

<p>The kinds of SEN for which the school can provide support.</p>	<p>The school can support pupils in the four areas outlined in the SEN Code of Practice published in 2014.</p> <ul style="list-style-type: none"> • Communication and Interaction <p>This is to do with speech, language and how we communicate with each other. Children may have difficulty with pronouncing sounds and words; vocabulary development; understanding what others are saying; and expressing their ideas.</p> <p>Children on the Autistic Spectrum and with Asperger's Syndrome are likely to have particular difficulties with social interaction.</p> <p><u>What we do.</u></p> <p>School staff may identify some additional support around language and interaction eg pre-teaching vocabulary, Talking Partners intervention or joining a Socially Speaking group to develop the nuances of interaction. We also work with the Speech and Language Therapy services to identify needs. A Speech Therapist works closely with the school. She regularly visits the school and can offer drop-in appointments by arrangement to meet children with their parents. Children may then be supported through focused small group work or individual work. The speech and Language Service offers drop-in appointments for Nursery age children at the Horsefair Clinic and the local Children's Centre.</p> <ul style="list-style-type: none"> • Cognition and Learning <p>Children may have difficulty in acquiring, remembering and applying knowledge and skills. Children may learn at a slower pace than their peers, even with appropriate differentiation, and need more opportunities to practice skills. For some children the Learning difficulties are moderate whilst for others the difficulties may be more severe and mean they need support in all areas of the curriculum. Children may experience difficulties in reading, writing, maths and the wider curriculum.</p> <p><u>What we do</u></p> <p>We do some assessments of Children's needs within school but also work with other professionals to help identify any underlying needs eg Community Paediatrician, Occupational Therapist, Specialist Teachers and Educational Psychologist.</p> <p>Reading -ECAR (Every Child a Reader) individual daily programme and small groups but in a wider role also supports group and individual</p>
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programmes Read Write A-Z, Project X, Fisher Family Trust (FFT) interventions; additional phonics; Precision Teach High Frequency Words(HFW).

Writing- Additional Guided group, Sensory Circuits, Write From the start, Speed Up, Precision Teaching of HFW, additional phonics, Finger gym, Jabadao and writing slopes.

Maths -Every Child Counts (ECC) trained teacher who works with individuals and groups. The Maths Co-ordinator also supports TAs implementing small group interventions eg First Class at Number.

- **Social, Emotional and Mental Health**

Children may experience a wide range of social and emotional difficulties which show themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Children may find listening to others, following rules, accepting responsibility for their actions difficult. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

What we do

We have a dedicated Wellbeing Room and a Team who are trained in supporting children's emotional and social needs through social skills groups, nurture group, Individual Plans for Success, managed Lunch and Play. Tracking behaviours to identify patterns in behaviour so that support can be targeted to areas of need.

We work with Locality to provide advice and support in the home. An Early Intervention Family Worker visits school each week and can support parents with implementing routines, boundaries and behaviour management. If a greater level of support is required then Locality can provide a Family Worker who has more time dedicated for each family.


Some children may be referred to the Paediatrician and CAMHS to help identify and support needs.

	<ul style="list-style-type: none"> • Sensory or Physical <p>Some children have needs around hearing and vision and require support to help them access the curriculum and wider aspects of school. Other children may have difficulty with Sensory Processing as they struggle to process all the sensory information.</p> <p>Some children have a physical disability and require additional ongoing support and equipment to access all the opportunities available to their peers.</p> <p><u>What we do</u></p> <p>Work with Specialist teachers and speech and Language Therapists who may provide initial advice or work with children and staff on a more regular basis, dependent on the level of need.</p> <p>Use resources recommended by Specialists.</p> <p>Sensory Circuits on a daily basis is accessed by a large number of children to meet their sensory needs and help prepare them for learning. Some children benefit from additional activities throughout the day so children are encouraged to develop some independence in using.</p> <p>Wobble cushions, fiddle items,</p>
<p>Who do I can contact about SEN concerns around a child or complaints?</p>	<p>Initially all concerns should be discussed with the Class teacher. Parents Evenings are offered each term and parents can also request to meet at other times to discuss their children's needs. The SENCo is Miss Mival who can also be contacted. The Deputy Headteacher, Miss Lynch, and Headteacher, Mrs Parker, are also involved in meeting all children's needs. The SEN Governor is Miss J Harrison.</p>
<p>Who is involved with supporting child?</p>	<p>Parent, Child, Teacher, TA, Paediatrician, Speech therapist (SALT), Occupational Therapist (OT), Locality, Specialist teacher, Educational Psychologist, Every Child A Reader teacher, Every Child Counts teacher, Creds who complete First Language Assessments.</p>

<p>How will we identify if children have SEN/D?</p>	<p>To make sure that each child in our school reaches their full potential, teachers are constantly assessing children and planning for their needs. It is a continuous cycle. Teachers have regular Pupil Progress meetings with the Deputy/Head Teacher to identify children who may need extra help. Teachers also meet with the SENCo. During the reviews they will look for children who:-</p> <ul style="list-style-type: none"> •are making slower progress than other children who started at the same point •have changed their rate of progress, i.e. if their progress suddenly slows down •do not catch up with their classmates •are falling further and further behind their classmates. <p>As a first response, we will address any weaknesses through High Quality Teaching and for some children targeting these areas will see their learning improve. Teachers and TAs with the advice of the Senior Leadership Team, English and Maths Co-ordinators, ECC teacher, ECAR teacher and SENCo may also implement a targeted small group or individual intervention. If children continue to make less than the expected progress, we will gather further information and hold a meeting with you to discuss if your child has SEN and SEN Support will begin.</p> <p>Assess Plan do Review Cycle</p> <p>Children with SEND learn within the class room environment through differentiated planning of teaching and learning but may also benefit from the many intervention areas within school where children can access small group or individual interventions for a short part of the day. Some children with specific needs such as Autism may have a Work Station that they can access for parts of the day and which can be set up with specific resources and strategies to meet their needs.</p>
<p>Transition</p>	<p>Moving to new school/Secondary.</p> <p>When your child moves to Secondary School then we meet with representatives of the schools eg the SENCo, Year7 leaders or pastoral workers. For children who are vulnerable and anxious .we organise individual meetings and additional visits to the school are often offered by the secondary schools.</p>

<p>How we involve parents and children.</p>	<p>All children are involved in reviewing their learning through feedback marking.</p> <p>Parents' evenings are held regularly and bi-lingual TAs can support in these meetings.</p> <p>As well as parents, children with Statements and EHC Plans are encouraged to attend Annual Reviews and bring work to reflect their successes and identify areas that they would like more support.</p> <p>A CAF (Common Assessment Focus) is used to gather your views when referring to outside agencies.</p>
<p>Resources</p>	<p>The school deploys additional adult support to classes where children are identified as having SEND. Some support is also provided by TAs who work across the year groups to deliver specialist support eg The Wellbeing Team.</p> <p>An additional budget for specific resources eg wobble cushions and numicon that school or specialists recommend is also allocated.</p> <p>Sometimes children with significant needs may have resources provided for them to use by specialists such as the Occupational Therapist or Hearing Support Specialist teacher.</p>
<p>How school measures the effectiveness of support.</p>	<p>For individual children</p> <p>Tracking - progress over time so that children's individual progress from their starting point is valued.</p> <p>Interventions- pre and post assessments are completed and show that children undertaking interventions have an average points progress in line with other children.</p> <p>Ongoing assessment during intervention to help plan and evaluate areas to focus work.</p> <p>Reviews of targets</p> <p>Annual reviews</p> <p>Consultations with Educational Psychologists/ Specialist teacher</p> <p>How do we measure the effectiveness of the provision we provide?</p> <p>The way that children are supported will be reviewed at least annually to ensure that it is meeting the needs of the children in school.</p> <p>Factors which will be considered include:-</p> <ul style="list-style-type: none"> •staff training needs for provision for children with SEN •early identification of children with SEND •partnership work with parents and children •academic progress of children identified with SEN •how staff are deployed to meet the needs of children with SEN •the involvement of children in reviewing their SEN needs

	<ul style="list-style-type: none"> •the relationships with outside professionals and the effectiveness of their involvement.
Where can you find extra advice?	<p>Help and Advice understanding the new SEND Code of Practice 0-25</p> <p>The document can be found at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf</p> <p>Cambridgeshire County Council's Local Offer which details services available in the Cambridgeshire Area http://www4.cambridgeshire.gov.uk/info/20136/cambridgeshire_local_offer/549/about_cambridgeshires_local_offer</p> <p>Pinpoint</p> <p>A registered Cambridgeshire charity that provides help and support for parents with children who have special needs. It is run by parents for parents and gives straightforward guidance on the services children are entitled to and how to access them. http://www.pinpoint-cambs.org.uk/home</p> <p>Parent Partnership</p> <p>Offer impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs or a disability. http://www4.cambridgeshire.gov.uk/pps</p> <p>Family Support Worker</p> <p>Offer help with challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships. Marlene Hall works for Locality and is a family worker based in school every Thursday morning.</p> <p>Common Assessment Framework</p> <p>Sometimes it is difficult to know exactly what help you and your child need. In these cases, the Common Assessment Framework (CAF) is an ideal tool to help. It is a way of identifying whether a child needs extra support and working out the best way to provide that support. Find out more from the link below to a leaflet for parents. http://www4.cambridgeshire.gov.uk/download/downloads/id/573/caf_leaflet_for_parents_and_carers</p>

Cambs local Offer	Cambridgeshire's Local Offer can be found at: www.cambridgeshire.gov.uk/SEND	
 SEND Progress Report July 2015 In-year Progress		
Mathematics	SEN	
	Cohort	VA points progress
Year 1	12	2.8
Year 2	10	3.8
Year 3	12	4.2
Year 4	9	4.1
Year 5	9	3.3
Year 6	11	4.6
Reading	SEN	
	Cohort	VA points progress
Year 1	12	2.9
Year 2	10	3.8
Year 3	12	3.0
Year 4	9	3.77
Year 5	9	4.0
Year 6	11	3.4
Writing	SEN	
	Cohort	VA points progress
Year 1	12	3.66
Year 2	10	3.2
Year 3	12	2.9
Year 4	9	3.2
Year 5	9	2.9
Year 6	11	7.5
National expectation is an average of 3 points per year.		



Intervention Progress Report July 2015

In-year Progress

Mathematics	Average Points Progress		Number children making 4+ points progress		Number children making 6+points progress	
	Cohort	VA	Number	%	Number	%
Year 1 Intake 2013						
Year 2 Intake 2012	42	4.4	34	81	16	38
Year 3 Intake 2011	51	3.7	33	65	11	22
Year 4 Intake 2010	52	3.5	29	56	11	21
Year 5 Intake 2009	43	3.8	27	63	14	33

Reading	Average Points Progress		Number children making 4+ points progress		Number children making 6+points progress	
	Cohort	VA	Number	%	Number	%
Year 1 Intake 2013	50	4.2	31	62	20	40
Year 2 Intake 2012	42	6.3	39	93	30	71
Year 3 Intake 2011	51	3.1	24	47	8	16
Year 4 Intake 2010	52	3.6	30	58	10	19
Year 5 Intake 2009	43	4.4	27	63	19	44

Writing	Average Points Progress		Number children making 4+ points progress		Number children making 6+points progress	
	Cohort	VA	Number	%	Number	%
Year 1 Intake 2013	50	3.1	30	60	3	6
Year 2 Intake 2012	42	5	33	79	21	50
Year 3 Intake 2011	51	2.8	22	43	6	12
Year 4 Intake 2010	52	4	35	67	12	23
Year 5 Intake 2009	43	3.2	21	49	7	16