

## **Fenstanton and Hilton Primary School Primary School**

### **SEN Information Report**

#### **2016 to 2017**



The purpose of our school's SEN Information Report is to inform parents and carers about:

- how we welcome into our school children with special educational needs and/or disabilities
- how we support them in all aspects of school life and remove barriers to achievement
- how we work in close partnership with parents/carers and children
- how we make effective provision for all of our children with special educational needs and disabilities (SEND)

Keeping our SEN Information Report under review

- We will keep our SEN Information Report under review by asking parents and children what is working well and what they want to improve and adapting to the needs of our pupils.
- The next review date for our SEN Information Report is September 2017.

#### **What types of special educational needs are provided for at our school?**

- Fenstanton and Hilton Primary School is an inclusive mainstream school. We fully comply with the requirements outlined in the Special Needs Code of Practice (2014).
- Staff have training and experience to be able to meet the needs of learners who may have difficulties with:
  - ❖ Cognition and Learning
  - ❖ Communication and Interaction
  - ❖ Social, Emotional and Mental Health
  - ❖ Sensory and /or Physical needs

	<ul style="list-style-type: none"> <li>• Children on our current SEN register have needs in all the four areas listed above.</li> <li>• We will always make reasonable adjustments to our practices in order to comply with the Equality Act of 2010 ( eg. providing additional adult to accompany a child on a residential visit.)</li> <li>• We have staff with specialist training in the areas of: speech and language, supporting children with hearing impairment, dyslexia , Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) .</li> <li>• In addition to using our staff expertise, we work closely with a range of outside agencies from education, health and social services to support a wide range of special educational needs.</li> </ul>
<p>How do we identify children and young people with SEN? How do we assess their needs?</p>	<ul style="list-style-type: none"> <li>• The identification of SEN is part of the overall approach to monitoring the progress and development of all pupils.</li> <li>• On- going teacher assessments and termly pupil progress reviews enable us to identify those pupils making less than expected progress.</li> <li>• High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will include a discussion with parents/carers and where appropriate the child.</li> <li>• Special educational provision is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.</li> <li>• Where a SEN is identified, appropriate evidence-based interventions are implemented, as recommended in the document 'Improving outcomes for children with additional Needs.' These interventions are provided as part of a graduated approach following the 'assess, plan, do review 'cycle. This includes regular review of the progress made and adaptations to the support provided as required.</li> <li>• Support is related to a clear set of expected outcomes, which include relevant academic and developmental</li> </ul>

	<p>targets. Support is planned by the class teacher and reviewed termly with parents and pupils. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will normally be placed on the SEN register at "SEN Support." The school will then seek to remove barriers to learning and put effective special educational provision in place.</p>
<p>What are the arrangements for consulting with parents of children with SEN and involving them in their child's education?</p>	<ul style="list-style-type: none"> <li>• Parents are encouraged to contact the class teacher and SENCO about any concerns they have regarding progress or SEN provision for their child. The SENCO is Marina Byrne. Please contact the SENCO and the class teacher via the office email 'office @fenstanton.cambs.sch.uk.' Telephone 01480 375055.</li> <li>• We share feedback about the children's learning on an on-going basis with parents and formally at the termly parents' consultation meetings. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home.</li> <li>• Some children have a Home/School book which facilitates day to day correspondence between school and home and helps parents keep school updated on how the pupil is feeling that day.</li> <li>• General information regarding the curriculum and learning is available on the school's website. We host curriculum information evenings and learning events to help families understand what learning is expected and how they can best support their child.</li> <li>• Parents are invited to contribute to school life in various ways such as participation on the Governing body, PTA, and as volunteers to come into school to support children with their learning.</li> </ul>

	<p><b><u>Locality Team</u></b></p> <ul style="list-style-type: none"> <li>• Our Swavesey Locality team are a local authority service offering support and advice to parents/carers on issues such as children's challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships. Support and advice may be offered through individual support and/or a range of parenting courses. Individual support can be delivered in the home or at other locations agreed with the worker, including schools, Children's Centres and early year's settings.</li> <li>• Parenting courses typically involve attendance at a number of sessions (between 8 and 14, depending on the course). Courses are offered across Cambridgeshire and are free to attend. Parents do not need to be referred and can register with any group in the county.</li> <li>• The team can be contacted by telephone on 01954 284 698 or at <a href="http://www.cambridgeshire.gov.uk/localityteams">www.cambridgeshire.gov.uk/localityteams</a> The postal address is Swavesey Village College, Gibraltar Lane, Swavesey, CB24 4RS. Parenting courses are regularly advertised on school's parent mail system.</li> </ul> <p><b><u>Local Offer</u></b></p> <ul style="list-style-type: none"> <li>• Parents can also refer to the Cambridgeshire Local offer which describes the services and support available for children and young people with Special Educational Needs and/or Disabilities (SEND) from birth to 25 and their families in Cambridgeshire. Parents/carers can find information; help and advice; assessments; plans and policies throughout this section of the county website. You can search for services, childcare, schools and colleges in the local offer directory. This information can be found at <a href="http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer">http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer</a></li> </ul>
<p>What are the arrangements for consulting pupils with SEN and involving them in their education?</p>	<ul style="list-style-type: none"> <li>• An important part of the early stages of information gathering includes talking to pupils. We strive for a person centred approach to information gathering and the cycle of assess, plan, do, review. All KS2 children discuss their targets including where they feel they need most support. Targets are shared verbally with KS1 pupils and successes are celebrated. All pupils with a Statement or EHC, if they wish, attend part of their review meeting in person to share their work and achievements for the year and talk about aspirations for the future.</li> </ul>

	<ul style="list-style-type: none"> <li>• In summer term , children discuss their communication passport which explains their wishes, aspirations and how they feel they learn best. This is then shared with their new teacher and parents in preparation for Autumn term.</li> <li>• In Year 6, the communication passport is sent to the secondary school, with parental consent, so that this important information can be shared with the secondary SENCO and year 7 teachers.</li> <li>• Pupils have also been involved in providing pupil feedback through questionnaires. Pupils have shared their views about their learning which staff have listened to and adapted their teaching to incorporate. For example pupils have said they can find homework difficult so modifying homework to suit personal needs of the pupils is done in consultation with pupil, parent and class teacher. Pupils enjoy a range of subjects across the curriculum and most prefer to work within the classroom with their peers supported by a TA or teacher. This works well with our approach to provide Quality First Teaching to all pupils including SEN as part of every- day learning. Pupils enjoy working in quiet surroundings when doing maths and English but also enjoy practical opportunities to demonstrate a range of skills especially on creative curriculum topic days.</li> </ul>
What are the arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents and children as part of this assessment and review?	<ul style="list-style-type: none"> <li>• Pupil progress is measured termly against national data and based on pupil's age and starting points. This is reviewed with the leadership team.</li> <li>• Termly reviews and target setting meetings are planned to coincide with parents' consultations. Some children may need more frequent reviews or at times to coincide with assessments from outside agencies.</li> <li>• We use a four part cycle of <i>assess, plan, do, review</i> through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure good outcomes. This is known as the <i>graduated approach</i>. Discussions will include what each stakeholder can do in order to make a positive contribution.</li> <li>• SENDIASS (SEN and Disability Information, Advice and Support Service) are an organisation which provide impartial advice, support and training about SEND and education, health and social care to parents and carers of children and young people with SEND as well as to young people and children with SEND themselves. Through representing parents and supporting parents to become directly involved, we inform local authority policy and practice around SEND.</li> <li>• They can be contacted by telephone at 01223 699 214(10am-12noon &amp; 2pm - 4pm - Term Time only).Email:pps@cambridgeshire.gov.uk or via their website <a href="http://www.cambridgeshire.gov.uk/ppse">www.cambridgeshire.gov.uk/ppse</a></li> </ul>

	<ul style="list-style-type: none"> <li>Working in partnership with parents, with the child at the centre of the process, is key to our whole school approach to SEN.</li> </ul>
<p>What are the arrangements for supporting children in moving between phases of education?</p>	<ul style="list-style-type: none"> <li>We aim to ensure all learners and their families feel welcome and to quickly become part of our school community. Where phased entry into our Reception class is necessary we work with parents/carers to personalize arrangements for each child.</li> <li>Our pupil records detail which strategies help a child to learn and this information is passed on at transition. We have good relationships with our local secondary schools and staff visit Fenstanton and Hilton to meet Y6 pupils and share information. Currently a member of staff from Swavesey teaches PE throughout the school .</li> <li>When appropriate, we run transition groups for individuals and /or groups to support more vulnerable children transferring to secondary school. Where necessary staff make additional visits to secondary schools with individual children to help children become more familiar with their new surroundings.</li> <li>Parents are invited to discuss choices for secondary school. For children with a Statement or Education, Health and Care plan the Y5 annual review meeting is used to discuss options for secondary education. In Autumn term in year 6, the annual review will be held and the new SENCO invited to attend to initiate the new partnership with parents and secondary school.</li> </ul>
<p>What is the approach to teaching children and young people with SEN ?</p>	<ul style="list-style-type: none"> <li>At Fenstanton and Hilton we believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEN.</li> <li>Staff are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEND are making good progress. There are times when some children require a more personalized curriculum and support in a quieter work space free from distractions is more appropriate.</li> <li>Support and intervention for children on the SEN register is planned to meet their individual needs. We take a holistic view to supporting children with SEN, encouraging participation in the wider school curriculum. We work</li> </ul>

	<p>alongside other agencies to provide support for those children whose needs require multi-agency partnerships.</p> <ul style="list-style-type: none"> <li>• Support in school can take many forms such as adult support in class, additional resources, access to IT or supporting the use of auxiliary aids.</li> </ul>
How are adaptations made to the curriculum and the learning environment to support children with SEN?	<ul style="list-style-type: none"> <li>• All teachers match the tasks, support and resources to the differing needs of the children. All our teachers are clear on the expectations of quality first class teaching. This is monitored by the leadership team.</li> <li>• Where appropriate the curriculum is personalised and individual learning targets are set. Teachers plan lessons to accommodate differing learning styles and to engage auditory, visual and kinaesthetic learners. When a child with complex SEN needs meet the criteria of disability the school will comply with its duties under the Equality Act 2010.</li> <li>• Reasonable adjustments will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (eg. adapted seating or auxiliary aids in the classroom.) Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted and involved. If necessary additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out.</li> <li>• We have an Accessibility Plan and the school aims to improve access over time. We value and respect diversity in our setting and do our very best to meet the needs of all our learners and their families.</li> </ul>
What is the expertise and training of staff to support children with SEN? How is specialist expertise will be secured?	<ul style="list-style-type: none"> <li>• We have staff who are trained to deliver evidence based interventions to support children in reading, writing and maths. Additional programmes recommended by external agencies are also in place to support social skills, handwriting and fine and gross motor skills.</li> <li>• Others in the support staff team have specific training and experience in speech and language. They support individual children in the classroom to access the curriculum as well as working on individual language targets under the guidance of speech therapists.</li> <li>• Where it is deemed that external support is necessary , referrals are discussed with parents and only proceed with parental consent. The school works closely with the Physical and Sensory Support (PSS) service to meet the needs of pupils with hearing impairment (HI) . In addition, the school accesses advice from the Specialist Teaching Team, Educational Psychology service, Physiotherapy and Occupational therapy service and Speech and Language therapy service.</li> <li>• The school continues to work in partnership with our Music therapist and our Play therapist increasing our provision for the social/emotional needs of pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• Some staff have received Makaton training to support communication needs of pupils. Also staff have attended courses alongside parents to support autistic pupils. All staff have received level 1 Autism training. All training and development initiatives are specifically to meet the needs of our pupils currently on the SEN register.</li> <li>• As part of our CPD outside agencies are invited to provide training in specific areas such as speech therapy or autism.</li> <li>• The SENCO also provides CPD for staff to support systems, monitoring of impact within school and keep staff updated on new developments in SEN.</li> <li>• The SENCO attends half termly SENCO briefings organised by the local authority to keep up to date with current practise.</li> </ul>
How do we evaluate the effectiveness of the provision made for children with SEN?	<ul style="list-style-type: none"> <li>• The head teacher and the leadership team regularly monitor and evaluate the quality of provision for all pupils.</li> <li>• The SENCO reports to governor's termly regarding SEN issues in school. The SENCO meets with the SEN governor termly. Our current SEN governor is Martin Kendall.</li> <li>• Budgets are monitored by the head teacher and governors. The school uses interventions in school that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through: <ul style="list-style-type: none"> <li>• Analysis of pupil tracking data and test results at pupil progress meetings</li> <li>• Progress against national data</li> <li>• How children progress in interventions groups</li> <li>• Progress against individual targets</li> <li>• Pupils' work and interviews</li> <li>• Provision and support is reviewed annually to ensure appropriate provision is available and any training needs for staff are addressed.</li> </ul> </li> </ul>
How are children with SEN enabled to engage in activities available with children in the school who do not have SEN?	<ul style="list-style-type: none"> <li>• At Fenstanton and Hilton we are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals.</li> <li>• We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to</li> </ul>



	<p>overcome these. We always make reasonable adjustments so that all learners can join in with activities regardless of their needs.</p> <ul style="list-style-type: none"> <li>• Staff members regularly attend residential trips to ensure the participation of a pupil with SEN. We work in partnership with parents to ensure SEN pupils can access all areas of the curriculum including trips and sporting events.</li> </ul>
What support is provided for improving emotional and social development?	<ul style="list-style-type: none"> <li>• Our Rainbow rules underpin our caring, inclusive school ethos and the key elements of resilience ,responsibility, resourcefulness, respect and teamwork run through our curriculum to develop the social and emotional well- being of our pupils.</li> <li>• Our PHSE curriculum looks to develop emotional and social development. Individual children can be supported through a Circle of Friends, play therapy , music therapy and emotional literacy. Some children also have the opportunity to mentoring time with a TA so they have a regular adult contact who they can discuss any issues concerning them as well as sharing their successes.</li> <li>• Our school council discusses ideas which promote the wellbeing of all pupils and encourages and promotes the pupil's voice within school.</li> <li>• We are able to use the expertise of a music therapist and a play therapist to support the social and emotional needs of particular pupils who may need support. This has made a significant contribution to the emotional wellbeing of pupils who have accessed this therapy.</li> <li>• Specific staff are trained to support the medical needs of pupils and where relevant, personal care plans are put in place. The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero tolerance approach to bullying (Behaviour Policy/Anti-Bullying policy) in our school and will address the causes of bullying as well as the negative behaviours. We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality.</li> </ul>
How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector	<ul style="list-style-type: none"> <li>• The SENCO attends multi professional SENCO briefings twice a term to discuss how other professionals can help to support pupils with SEN. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents will be consulted and consent sought.</li> <li>• We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, educational psychologist, social workers, specialist teaching team, speech and language</li> </ul>

<p>organizations, in meeting children's SEN and supporting their families?</p>	<p>therapy, occupational therapy and hearing support teacher and school paediatrician.</p> <ul style="list-style-type: none"> <li>• We ensure Looked After Children are given the appropriate support and care to help support their progress and engagement with learning. We work alongside the virtual school for Looked after Children, attend review meetings with social services and maintain a Personal Education Plan (PEP). We maintain regular contact with carers, working in partnership to ensure each pupils full potential is met.</li> </ul>
<p>What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?</p>	<ul style="list-style-type: none"> <li>• We encourage parents/carers with any concerns regarding the SEN provision made for their child at Fenstanton and Hilton Primary school to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO.</li> <li>• If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. The chair of governors can also be contacted. If concerns are still unresolved parents may wish to engage with the school's complaints procedure .The SENDIASS (SEN and Disability Information, Advice and Support Service )Helpline service can also be contacted on at 01223 699 214.</li> </ul>