

## Fenstanton and Hilton Primary School Primary School

### SEN Information Report

#### 2018-2019



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)

#### **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
- Children on our current SEN register have needs in all the four areas listed above.
- 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.)
- We have staff with specialist training in the areas of: speech and language, supporting children with hearing impairment,

	<p>Dyslexia , Autistic Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) .</p> <ul style="list-style-type: none"> <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?</p> <p>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 insufficient 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 special educational need 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 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.</li> </ul>

What are the arrangements for consulting with parents of children with SEN and involving them in their child's education?	<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 at <a href="mailto:mbyrne@fenstanton.cambs.sch.uk">mbyrne@fenstanton.cambs.sch.uk</a>. Your child's class teacher can be contacted 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 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>
What are the arrangements for consulting pupils with SEN and involving them in their education?	<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. Children discuss their targets including where they feel they need most support and successes are celebrated. All pupils with an EHC Plan are invited to 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> <li>• In summer term , children discuss Pupil Profile 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 Pupil Profile 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> </ul>

	<ul style="list-style-type: none"> <li>Pupils provide feedback through discussions and questionnaires. Pupils share their views about their learning which staff then reflect on to see how they can best support that pupil. 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.</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> <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>
What are the arrangements for supporting children in moving between phases of education?	<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 French throughout key stage two.</li> <li>When appropriate additional visits to secondary schools can be arranged to help children become more familiar with their new surroundings. Swavesey also run a 'T7' transition group which children can attend after school in summer term to support their transition. Arrangements need to be made with the Swavesey SENCO.</li> </ul>

	<ul style="list-style-type: none"> <li>Parents are invited to discuss choices for secondary school. For children with an 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>
What is the approach to teaching children and young people with SEN ?	<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 alongside other agencies to provide support for those children whose needs require multi-agency partnerships.</li> <li>Support in school can take many forms such as adult support in class, preparation of additional resources, supporting access to IT or supporting the use of auxiliary aids.</li> <li>Promoting independence is an important part of helping a pupil to develop their own skills both practical and academic. We look to advance a child's independence while ensuring they still feel secure.</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. 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. 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 parents/carers are consulted and involved where appropriate. If necessary additional staff members are provided to ensure SEND pupils can be included and risk assessments are</li> </ul>

	<p>carried out.</p> <ul style="list-style-type: none"> <li>We have an Accessibility Plan and the school aims to improve access over time. We value and respect diversity in our setting and endeavour to meet the needs of all our learners and their families.</li> </ul>
<p>What is the expertise and training of staff to support children with SEN? How is specialist expertise secured?</p>	<ul style="list-style-type: none"> <li>Staff 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 specific needs such as social skills or fine and gross motor skills.</li> <li>Some of the 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 outside agencies to deliver provision for the social/emotional needs of pupils.</li> <li>Outside agencies are invited to provide training in specific areas such as speech therapy or autism.</li> <li>The SENCO also provides continuing professional development for staff to support systems, monitoring of impact within school and keep staff updated on new developments in SEN.</li> <li>The SENCO attends termly SENCO briefings organised by the local authority to keep up to date with current practise.</li> </ul>
<p>How do we evaluate the effectiveness of the provision made for children with SEN?</p>	<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 Governing Body has responsibility for monitoring policy implementation and liaising with the SENCO.</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> </ul> </li> </ul>

	<ul style="list-style-type: none"> <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>
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 overcome these. We endeavour to make reasonable adjustments so that all learners can join in with activities regardless of their needs.</li> <li>• 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 school values underpin our caring, inclusive school ethos and the key elements of respect, honesty, kindness and collaboration 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. 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>• 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.</li> <li>• 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,	<ul style="list-style-type: none"> <li>• The SENCO attends multi professional SENCO briefings termly 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> </ul>

<p>including health and social care bodies, local authority support services and voluntary sector organizations, in meeting children's SEN and supporting their families?</p>	<ul style="list-style-type: none"> <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 therapy, occupational therapy and hearing support teacher and school paediatrician.</li> <li>• We ensure Looked After Children are given the appropriate 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> <li>• CHUMS Mental Health and Emotional Wellbeing Service offers support to children and young people with mild to moderate mental health difficulties, such as anxiety and low mood, as well as those with significant emotional wellbeing difficulties arising from life events, such as bereavement and bullying.</li> <li>• The service offers support in a variety of ways and you (or your child) will be guided by one of our Triage Managers to the most appropriate intervention or signposted to a more suitable agency. Interventions take place at a number of locations and include: <ul style="list-style-type: none"> <li>• Advice and guided self -help</li> <li>• Drop In facility</li> <li>• Mental Health &amp; Resiliency group programmes</li> <li>• Full mental health assessment</li> <li>• Therapeutic group programmes for a variety of presenting issues including anxiety and low mood</li> <li>• Recreational Therapeutic support using football and music as tools of engagement</li> <li>• Individual support</li> <li>• Parent/carer groups</li> </ul> </li> </ul> <p>You can make a referral via the CHUMS website <a href="http://chums.uk.com/cambs-pborough-services/">http://chums.uk.com/cambs-pborough-services/</a> and one of the triage team will contact you to discuss the presenting issue in more detail.</p> <p><u>District Team</u></p> <p>District teams are a local authority service offering support and advice to parents/carers on a range of issues. They can help with</p> <ul style="list-style-type: none"> <li>• advice and support to families who need additional help with parenting,</li> </ul>
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	<ul style="list-style-type: none"> <li>• providing young people with information and advice on education, employment, training and personal development opportunities,</li> <li>• work with students who have behavioural problems by supporting schools</li> <li>• help to ensure children attend school regularly and punctually</li> <li>• specialist support for young people needing help in the transition to adulthood.</li> <li>• Find more information at <a href="https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/providing-children-and-family-services-how-we-work/think-family/">https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/providing-children-and-family-services-how-we-work/think-family/</a></li> </ul> <p><u>Child and Family Centres</u></p> <ul style="list-style-type: none"> <li>• Child and Family Centres offer groups, events, activities, courses and support for families across the county. As well as a network of Child and Family Centres and Zones they offer outreach groups, events and activities in libraries, churches and other community buildings in towns and villages across the county. The Child and Family Centre staff offer a wide range of services and support to help you and your family from pregnancy to the teenage years. More information can be found at <a href="https://www.cambridgeshire.net/search/Results.aspx?searchType=Event,Activity,Course&amp;Category=Child+and+Family+Centres">https://www.cambridgeshire.net/search/Results.aspx?searchType=Event,Activity,Course&amp;Category=Child+and+Family+Centres</a></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>• Parenting courses are regularly advertised on school's parent mail system and more information can be found at <a href="https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/">tps://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/</a></li> </ul> <p><u>Local Offer</u></p> <p>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></p>
What are the arrangements for handling complaints	<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</li> </ul>

from parents of children with SEN about the provision made at the school?	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.
How and when do we review our SEN information report?	<ul style="list-style-type: none"> <li>• We will keep our SEN Information Report under review by consulting with parents, children,staff and outside agencies throughout the academic year through discussion and written feedback.</li> <li>• The next review date for our SEN Information Report is November 2019</li> </ul>