



A parent's guide to SEND at The Trumpington Federation

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.

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

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.

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.

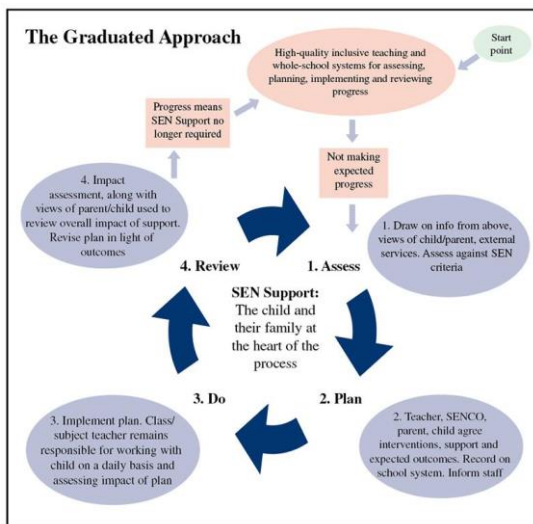
The class teachers meet frequently with the SEND Team whose job it is to provide advice and support on the children's learning where the barriers to learning are more significant.

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

It is not uncommon for some children to come on and off our SEND registers as we closely monitor their learning and other needs. If your child is on the school SEND register it may be for one of the following reasons:

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

Graduated Response



Assess, Plan, Do, Review

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 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 find the following 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.

The 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

You can view the service and contact them here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>

Our Team

We are very privileged to have a large SEND Team supporting your children in addition to the teaching staff and senior leaders at the Federation:

Head of Inclusion and Assistant Head	Kate Barham
Special Educational Needs Coordinator (SENCo) for Fawcett	Rachael Tomlin
Special Educational Needs Coordinator (SENCo) for Trumpington Meadows	Kate Barham
Inclusion Coordinator for Trumpington Meadows	Sue Arkle
Inclusion Coordinator for Fawcett	Lisa Ovenden
Early Years Inclusion Coordinator for the Federation	Jane Doyle
Governor with responsibility for SEND	Liz Woodham

You will find a more detailed SEND information report on our website here

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<https://www.trumpingtonfederation.co.uk/page/?title=Inclusion+and+SEN&pid=1575>

Please do talk to your child's class teacher or the SEND Team in you have any concerns about your child's Special Educational Needs. You can contact us at 01223 840299, office@fawcett.cambs.sch.uk or office@trumpingtonmeadows.cambs.sch.uk