



Fen Ditton C. P. School

## **SEND Information Report 2017-2018**

Fen Ditton Primary School is a welcoming, safe and inclusive school where all children are encouraged to fulfil their potential. We aim to provide an enjoyable and varied learning environment and to foster a responsible, respectful and caring attitude. We aim to develop the necessary skills to equip your child for life and encourage a love of learning that will continue after their time here.

### **To fulfil this vision we provide:**

- High quality teaching
- Teaching Assistants to support and encourage independence
- Support for the whole family
- Friends
- Commitment to teamwork
- Varied experiences and a wide range of opportunities

### **Our vision is underpinned by our four core values:**

- Respect
- Courage
- Resilience
- Kindness

### **[How will the curriculum be matched to my child's/young person's needs?](#)**

We aim to provide full access to the National Curriculum for all pupils and to encourage success and participation for all our pupils, whatever their level of ability, making reasonable adjustments where needed. This may involve some additional adult support, working in smaller focus groups, the use of specific resources or targeted interventions.

Our staff make every endeavour to ensure that the school is communication supportive and adapted for sensory and physical needs. We will regularly communicate with parents about any additional support your child may be receiving to access the curriculum. When appropriate, the school or the Local Authority will fund the purchase of special access equipment for individual use by specific children.

All children follow the Cambridgeshire Personal Development Curriculum and have weekly circle times to reflect on themselves as learners and to address issues which may affect day to day life and their wellbeing.

### [How will Fen Ditton staff support my child?](#)

Children with SEND are supported by extra adults in a variety of extra-curricular activities within school and on residential trips, to ensure their full participation in every aspect of school life. This extra support can also be used to ensure access to the breakfast club which runs from 8am in the school hall every school morning. In addition there is after-school provision for working parents needing after school care, held here at Fen Ditton, until 5.30pm every evening. This wrap around care both before and after school is provided by JLR Play, an external, independent company. We ensure that there are excellent communication systems between JLR and the school.

### [How will Fen Ditton prepare and support my child when joining the school and later on when transferring to a new setting for the next stage of education and life?](#)

Support for our children begins before they start with us. An extensive programme of nursery and home visits to meet children and their families begins in the summer term prior to admission. We will invite you to tell us about your child, their strengths as well as difficulties: what works well and not so well. We will share this information with all staff so they know how best to welcome and support your child. We liaise carefully with pre-school educators, care providers and professionals to ensure that we know and understand our children as much as we can before their start date, and can meet their needs more effectively from day one. We liaise carefully with schools from which children may join us at other times in their primary school career. When children leave us we also liaise effectively with receiving schools.

In Year 6 there is an extensive transition programme for all children, particularly those with SEND and those who might find the process more difficult. Extra visits to secondary schools with support staff from Fen Ditton, liaison meetings with staff from those schools, summer schools and sporting events all form part of what we consider to be a robust transition package. Secondary schools receive our advice on social groupings and interventions to help the children leaving us have a more successful time at their new schools. Formal meetings with children who have Educational Health Care plans (EHCP's), their parents and staff from our school and receiving secondary schools begin in Year 5, to ensure that support packages are maintained, enhanced or modified where appropriate for each child.

### [How are parents involved at Fen Ditton? How can I be involved?](#)

We aim to provide a welcoming environment for parents, as joint educators of their children and encourage parents to attend a variety of events throughout the year, both informal and more formal. Parents are strongly advised and encouraged to attend formal parent consultation evenings each term where their child's progress is discussed. Parents are always welcome to make

appointments to see the class teachers after school and teachers are available in the playground before school for a quick informal chat.

In addition we run a range of parent workshops and meetings over the year to train parents on any recent changes to the curriculum and how they can best support their children at home. Previous sessions we have run have been linked to reading, phonics, having a 'Growth Mindset', changes to assessments and specifically the Year 2 and 6 SATS.

Regular coffee mornings are also being established to enable parents to get to know each other and contribute to developments within school. We regularly ask for volunteers to assist in our Forest school sessions which take place weekly and each class participates in for a half term over the year. Likewise we like to invite parents and carers to join us on educational visits.

### [How can parents be supported at Fen Ditton?](#)

Parents and families who have additional needs are supported by members of the school staff. We provide emotional support for parents and signposting and referrals to other services as appropriate to help further. We have recently appointed an Inclusion Assistant who is also available to support pupils and families as needed. Families with English as an additional language are supported from within the school community and help and support is sought from Cambridgeshire Racial Equality and Diversity Service (CREDS) as appropriate.

Key school policies and other documents are available for all via the school's website and free copies of any policies are available at the school office on request. We strive to have policies relating to SEND which are easy to access, clear and transparent.

### [How accessible is the Fen Ditton environment?](#)

Parts of our school building date from 1936 and although the permanent building and mobile classrooms are all on one level there is limited wheelchair access. There is a disabled toilet and changing bench for pupils who need them. The school has a small gated car park, for use by staff and visitors only, but it does have a disabled parking bay made available to parents if they are blue badge holders or if your child has a specific need we can also arrange for parents to drop off and pick up their child using the staff car park.

### [How does the school teach children with SEND? How is the curriculum adapted?](#)

It is very important to us that your child is happy in school and able to learn and achieve. We aim to ensure that all children receive high quality teaching within an inclusive environment.

Adaptations are made to support children within the classrooms with a variety of needs and learning styles. Examples include modified tasks, visual

timetables, careful positioning within the classroom, large print documents, use of writing scaffolds and prompts, additional time to complete tasks, use of laptops and iPads, coloured backgrounds or overlays, desk wedges and chair cushions/supports. We always endeavour to teach in a multi-sensory manner to appeal to all types of learners.

### [How does Fen Ditton know if children need extra help and what should I do if I think my child may have special educational needs?](#)

We build the identification of SEND into our overall approach to monitoring the progress and development of all our pupils. Each pupil's current skills and level of attainment is assessed on entry. Class teachers make regular assessments of progress for all pupils.

The school aims to identify pupils with SEND as early as possible and to make appropriate intervention; to identify pupils of all abilities who are underachieving and act upon this and to support pupils to make optimum progress.

Progress is tracked on a half termly basis. Where pupils are falling behind or making inadequate progress given their age or starting point your child's class teacher will invite you in to discuss this.

In some cases it may be the parent who first raises the possibility of special educational needs. The class teacher will listen to your concerns so that together you can best decide how to support your child. When class teachers have initial concerns about a pupil they ensure a base line assessment is in place and plan interventions to help the pupil with the difficulty they are experiencing. We follow the 'Assess, Plan, Do, Review' cycle.

Work is undertaken by the class teacher, or by trained teaching assistants under the direct supervision of the class teacher. In many cases a targeted programme of support will be enough to address the difficulties. If, following several weeks of additional support, however, the child continues to experience difficulties he or she may be placed on the SEND Support List. Triggers to identifying SEND could be:

- little or no progress made when teaching approaches and intervention has particularly targeted the child's identified area of need
- attainment continues to be significantly below those expected for a child of similar age
- communication barriers or interaction difficulties create barriers to learning
- sensory or physical problems create barriers to progress despite the provision of specialist aids or specialist equipment
- persistent emotional or mental health difficulties are not improved by techniques normally employed within the school

## What specialist services and expertise are available at or accessed by the Fen Ditton?

The school may, with parental permission, seek the advice of external agencies such as:

### Locality

- Family Support Worker
- Support Groups
- Advice
- Courses
- Parenting Support

### Medical

- School Nurse
- Child and Adult Mental Health Services (CAMH)
- Specialist Medical
- Speech and Language Therapy
- Community Paediatrician
- Occupational Therapy
- Physiotherapy

### Professional Services

- SEND 0-25 Specialist Teaching Team
- Social Care
- Educational Psychologists
- Statutory Assessment Team
- Sensory Services
- Music Therapy
- Play Therapy
- Counselling

With your agreement an Early Help Assessment (EHA) will be completed by the Headteacher/SENCO and the parent to access the support of external agencies.

For a very small minority of our pupils with significant SEND there may be a need to request statutory assessment to consider whether an Education and Health Care Plan is appropriate. A child needing a statutory assessment will have clearly identified complex, long-term and enduring SEN or disability which has a significant impact on their ability to access the curriculum.

## What training are the staff supporting children and young people with SEND had or are having?

We recognise that to effectively support children we need to have the skills and knowledge to understand the needs and issues that individual children face. Therefore continuing professional development is offered to all staff and specific training will be made available to support individual children as and where necessary. Staff have been trained to support children with a variety of SEND and acquired a range of skills to implement approved strategies, support programmes and interventions, some of which are mentioned below:

- Dyslexia training
- Precision teaching methods
- Behaviour management
- Autistic Spectrum Condition training
- Speech and language programmes
- Specific subject support programmes
- Provision of emotional support
- Attachment Theory
- Visual Impairment

Our provision mapping records the type of interventions that individuals and groups receive and their effectiveness to ensure that provision is cost-effective and money is used appropriately to target needs.

We regularly review what training we may require as a school and put aside money each year to meet our training needs.

### [How will both you and I know how my child is doing and how will you help me to support my child's learning?](#)

Class teachers are responsible and accountable for the progress and development of the pupils within their class, even where pupils access support from teaching assistants or specialist staff. It is the responsibility of the Headteacher and SENCO to monitor the progress of all children.

Targets are set regularly, for all children with SEND. Class teachers, with support and advice from the SENCO, and after discussion with all staff involved with the child, agree **in consultation with parents and pupils**, which targets will be set, which interventions will take place and what the expected impact of those interventions will be.

Provision may involve support from external agencies and in these cases their advice is included in the target setting process. Children themselves are actively involved in monitoring their progress towards their targets.

You will be invited to attend a meeting with your child's class teacher and the SENCO to write a support plan with a target which everyone will agree to work on, to support your child. Along with this each SEND child has a pupil passport which communicates key information about your child to all adults who work with them. Your child will be asked their views and these will be incorporated into both documents.

An annual review will be take place for pupils with Education and Health Care Plans. Transfer reviews in the autumn term of Year 5 are used to begin to establish the parental choice of secondary provision in order to assess the arrangements prior to transfer. Secondary School SENCOs are invited to Year 5 and 6 annual reviews.

### [Who can I contact for further information?](#)

Any of the school staff are happy to speak to parents with concerns about their child's SEND, or signpost them to people who will be able to offer advice or support.

In the first instance please contact the following members of staff:-  
Your child's class teacher  
Charlotte James (SENCO)

Information on how to access advice and support from external agencies is available on our website. Some examples of services available to you are mentioned below.

SEND Information, Advice and Support Service (SENDIASS) offers information, advice and support to parents and carers of children with SEND. They may be contacted in confidence and promise to listen and offer impartial advice and support. Their email address is [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk) and may be contacted by telephone on 01223 699214.

Details on how to access family support workers are available from the school SENCO or Headteacher. The worker involved will depend upon whether the family is a resident in the City of Cambridge or South Cambridgeshire. Staff can also give advice on how to access other professionals, which may be through the school or the through the family GP.

### [Help and Advice understanding the new SEND Code of Practice 0-25](#)

The document can be found at

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND Code of Practice January 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

The Local Authority's Local Offer is published at [www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND)