



SEND INFORMATION REPORT

September 2023



Contents:

| | |
|--|---|
| 1.1 The kinds of SEND that are provided for..... | 3 |
| 1.2 Identifying pupils with SEND and assessing their needs..... | 3 |
| 1.3 Consulting and involving pupils and parents..... | 3 |
| 1.4 Assessing and reviewing pupils' progress towards outcomes..... | 3 |
| 1.5 Supporting pupils moving between phases and preparing for adulthood..... | 4 |
| 1.6 Our approach to teaching pupils with SEND..... | 5 |
| 1.7 Adaptations to the curriculum and learning environment..... | 6 |
| 1.8 Additional support for learning..... | 6 |
| 1.9 Expertise and training for staff..... | 6 |
| 1.10 Securing equipment and facilities..... | 6 |
| 1.11 Evaluating the effectiveness of SEND provision..... | 7 |
| 1.12 Enabling pupils with SEND to engage equally in all school activities..... | 7 |
| 1.13 Support for improving emotional and social development..... | 7 |
| 1.14 Working with other agencies..... | 7 |
| 1.15 Complaints about SEND provision..... | 8 |
| 1.16 Contact details of support services for parents of pupils with SEND..... | 8 |

| | |
|--|----------|
| 1.17 Contact details for raising concerns..... | 8 |
| 1.18 The local authority offer..... | 8 |
| 2. Monitoring arrangements..... | 8 |
| 3. Links with other policies and documents..... | 8 |

SEND information report

What are special educational needs?

A child or young person has SEND 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 (SEND Code of Practice 2015).

1.1 The kinds of SEND that are provided for:

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

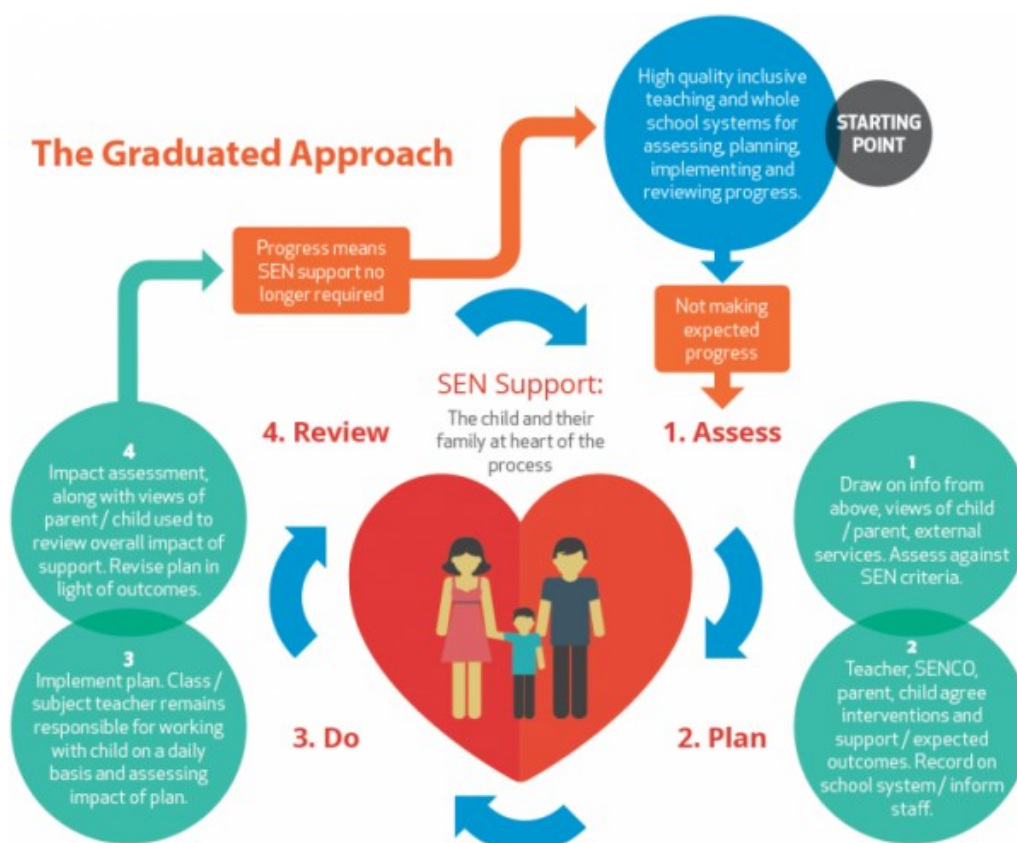
Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015):

- Communication and Interaction

- Cognition and Learning
- Social, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

1.2 Identifying pupils with SEND and assessing their needs:

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 and adapting the learning and arranging for small groups or one to one interventions as needed. The class teacher will write an APDR plan for any child who requires an additional intervention, or individual approach, 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. 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. It is not uncommon for some children to come on and off the Federation SEND register as we closely monitor their learning and other needs. If a child is on a school SEND register it may be for one of the following reasons:

- The child has an EHCP
- The child has diagnosed neurodevelopmental, physical or medical condition
- The child is supported by outside agencies
- The child is two or more years below age related progress in an area of learning
- The child hasn’t made the expected progress in a term and is not at age related expectations in their learning
- The child presents with social, emotional or mental health difficulties (SEMH).

If a child is still not achieving their potential, the SEND Team will discuss making a referral to SEND Services with parents, 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. This again will be discussed by the SEND Team with parents

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

1.3 Consulting and involving pupils and parents

The class teacher will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

If the pupil is assessed as requiring a targeted approach by the class teacher through the Assess, Plan Do Review process, the class teacher will discuss and review this with parents at parents evening. If further support is required the Inclusion team will work with the teachers and be on hand to support parents through the process at each stage.

Our current Inclusion Team is:

| | |
|--|---------------|
| <i>Special Educational Needs Coordinator (SENCo) for Trumpington Meadows</i> | Anna Kent |
| <i>Family Partnership Worker for Trumpington Meadows</i> | Sonja Waldman |
| <i>Inclusion Coordinator for Trumpington Meadows</i> | Sue Arkle |
| <i>Special Educational Needs Coordinator for Fawcett</i> | Anna Kent |
| <i>Family Partnership Worker for Fawcett</i> | Nicky Wickett |
| <i>Inclusion Coordinator for Fawcett</i> | Lisa Ovenden |
| <i>Early Years Inclusion Coordinator for the Federation</i> | Anna Cusano |

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach of assess, plan, do, review.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

1.5 Supporting pupils moving between phases and preparing for adulthood:

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

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

If your child is joining us from another school:

- The Early Years Inclusion Co-Ordinator will visit pre-schools with the class teacher or Foundation Stage Leader where possible/when appropriate and attend Family Support Plan meetings and annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit their Federation school and start dates/ transitions will be discussed
- You may be given the opportunity for additional visits where appropriate to help prepare your child for their move to the Federation.

If your child is moving to another school:

- We will contact the school's SENCo and ensure he/she knows about any special arrangements or support that need 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 transition book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in the Federation:

- Information 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. APDRs will be shared with the next teacher.
- 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 may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENCo/ Inclusion Coordinator and class teacher will discuss the specific transition needs of your child with the SENCo of your child's secondary 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 their Federation school.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.

1.6 Our approach to teaching pupils with SEN: A Graduated Approach to SEND Support

We use the graduated response to providing support for children with SEND. This is an approach which is recommended by the Code of Practice (2015) under the Education Act (1993) as adopted by Cambridgeshire Local Authority.

- Quality First Teaching within the classroom, including normal differentiation and universal services.
- SEND support

- Statutory Assessment
- Education, Health and Care Plan (EHCP).

Quality First Teaching

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated and adapted for individual pupils.

For pupils this would mean:

- That the teacher has the highest possible expectations for all pupils in their class.
- That all teaching builds on what pupils already know, can do and can understand.
- That different ways of teaching are in place, so that all pupils are fully involved in learning in class. This may involve things like using more practical resources to support learning.
- That specific strategies are in place to support pupils to learn (e.g. advice from the SENCo; in-class support sheet strategies).
- Teachers will monitor pupils' progress and identify gaps in pupil's understanding/learning in order to provide additional support to help them make the best possible progress.
- Teachers will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.
- Using the Assess-Plan-Do Review cycle, we will monitor all children's progress. If over time, pupils do not make expected progress, we will contact parents to inform and share information about the additional provision/s. All additional provision is recorded on the Federation's termly provision map coordinated by the SENCo.
- If a class teacher has any concerns about pupils' progress over time, they monitor the outcomes of the additional support put in place by using the Assess, Plan, Do, Review (APDR) before gaining further advice from the Inclusion team.

SEND Support

If the initial and appropriate differentiation/adaptation has not led to adequate progress then the graduated response may include:

- The SEND team advises the class teacher, who remains responsible for planning and recording within the classroom setting regarding an appropriate intervention or strategies that will support pupils' learning. See the Federation Provision Map.
- The SENCo collates relevant information from parents and the Federation school about pupils.
- Parental and pupil participation will be actively encouraged to support working in partnership to support the needs of pupils.
- The SENCo may draw on the advice/assessment of outside specialists if pupils' needs meet the threshold for accessing their services and consider a range of different teaching strategies/approaches and resources. The Early Help Assessment (EHA) may be jointly completed with parents and the Federation's Family Partnership Workers as part of the referral process to document a holistic picture of individual pupils. We will only share this information with outside agencies that parents have given permission for. As a result of this, there may be an additional support plan written for individual pupils that will be reviewed in regular Team around the Family (TAF) meetings.
- The SENCo may involve outside specialists in the review process for in-class strategies and interventions, the embedding of these remains the responsibility of the class teacher.
- Medical Care Plans will be devised for individual children who have multiple medical needs. This will be done in consultation with parents and outside specialists where appropriate.
- The SENCo will consider whether a pupil meets the criteria to justify an application for Statutory Assessment.

Statutory Assessment

This will be considered if the child has not made sufficient progress or responded to the provision, as outlined above. The Local Authority (LA) will consider the need for statutory assessment following a request by the child's school and/or by the parent.

Education, Health and Care Plan (EHCP)

The LA panel will consider the need for an EHC Plan. If appropriate, an EHC Plan will be drawn up and the provision will be monitored and reviewed regularly as per Code of Practice guidelines.

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum and adapting support to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

1.8 Additional support for learning

We have a growing number of Teaching Assistants who are trained to deliver interventions.

Teaching Assistants will support pupils according to their needs and as directed by class teachers and the Inclusion team, as per the graduated responses above.

We work with the following agencies to provide support for pupils with SEN:

- SALT, Occupational Therapy, Pediatricians, SEND Specialist Services, the Sensory Team, NTAS, the Visual Impairment Service, Teachers of the Deaf, Virtual Schools, Early Intervention Family workers.

1.9 Expertise and training of staff

Collectively, the Inclusion team has over 25+ years of experience and have worked in a range of backgrounds including health, teaching, social care and specialist teaching provision.

They are allocated weekly full-time hours to manage SEND provision across the Federation.

We have a team of 35+ teaching assistants, including 4 higher level teaching assistants (HLTAs).

In the last academic year, staff received in-house and external training to provide them with the relevant skills needed to deliver provision.

1.10 Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding. In addition to EHC plans, the school provides through its own budget:

- Resources to support children with SEN (e.g. sensory objects, wobble cushions, fidget toys, magnification resources for children with visual impairment, ear defenders and other resources according to needs).
- Work stations and a range of chairs/ tables of different heights
- Necessary adaptations to toilet facilities
- High door handles where necessary in Early years

1.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets at least once a term
- APDRs
- Regularly reviewing the impact of interventions
- Using pupil questionnaires as appropriate
- Monitoring by the SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

1.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips (currently, these are under review).

All pupils are encouraged to take part in sports day/school plays/special workshops and activity days etc.

No pupil is excluded from taking part in these activities because of their SEN or disability.

Any necessary pre-admission arrangements for disabled pupils are discussed and put into place (i.e. plans for administering medicines).

Our behavior policy and core rights ensure that all pupils are treated with respect and fairness.

Accessibility

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

The design of our schools have facilities to ensure wheelchair access to all areas: wide doorways, classrooms on one level, appropriate chair and table heights. A ramp is available at Fawcett to enable wheelchair access to the dining room. Accessible toilet facilities and treatment rooms are on both sites. The use of specialist equipment for physiotherapy has been used. Where training in the use of equipment is required, this will be accessed from the appropriate agencies.

The modification for disabled access is an ongoing process and if more facilities are needed to meet the needs of pupils then funding and advice would be sought as soon as possible.

Please refer to our Federation's accessibility plan on the website.

1.13 Support for improving emotional and social development

At Trumpington Federation, we understand that an important feature of the school is to enable all children to develop emotional resilience and social skills, both indirectly and through direct teaching.

We provide support for pupils to improve their emotional and social development in the following ways:

- We use PSHE and SEAL lessons to deliver appropriate lessons to promote inclusion and diversity
- We provide pupils with emotional support through a range of appropriate interventions such as: Zones of Regulation, The Colour Monster intervention; Drawing and Talking intervention; 'Good to be Me', 'The Anxiety Gremlin', 'Friends'.
- For pupils with the most need for help in this area, we may also provide an Early Help referral or a referral for Drama therapy.
- Our Family Partnership Workers are available to support pupils and families
- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of after school clubs organised by outside agencies to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying – please refer to our Anti-Bullying policy on the website

1.14 Working with other agencies

We work closely with our link practitioner in accessing the local offer. In addition to this, we work closely with external agencies as outlined in Section 9.9. This is to ensure that we provide all pupils and families with SEN, the correct level of support and we make reasonable adjustments for pupils to access the curriculum as well as wrap-around care which also includes extra-curricular provision.

1.15 Complaints about SEND provision

Pupils, staff and parents / carers are expected to listen carefully and respectfully to each other. Where an issue arises, you should, in the first instance, make an appointment to speak with your child's class teacher and seek to resolve any concerns. If you believe that your concern has not been resolved to your satisfaction or if it is of a more serious or sensitive nature, an appointment should be made to see the SENCo, who will look into the concerns. Where an issue is not satisfactorily resolved, you should then take up the matter with the Head of School or Executive Headteacher. If needed, the Chair of Governors can be contacted if an issue remains unresolved. A copy of the Federation's Complaints Procedure is available on request from either school.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

1.16 Contact details of support services for parents of pupils with SEN

All parents are sign-posted to the local offer and are made aware of SENDIASS support, Cambridgeshire's SEND Information, Advice and Support Service

This service 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. Email - sendiass@cambridgeshire.gov.uk Confidential helpline open during term times: 01223 699 214.

1.17 Contact details for raising concerns

Parents/ carers are sign-posted to the Complaints Policy on our website.

1.18 The local authority local offer

Our local authority's local offer is published here:

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

2. Monitoring Arrangements

This information report will be reviewed by the SENCO/ Inclusion Manager every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

3. Links with other documents and policies

This information report links to our policies on:

- SEND and Inclusion Policy
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Parent Guide to SEND
- Parent Guide to EHCPs
- Cambridgeshire Early Support for Families with Children 0-5 years with Disabilities or Complex Additional Needs