

At the Trumpington Federation, we believe that learning should be a lifelong adventure.

We aim to inspire and encourage all members of our community to grow and learn together.

Through determination, communication and collaboration, we encourage each other to reach for the stars, no matter who we are or where we come from.

Our schools, governors, children, parents and staff have agreed and share a set of common values and rights for all which underpin our dynamic curriculum, and which encourage creativity, problem solving and a love of learning.

CONTACT US

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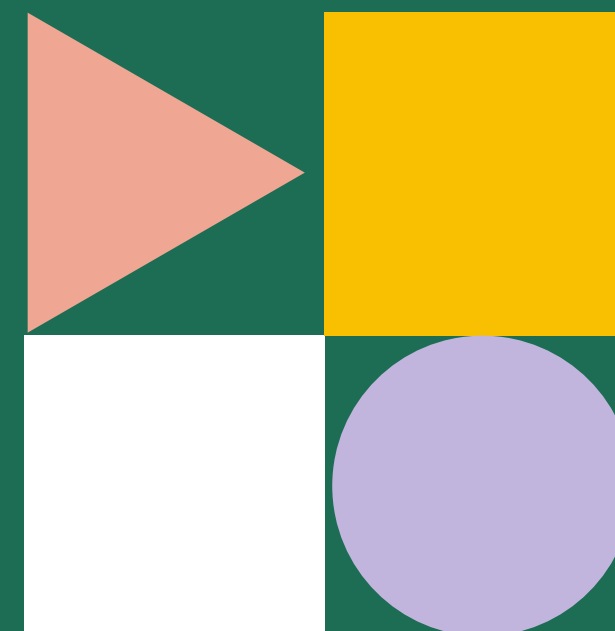
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A Parent's Guide to SEND



Introduction

At the Trumpington Federation we aim to achieve the best outcomes for your child and support them with any difficulties which may cause barriers to their learning.

These barriers can often cause a child to have special educational needs (SEN) at some point during their time at school. Approximately one in five children will have special educational needs (SEN) at some time during their school career. At the Federation we will assess your child to identify strengths, needs and any additional support they may require.

What are barriers to learning?

Some children may have difficulties with:

- Reading, writing, spelling, mathematics
- A speech or communication need. They might struggle to make themselves understood (expressive language) or to understand others (receptive language)
- Organising themselves
- Coordination
- Sensory perception, sensory processing or physical mobility
- Managing thoughts, feelings and behaviour
- Making friends or relating to adults
- A diagnosed need
- A medical condition

Our approach

The class teacher has the responsibility for all the children in their class and will provide what is called **Quality First Teaching**. This means that they teach all the different abilities in the class through differentiating the learning and arranging for small group or one to one interventions as needed.

The class teachers meet frequently with the SEND Team whose job it is to provide advice and support on the children's learning where the barriers to learning are more significant.

The SEND Team may advise that more tailored learning and interventions are needed and so the child may be placed on the SEND register.

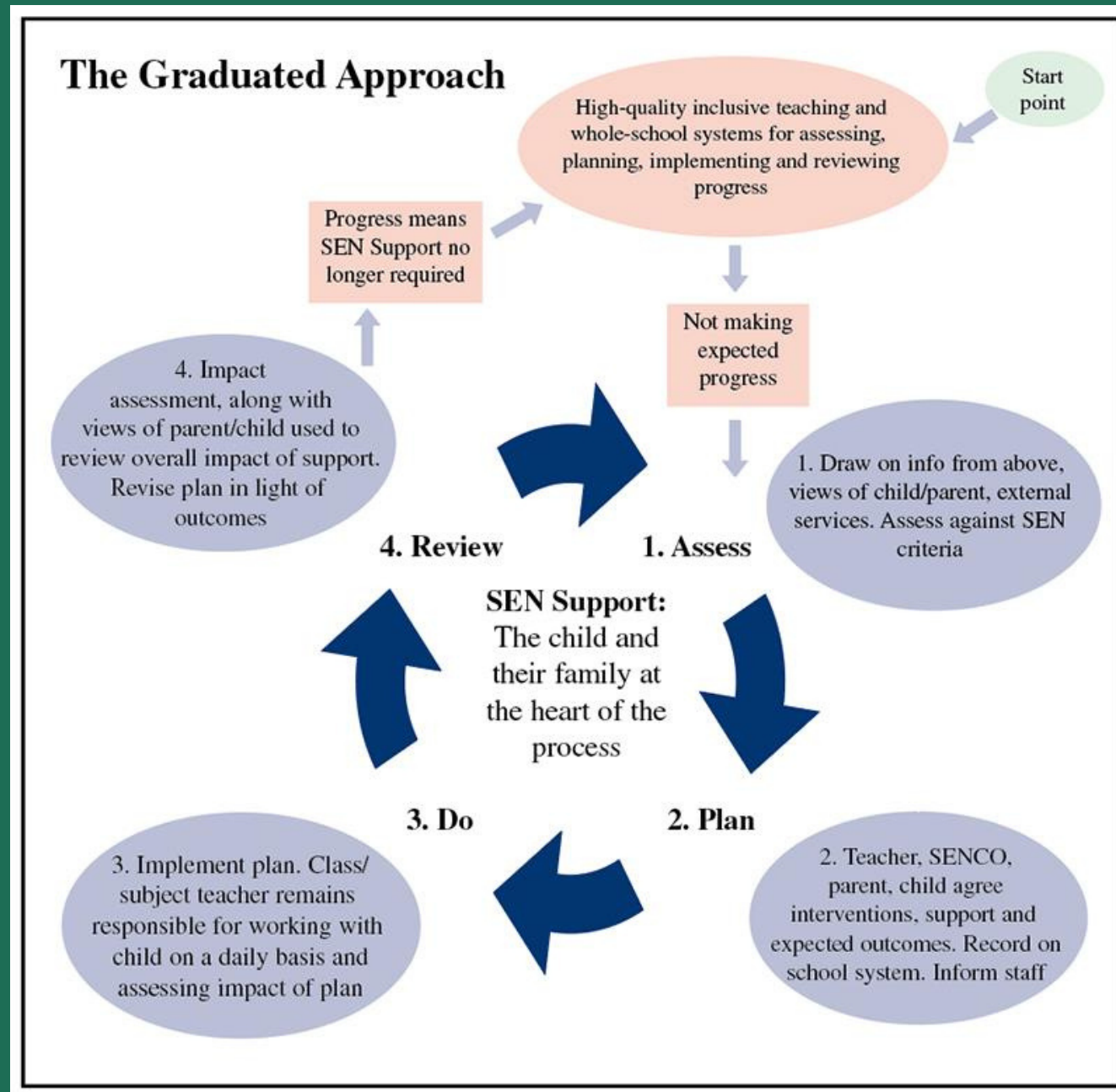
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Graduated Response

Assess, Plan, Do, Review (ADPR)



The class teacher will write an APDR plan for that child as part of the graduated response to SEND. This stands for Assess, Plan, Do, Review. The class teacher will set targets for the child and review them frequently. For some children this is enough to improve their learning and outcomes and they would be removed from the SEN register.

Please find the following link for further information on the graduated response to SEND:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/send-strategies-and-policies>

Referral to SEND Services

If your child is still not achieving their potential, the SEND Team will make a referral to SEND Services which is run by the local authority. This involves a team of specialist teachers and educational psychologists who will advise the SEND Team and class teachers on next steps to progress learning. If they feel there is a need for assessment for Autism or Attention Deficit Hyperactivity Disorder, for example, then they may also suggest a referral to the paediatrician.

The Federation SEND team will support your family through this process and be on hand to answer any questions you may have.

Education, Health and Care Plans

If your child is not able to access the learning with all the support detailed above in place, then the school may consider an application and assessment for an Education Health Care Plan (EHCP).

Please follow this link for more information on EHCPs:
<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Some children may arrive at school with an EHCP already in place.

Parent Partnership Service

The Parent Partnership Service provides Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They can help with:

- Confidential support and someone to talk to in confidence
- Advice and information about special educational needs
- Independent Support for children, young people and families as Statements are transferred to EHC Plans
- Preparing for meetings with your child's school or with professionals 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

Talk to Us

For further information and support please speak to a member of the our team by calling 01223 840299

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Email - sendiass@cambridgeshire.gov.uk

Confidential helpline open during term times: 01223 699 214

More Information

More detailed information regarding SEND, Inclusion and Teaching & Learning is available on our website