children will have a personal plan based on targets set by outside agencies specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.



- The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENCo and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

This information is shared in termly parent consultations and in the annual review, however, if you have any concerns in the interim please contact the class teacher in the first instance.

12. What support do you have for me as a parent of a child with SEND?

At Girton Glebe we view your child's learning as a partnership between home and school. We know that you know your child best and welcome your suggestions about how we can support your child in school.

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The Inclusion Manager/SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Personal progress targets known as 'SEN Support plans' will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- We hold a 'coffee morning' for parents of children with SEND. This is a parent to parent support group. Appropriate speakers may be invited to talk about the advice and support they might give to parents of children with SEND.

13. How is Girton Glebe Primary School accessible and inclusive to children with SEND?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- There is a disabled toilet and changing facilities.



- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- After-school provision is accessible to all children, including those with SEN.
- Extra-curricular activities are accessible for children with SEN.

Girton Glebe has the following special facilities:

- Easy access for all into school.
- Hygiene room
- Disabled parking slot

The new classrooms conform to the latest Disability Act (2005)

14. How will you support my child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and being uncommunicative.

All classes follow a structured PSHE (Personal, Social and Health Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Social skills groups, run by highly trained teaching assistants.
- Buddy system.
- Homework Club for those children who may not have access to resources and equipment at home.

Please note that some of these interventions will run for a limited period to fill a specific need.

15. How will you support my child when they are joining this school, leaving this school or transferring to another class?

We recognise that transitions can be difficult for a child with SEN and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCo will visit pre-schools with the Foundation Stage Leader when appropriate.



- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school, stay for a taster session and meet their new teacher if this is appropriate.
- Extra visits can be arranged where appropriate.

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 needs to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on then one will be made for them.

When moving classes in school:

- Information, including intervention records, will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher where SEN Support plans will be shared.
- If your child would be helped by a book/passport to support them in understand moving on then one will be made for them.
- If appropriate and especially in the case of children with EHC Plans, meetings with past and present teachers and parents can be arranged before the end of the academic year to share information.

In Year 6:

- The SENCo/ Year 6 teacher will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting, to which you will be invited, will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- 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 this school.
- If your child would be helped by a book/passport to support them in understand moving on then one will be made for them.

If you require any more information or wish to discuss the information contained in this report, please contact Mrs Tate (SENCO) via the school office.