SEND Information Report 26-27

http://www.edithcavellprimary.co.uk



Edith Cavell Primary School is a fully inclusive maintained Primary school where children experience an extensive curriculum and where children with special educational needs and disabilities (SEND) are taught alongside their peers and championed to make the best possible progress in all areas of school life.

We are fully supported by Bedford Borough Council, the Local Authority (LA) with this vision to ensure that all pupils, regardless of their specific learning needs and capabilities, are supported to be as inclusive and independent as possible, with the needs of pupils with SEND being considered carefully and of paramount importance.



What is the LA Local Offer?

Under the Children and Families Act (2014), Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25 within their care. This is the 'Local Offer'.
https://localoffer.bedford.gov.uk/kb5/bedford/directory/results.page?localofferchannel=0&qt=SEN&term=education+%26+learning&sorttype=distance

The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This utilizes the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to provide (please see Inclusion & SEND Policy).

All the necessary SEND information about how we can work together to fully support your child has been summarised for you here.

What does it look like if your child needs additional provision?

At Edith Cavell Primary we offer a nurturing and inclusive provision.

We embrace high expectations within a progressive, stimulating and enriching environment to ensure that all learners are safe, valued and diversity is celebrated.

Our learning is fun!

The four main areas of Special Educational Needs are:

Cognition & Learning

Communication & Interaction

Social, Emotional & Mental Health

& Sensory and/or Physical needs

What sort of SEND do children at our school have?

Hearing impairments

Autism

Speech and language delay/ difficulties

Sensory processing difficulties

VISUAL IMPAIRMENTS

Dyspraxia

Dyslexia

Global Learning Delay

Medical issues

Physical difficulties

Who are the best people to talk to about my child's difficulty with learning/Special Educational Needs or disability?

Class teacher It is always best to talk to the class teacher in the first instance.

SENDCo/Inclusion Lead Mrs Stanton is happy to discuss any concerns you have.

Headteacher Miss Cooke has overall responsibility of day-to-day management of the school.

SEND Governor Louisa Heritage

All of the above can be contacted on **01234 345636**
Roles and responsibilities can be found in the SEN & Inclusion policy
Arrangements for making a complaint can be found in the Complaints Policy.
Please contact the school for arrangements for supporting Looked After Children.

What are the different types of support available for children with SEND in our school?

1. **Class teacher input via excellent targeted classroom teaching (Quality First Teaching)**
   For your child this would mean:
   - That the teacher has the highest possible expectations for your child and all pupils in their class.
   - That all teaching is built on what your child already knows, can do and can understand.
   - Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or other specific strategies.
   - Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

   Specific group work Intervention which may be:
   - Run in the classroom or outside.
   - Run by a teacher or a Teaching Assistant (TA)

2. **Specialist groups run by outside agencies**
   The SENDCo /Inclusion Manager/ class teacher may have identified your child as needing some extra specialist support in school from a professional outside the school. For example:
   - Speech and Language therapy
   - Educational Psychology Team or Sensory Advisory Service (for students with a hearing or visual need) through the Local Authority central services.

   What could happen:
   You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better at home and in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

What are the different types of support available for children with SEND in our school? (continued)

3. **Specified individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided through an Educational Health and Care Plan (EHCP). This means:

- Your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.
- Your child may also need specialist support in school from a professional outside the school. This may be from:
    - Local Authority central services such as the Educational Psychology Team or
    - Sensory Advisory Service (for students with a hearing or visual need) or
    - outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean:

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP).
- If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to put a plan in place to ensure your child makes as much progress as possible.
- The EHC Plan will set outcomes for your child, set how the support should be used and what strategies should be put in place. It will also have long and short-term goals for your child.
- If your child is awarded an EHCP, the school will receive an amount of additional funding to support the goals for your child.
- The limited additional funding may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

Some examples of our provision and some of the reasonable adjustments we make:



Hearing impairments

We have several children with differing hearing impairments- some are partially to moderately deaf.

Some wear hearing aids or cochlear implants.

Such children benefit from facing adults as they speak as they can miss verbal instructions or only hear part of what is said and the use of signs and pictures helps greatly.



This is what it is like to be a child with a cochlear implant…

https://www.auditoryneuroscience.com/prosthetics/noise-vocoded-speech

This would make the dining hall a very scary and echoed place!

Autism/ ASD Traits





These children:

- Often play alone or with one other
- Enjoy repetitive play
- Respond better to adults (may come up to you and shadow you).
- May appear to do inappropriate things (perceived as rude or naughty) but not intentionally e.g. biting, hitting, pushing others
- Struggle to follow spoken instructions
- Might be sensitive to noise, dislike any changes to routines
- May have poor spacial awareness
- Make literal interpretations of spoken words

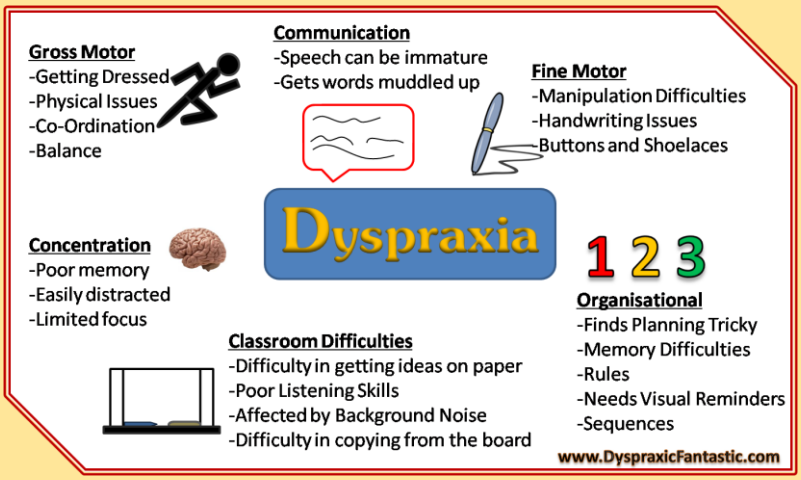
We support children by:

- Casually observing them from afar
- Giving them a responsibility/ job
- Using visuals to help them navigate the day and regulate their behaviour (red and green behaviour cards)
- Using a choose box and model play e.g. throw and catch
- Using time carefully; we warn children when they have 5 minutes left of play
- Making them line leaders so they know where to go - use their interests to motivate them

Supporting children with Dyspraxia

These children need:

- To be given extra time for eating (place at start of the line or 5mins earlier)
- Instructions to be repeated (short and chunked)
- To experience active listening games (copy me) hands on head…
- The use of visual cues where needed
- Language to be modelled correctly
- Space; be aware of difficulties with walking- create pathways



How do we support children with SEND at lunchtimes?

Children with SEND benefit from set routines and behaviour boundaries. Lunch time is often a scary and unpredictable time for children with SEND

Some children with SEND may have difficulties with social skills or want to play alone and need adults to help model and guide them.

Adults keep instructions clear and simple.

Children may have a small concentration span and benefit from equipment and games to play with to keep them stimulated. We offer a range of equipment to interest all children!

Some children may need extra time to eat or get ready. This is OK!



How can I let school know that I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to your child's Class Teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the SENDCo/Inclusion Leader Mrs Stanton.

The school SEND Governor can also be contacted for support. This is Louisa Heritage.

How will the school let me know if they have any concerns about my child?

If your child is identified as not making adequate progress, the school will set up a meeting with you to discuss their concerns in more detail and to: -

- listen to any concerns or background information that you may have.
- plan any additional support your child may need and place them on the SEN register.
- discuss with you any referrals to outside professionals to support your child if necessary and how to collect the necessary evidence for this.
- suggest some additional support strategies for home.



How is extra support allocated to children and how do they progress in their learning?

The school budget, received from Bedford Borough Council LA, includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SENDCo/Inclusion Leader and school Governors on the basis of needs identified in the school.

The Head Teacher and the SENDCo/Inclusion Leader discuss all the information they have about SEND in the school, including the children receiving extra support already, the children needing extra support, the children who have been identified as not making as much progress as would be expected. From this information, they decide what resources/training and support is needed and feedback this information to Governors.

The school identifies the needs of SEND pupils on an **Individual Support Plan (ISP)**. This identifies all support given within school and is reviewed regularly. Changes are made as needed, so that the needs of children are identified using SMART targets and monitored by all staff that work with the child. The necessary resources and extra provision are outlined on the Individual Support Plan and are deployed as effectively as possible.



Who are the other people providing services to children with SEND in this school?

School provision

Every member of staff here at Edith Cavell has a responsibility to meet the needs of SEND learners.

Teachers are responsible for teaching any child recognised with a Special Educational Need through quality first teaching. Teaching Assistants mainly work inclusively within the class and lead measured interventions either in the classroom environment or an intervention room with either individual children or small groups.

ICT support such as education software and Autism Friendly symbols are offered to aid children's learning depending on their need.

The school's Learning Mentor offers emotional and pastoral support for children with emotional, social and mental health development through small group or 1:1 work.

Local Authority Services that Liaise with the school

- Autism Advisory Service
- Educational Psychology Service
- Sensory Service for children with visual, hearing or ASC needs
- Parent Support Service
- Occupational Therapy Team
- Physiotherapy Team
- SEND Advisory Teacher
- Early Years Advisory Team

How are the teachers in school helped to work with children with SEND and what training do they have?

The SENDCo/Inclusion leader's job is to support class teachers in planning for children with SEND. Our universal approach creates teaching environments that ensure all learning is accessible, adapted to match need and scaffolded and supported where necessary.

The school provides training and support to enable all staff to develop their skills in teaching and supporting the learning of children, including those with SEND.

This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD), attachment disorders, working memory difficulties and using Blanks to support Speech and Language difficulties.

Individual teachers and support staff attend training courses run by the Local Authority or outside agencies that are relevant to the needs of specific children in their class, for example, learning about difficulties associated with ADHD or Sensory Processing difficulties.

How will teaching and learning be adapted for my child with SEND?



We acknowledge that children learn in different ways and when planning lessons, wherever possible, we try to ensure that there is a visual, auditory and kinaesthetic element to each stimulating lesson.

The content of lessons and activities are highly adapted to accommodate every pupil's own level of access. Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary, for instance by supplying additional visual resources or by providing pre-exposure to topics and vocabulary.

Specific resources and strategies will be used to support your child individually in small group and whole class or whole school situations.

Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs and an emphasis is placed on the use of ICT and visual prompt resources to support SEND pupils.

How will we measure the progress of your child in school?

Your child's progress will be continually monitored by their class teacher in a number of formative and summative ways to gain a clear, whole picture of your child's age-related attainments.

Their progress will be reviewed formally with the Head teacher and SENDCo/Inclusion Leader every half term in reading, writing and maths during Pupil Progress Meetings (PPM).

If your child is in Reception class, evidence is collected from observations of learning through play and measured against EYFS Early Learning Goals.

For children receiving SEN support (additional provisions made to the curriculum), children will have an **Individual Support Plan** based on targets set by the teacher or outside agencies specific to their needs. SMART targets will be set accordingly and designed to accelerate learning and close any gap in attainment. Progress against these targets will be reviewed regularly, evidence for judgements assessed and future plans made.

The progress of children with an **EHC Plan** will be formally reviewed with all adults involved with the child's education such as parents, educational and health professionals, at an **Annual Review**.

At the end of the key stage 2 phase (i.e. at the end Year 6) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.

The SENDCo/Inclusion Leader will also check that your child is making good progress within any individual work and in any group that they take part in and evaluate this over time.

Regular exercise book monitoring, lesson observations and learning walks will be carried out by members of the Senior Leadership Team, Subject Leaders, the Governing Body and Local Authority to ensure that the needs of all children are met and that the quality of teaching and learning is high.

Parents – how do we support you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENDCo/Inclusion lead, Mrs Stanton is available to meet with you to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be fed back to you by that professional directly, or where this is not possible, in a report.

Personal progress targets on Individual Support Plans will be reviewed and co-produced with your involvement.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been

How is Edith Cavell Primary School accessible to children with SEND?

We recognise that accessibility is not easy at Edith Cavell Primary as the school is built on many different levels but our **Accessibility Plan** sets out our aspiration to become more accessible. We are wheelchair accessible in 3 of our classrooms in the main building and 3 in our UKS2 block.

We have audio enhancements in most classrooms to cater for children that are hearing impaired.

There are disabled changing and toilet facilities located by the main entrance of the building and this includes a shower that can be easily accessed.

We do of course, make reasonable adjustments in each classroom.

We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with SEND.

Extracurricular activities are accessible for children with SEND.

How will we support your child when they are joining our school?

Transitions can be difficult for any child and particularly those with SEND. Here at Edith Cavell Primary School we take early steps to ensure that any transition is as smooth as possible.

Children that are **moving classes or schools** can benefit from the reassurance of social stories and visuals. We can create a personalised book, where possible, with images and activities relating to changes (what will be the same, what will be different and that this is OK).

If your child is identified as having SEND, additional opportunities will be made for your child to visit their new school setting for familiarity.

If your child is joining us from another school:

Where necessary, the SENDCo/Inclusion Leader, Mrs Stanton will visit pre-school settings or attend Home Visits with the Foundation Stage staff. Mrs Stanton will liaise with the previous setting, where possible, to gain an insight of your child's strengths, needs and interests. Finding out key background information will help the Class Teacher and SENDCO/Inclusion Leader plan how best to support the child as they settle in.

When moving classes in school:

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. Individual Support Plans act as historical documents that follow your child through school and copies of these will be shared with the new teacher in advance of transition.

How will we support your child's emotional and social development?

We recognise that some children experience social, emotional and mental health difficulties that need to be supported and nurtured. These needs can manifest themselves in a number of ways, including anti-social or challenging behavioural difficulties, anxieties, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health education) curriculum to support this development. However, for those children who find aspects of this difficult we offer extra support in the form of:

- Learning Mentor provision e.g. small group work, 1:1 sessions based on emotional behaviour, building relationships, social skills, changes in family dynamics, coping with change and anxieties and academic resilience or wellbeing.
- Extracurricular clubs such as Lunchtime crochet, Nurture Club or Games Club to aid the promotion and development of social interaction skills.
- Targeted resources, for instance, personalised social stories, fiction books, video clips, comic strip conversations and prompts.
- Lunchtime and playtime support through planned activities and groups by the school's PE Teaching Assistant or Midday Staff.
- Group or individual work offered through the Mental Health Support Team
- A Zones of Regulation display in each classroom/phase and hall, teaching children the emotional literacy skills of recognising how they are feeling and what they can do to help them regulate.

Complaints from parents of children with SEN about the provision made at the school

Parents are encouraged to contact the school to ask or share any information that they feel is important. If you have any additional questions, please contact the school office to arrange a meeting with Mrs Stanton. We take parental concerns very seriously. If you have a complaint, please come and talk to us about it first. We will endeavour to reach a solution with you. If you are still not satisfied, please consult the school **Complaints Policy** for how to proceed.

Useful links

Bedford Local offer:
https://localoffer.bedford.gov.uk/kb5/bedford/directory/results.page?localofferchannel=0&qt=SEN&term=education+%26+learning&sorttype=distance

Bedford Parent Carer Forum:

https://www.bbpcf.co.uk/