

<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.</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 practise skills. For some children the difficulties in learning 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>
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Reading -Reading Recovery is an individual daily programme with the ECAR (Every Child a Reader) teacher; small groups with the ECAR teacher; ECAR teacher supports in a wider role for groups and individual programmes eg Read Write A-Z, Project X, Fisher Family Trust (FFT) interventions; additional phonics; Precision Teach High Frequency Words(HFW).

Writing- Additional guided writing group; First Class at Writing; Sensory Circuits can support children with handwriting difficulties; Precision Teaching of High Frequency Words; additional phonics; Write From the start, Speed Up, Finger gym, Jabadao and writing slopes for supporting handwriting.

Maths - **The** Every Child Counts (ECC) trained teachers work with groups and the individual Numbers Counts programme. The Maths Co-ordinator also supports TAs implementing small group interventions eg First Class at Number and Success at arithmetic.

- **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 and 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. The team also track 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

	<p>can provide a Family Worker who has more time to dedicate for each family.</p> <p>Some children may be referred to the Paediatrician and CAMHS to help identify and support needs.</p> <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>We work with Specialist Teachers and Speech and Language Therapists (SALT) 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 independence in using strategies.</p> <p>Wobble cushions and fiddle items can help children with ADHD focus.</p>
<p>Who can I contact about SEN concerns around a child or complaints?</p>	<p>Initially all concerns should be discussed with the Class teacher.</p> <p>Parents Evenings are offered each term and parents can also request to meet at other times to discuss their children's needs.</p> <p>The SENCo is Miss Mival who can also be contacted.</p> <p>The Deputy Headteacher, Miss Lynch, and Headteacher, Mrs Parker, are also involved in meeting all children's needs.</p> <p>The SEND Governor is Miss J Harrison.</p>

<p>Who is involved with supporting children?</p>	<p>Parents, Children themselves, Teachers, TAs, Paediatrician, Speech and Language 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 peers •are falling further and further behind their peers. <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 assessments and information and SEN Support will begin.</p> <p>Progress is monitored through a cycle of Assess, Plan, Do, Review Cycle. Parents' Evenings and other consultation meetings are important times to discuss the progress of children.</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 small group or individual interventions for a short part of the day. Some children with specific needs such as Hearing Impairment or 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>

Transition	<p>Moving to secondary school.</p> <p>When your child moves to a secondary school then we meet with representatives of the schools eg the SENCo, Year 7 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>
How we involve parents and children.	<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 for which they would like more support. A CAF (Common Assessment Focus) is used to gather your views when referring to outside agencies.</p>
Resources	<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, language games and phonic resources that school or specialists recommend to be used by children is also allocated. 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>
How school measures the effectiveness of support.	<p>Individual progress of children is tracked over time so that children's individual progress from their starting point is valued.</p> <p>For interventions pre and post assessments are completed and ongoing assessment during intervention are used to help evaluate and plan areas to focus work.</p> <p>Teachers review targets.</p> <p>Annual reviews look at the progress of children with a Statement of educational needs or and EHC Plan.</p> <p>Consultations with the Educational Psychologists/ Specialist teacher help monitor the progress of children with a high level of need.</p> <p>The Plan for Success outlines needs and reviews progress for children with a high level of Wellbeing support.</p>

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	<p>Cambridgeshire's Local Offer can be found at: www.cambridgeshire.gov.uk/SEND</p>

SEN Information June 2016

The number of children on the SEND register has varied throughout the year as a number of children have joined or left the school. At the census in June 2016 there were 102 children (20% of pupils) on the SEND register.

There are 11 children who have either an Education and Health Care Plans (EHC P) or a Statement of Educational Needs and these are split over Reception (2), Year 1 (1), Year 2 (2), Year 4 (1 being integrated after a failed placement elsewhere), Year 5 (3) and Year 6 (2).

Children in Year 5 have had their Statements transferred into EHC Plans this year ready for transfer to secondary school at the end of Year 6. The Year 1 child is in the process for this to happen this year. Next year the remaining children, which for us is the current Y2 and Y4 children, will have this changeover following the LA timescale on conversion.

- 64% of children (65) on the register have English as their first language and 36% (37 children) have English as an additional language (EAL).
- 34 children (33%) are girls and 68 children (67%) are boys.
- 9 children on the SEND register have Attention Deficit Hyperactive Disorder or ADD.
- 6 children are on the Autistic Spectrum and a further two are being investigated.
- 1 child has a cochlear implant to both ears and a further 2 children wear hearing aids. 2 of these children have EHC Plans.
- 1 child has vision in only 1 eye.
- 1 child has epilepsy.
- 1 child in the Nursery has specific medical needs.

The children on the SEND register have been supported through 1:1 and small group provision in class as well as specific interventions such as Reading Recovery and Numbers Counts by qualified teachers and a range of Maths, Reading and Writing TA led interventions. The Wellbeing Team have supported children through Sensory Circuits and interventions such as Nurture Group and Social Skills targeted around social, emotional and mental health needs.

As well as using the specialist skills of school staff the advice and support of outside agencies has been sought to further enhance provision for children.

- 39 of these children had additional support for Speech and Language following advice from the Speech Therapist. The Speech Therapist has

supported school with training for a TA to enable implementation of a more intensive language group. This is for four Y1 children with EAL who are experiencing difficulty in acquiring language in both their first language and English. Specialised advice or individual speech therapy is also provided for some children with EHC plans or who require more intense support for speech pronunciation difficulties.

- 5 children have had advice from the Occupational therapist. Other children had advice such as taking part in Sensory Circuits, use of move 'n' sit cushions and handwriting advice.
- The Educational Psychologist and Specialist teachers have provided advice through consultations with teachers and parents and through individual work /assessment with some children. This has been mainly around children who already have an EHC Plan or for children whom we are monitoring progress to see whether a request for an EHC plan should be made. Recently the Educational Psychologist has been told to close the cases of children he has been supporting to concentrate on Statutory work. However, he has advised us to proceed with applications for EHC plans for these children.
- 2 children in Year 6 have been supported through the Ready to Learn Project in Wisbech. 1 of these children is a child with very high needs transferring to the school, from another local school, in January 2016.
- 2 children have taken part in a weekly $\frac{1}{2}$ day Inclusion with Meadowgate School and 3 children have joined them for swimming at the Hudson pool. 3 children from Meadowgate have joined a Rec, Y1 and Y2 class for a $\frac{1}{2}$ day Inclusion as well.
- Locality and school have had meetings to discuss ways to support families with their wider needs and this includes Family Workers supporting parents with strategies around behaviour management.
- The Community Paediatrician and CAMHs have supported children around medical and emotional needs.

96 children have had additional structured support around language, some of this is through groups using advice from the Speech Therapist (SALT) and some using existing school skills. As part of early identification of needs some Language Enrichment groups have been set up in the Nursery. In addition this year there has been support put in place around language through training of TAs to implement the Talking Partners intervention as well as the SALT training in Y1 mentioned above. TAs now work with Talking Partners Intervention groups in Y1, Y2 and Y3 with two of the TAs having their time ring fenced for this

work. 28 children have accessed Talking Partners this year. For the 22 year 2 and 3 children taking part from November to March teachers commented on their skills in class:

- more confidence when speaking in class
- better at working in a group, including listening and turn taking
- improved use of vocabulary and grammar in their spoken and written work

Improvement was also noted in the Renfrew Picture Action Test where children are scored on their ability to use grammar correctly and provide information to answer a question. This is carried out for pre and post intervention assessment. Observation of the lessons and discussions with the children showed that they were developing skills such as listening and looking at the speaker, understanding and asking questions relevant to the subject and including details to add interest and explanation.

Talking Partners Months Progress

Yr group	Number of children	Average Points Progress Information giving	Average Points Progress Grammar	Average Months progress Information giving	Average Months Progress Grammar
1	6	6.8	7.2	6 months*	6 months*
2	11	4.9	5	14.7 months progress in 4 months	13.6 months progress in 4 months
3	11	4.1	4.1	17 months progress in 4 months	16 months progress in 4 months

*Children at pre-assessment were below the standardised age range (starts at 3yrs 6m). Points progress shows a significant improvement but makes calculation of months progress more difficult.

Project X to support children in reading development, including inference skills, in Year 2 and 3 has been successfully introduced this year. First Class @ Writing, working on key aspects of spelling, handwriting, grammar and punctuation, has also begun to be introduced. TAs implementing the interventions have been on training to deliver the programmes and are supported by the ECAR teacher.

Provisionmap Writer has been introduced from April 2016.

As well as children on the SEND register having additional support there are many children in school who have additional provision. This includes both children who require support to accelerate progress towards national expectations and children working at higher levels to develop greater depth of understanding. Some of the interventions are specified programmes and others are additional reading or writing groups providing pre/post opportunities related to class work and skills. Provisionmap Writer is an ICT programme that enables all the interventions being carried out to be recorded. Teachers and TAs are able to set up interventions on the programme, including pre/post data and the setting/evaluation of targets.

Although this hasn't altered the interventions being carried out it does give the opportunity to show a picture of the full intervention provision for a child as some children may be receiving support in more than one area.

It can be filtered in many ways so it is also possible to look at provision across an area of need such as literacy, maths, language or social skills as well as for groups such as SEND and pupil premium. The table below gives an indication of the number of children having support, some of this support will be daily and intensive whilst others may be a weekly session.

Area of need	Numbers of children accessing	Examples of interventions
Literacy	200	Reading Recovery with ECAR teacher. Project X group reading 4 times a week Writing support groups Handwriting and touch typing programmes First Class at Writing 1:1 reading Precision teaching of High Frequency Words.
Maths	85	Numbers Counts with an ECC teacher First Class at Number Higher Ability group for added depth

		Success at arithmetic
Language	96	Talking Partners Groups around SALT advice
Sensory/ physical	94	Sensory Circuits Occupational Therapy advice
Social	38	Nurture Group Social skills
Emotional/behavioural	45	Managed play Managed Lunch These also develop social skills.