



Park Lane Primary and Nursery School




New Road Primary School

SEND Information Report

Please click on a link below to find out more.

SEND Abbreviations

| | | | | | | | |
|---|--|---|---|--|---|---|--|
| Who works with us? | What is SEND? | How do you help with transition? | What training have staff had? | What do we need to do to get some support? | How do you support me/my child? | How will you let us know you are concerned? | How will I know how I/my child is doing? |
| How are you inclusive? |  | |  |  | | What happens if school cannot help? | |
| Is school accessible for everyone? | <p>Expect the Best!</p> | | | | | | What if I have SEN and Medical needs? |
| What information is shared from pre-school and nursery? |  |  | |  | | What is the process for raising concerns? | |
| What information is shared with Secondary school? | Who is our family worker and what does she offer? | What is an Early Help Assessment? | What do SaLT and OT do? | Who are Emotional Well-being Team & Head Space? | What do the EP and Specialist Teaching Team do? | What are StAT? What is an EHCP? | Who do I contact? |



Family Support



Locality Team

- Parent support – drop in sessions
- Parent support – through an EHA (Early Help Assessment)
- Children’s centre
- Parenting courses
- Home visits
- Working with children in school

Professional services

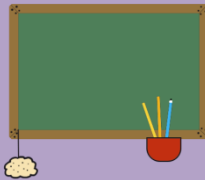
- Specialist Teaching Team (SENDSS)
- Educational Psychologists (SP)
- StAT (Statutory Assessment Team (for EHCPs))
- CHUMS
- Head Space

Home

- Supportive
- Caring
- Warm
- Safe
- Nurturing
- Clothes
- Food
- Wider life experiences
- Good links with school

School

- Expect the Best
- Creative topics
- Memorable experiences
- Hands on learning
- Enthusiastic teaching
- Teaching Assistants who support and encourage independence
- 1:1 TAs who know their role and expectations of the children
- Nurturing environment
- Extra curricular clubs
- Safe environment
- Supportive teaching team
- Friendly staff
- Supportive to all our families



Who works with us?



Medical services

- School nurses
- Speech and Language Therapists (NHS)
- Jenni Bishop (SaLT Privately working with the school)
- Hearing Impairment Team
- Visual Impairment Team
- CAMHS





SEND Policy updated 2019



These are the areas that we look for to be a concern with regards to SEND:

Children have special educational needs and or disability if they:

- Have a learning difficulty that calls for **additional and different provision** to be made for them
- Have a significantly greater difficulty in learning than the majority of children of the same age Have disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- Are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them

(2014 Code of Practice)

Communication and Interaction: children with speech, language and communication needs, social interaction difficulties and limited or underdeveloped interaction skills.

Cognition and learning: children who are struggling with –retaining information, understanding what they need to do, accessing the curriculum for their age and or need support in order to produce work within the lessons.

Social, Emotional and Mental Health Difficulties: children who struggle to socially interact and very emotional and need lots of support with managing feelings and their behaviour as well as children with mental health issues.

Sensory and/or Physical: children who struggle with noises, smells, textures, have sensory overload in certain environments; those who might have a hearing or visual impairment and or need support with fine and gross motor movements as well as general physical movements.

What is SEND?



SEND Local Offer Updated 2019





How will the school prepare and support my child when joining school?

- Parents / carers are offered a tour of the school (or several visits if preferred)
- Your child will be encouraged to spend some time in school before joining us formally, to join in with some lessons
- You and your child will be invited to meet relevant members of staff before starting with us, to discuss any particular needs
- Contact will be made with the previous school/nursery to collect additional information
- Records received from previous settings will be shared with relevant staff
- Social stories will be made to help with understanding the transition to school

How will the school prepare and support my child when transferring to a new school?

- Liaise with support staff of the new school, passing on successful strategies and current systems in place
- Meet with the new schools SENCO to ensure they are aware of your child's strengths and difficulties and understand the additional provision that may be needed
- Ensure your child visits the new school as many times as required
- Arrange transition meetings between staff from both schools and parents / child if required

How do you help with transition?





Social skills training
 Colourful semantics
 Makaton
 Social Thinking model
 Social communication

(from Speech and Language therapists – currently in house via Jenni Bishop)



Team Teach Physical restraint training
 (Positive training)

Fenland Inclusion offer – SENDCo training

How to support pupils on the
 Autistic spectrum
 AET Level 1, 2 and 3
 (all staff)

Dyslexic friendly classroom training

Staff from local Children's
 Centre liaise with school staff
 as relevant

Inhaler / Asthma (all staff)

What training have
 teachers and teaching
 assistants had?

Epi-pen training (all staff)

SENDCo –National Award for
 SEN co-ordination

EY TA and SENDCo Talk Boost trained

SENCO attends SEND
 forums, conferences and
 local briefings

Sensory circuits
 (support staff training by OT team)

Three TAs trained to deliver First
 Class at Number program with both
 schools





Your involvement is crucial from the first informal chats with the class teacher to meetings with the SENDCo. Parents know their children best and your views are always listened to and valued.



1. Speak to your child's class teacher and raise your concerns. Class teacher will then look at what is in place and what 'reasonable adjustments' can be made to support. This is reviewed with you as parents. This is the first 'wave' of the Assess, Plan, Do and Review cycles.

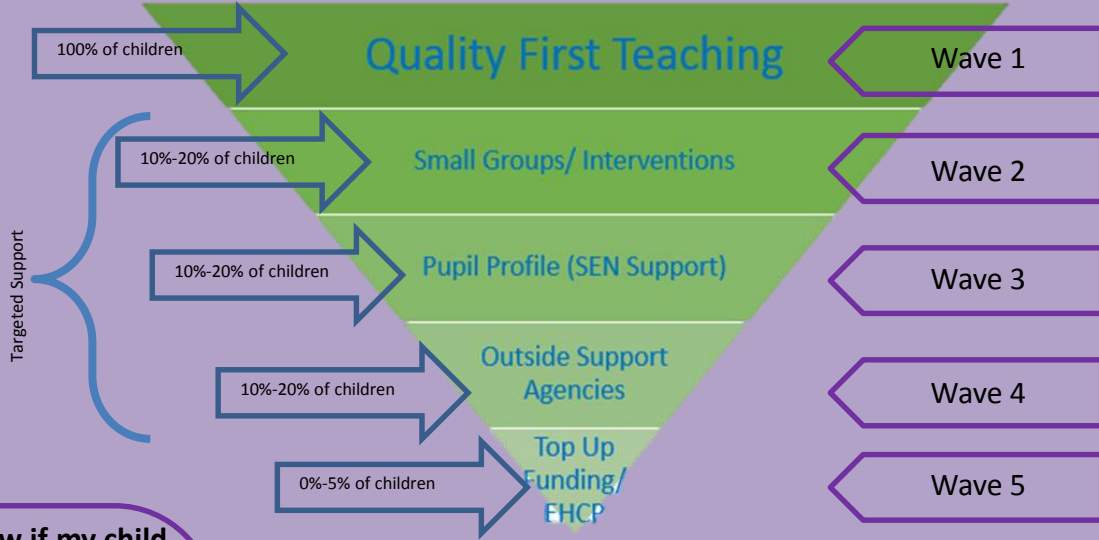
2. After reviewing the 'reasonable adjustments' the class teacher will explain that things have either been a success or that SMART targets need to be put in place on a support plan that will be monitored for 6-7 weeks.

3. If there is limited or no progress with the 'reasonable adjustments' and 'Wave 2' of APDR the class teachers will speak to SENDCo – Mrs Light-Rudland and we would then look at putting support in place in different ways. This will be monitored again over 6-7 weeks. Your child would also then be placed on the SEND register.

What do we need to do to get some support?

4. It would be reviewed again. If the support has had an impact then this would be continued and if possible made as part of the class teacher's 'reasonable adjustments', if it is not enough then we would seek to do referrals to SEND Specialist Services or referral for an assessment. An EHA would need to be opened and APDR updated accordingly.





How does the school know if my child needs extra help?

- Limited progress is being made
- Behaviour issues occur quite regularly
- School staff mention their concerns to senior leadership staff
- Parent/carers are worried about their child
- A child asks for help
- A child's behaviour or progress changes
- A child need support that is **different from and in addition to** our usual practice

How do you support me/my child?



Reasonable adjustments are made by Class teachers and if limited or no progress a support plan is put together and shared with parents so that targets are being worked on in school and at home.

| Child's Name | Year | Class |
|---|------------------|--|
| | | |
| Class Teacher | Start Date | Review Date |
| | | |
| see the targets set: | | see the targets set: |
| | (Child) | (Parent) |
| Target 1-Reading | | |
| My Target | TT/Baseline Info | TT/Review Info |
| To be able to read correctly 50 words per minute consistently from grey RWI reading books. (Baseline: _____ words per minute) | 2W+ | Reading with class TA/Adult - 5 minutes daily; daily use of RWI Inc Set 2 and 3 sound cards; daily review of green words for Set 3 sounds; |
| Target 2 - Spelling | | |
| My Target | TT/Baseline Info | TT/Review Info |
| new Year 2 Common Exception Words. These are: because; even; every; many; most; near; | 0/4 | Writing words in pyramids; Identifying missing letters; Colouring letter patterns/thick parts; Writing Mnemonics for words: Year 2 Common Exception Word mat on desk - Read / Spell. |
| Target 3 - Maths | | |
| My Target | TT/Baseline Info | TT/Review Info |
| Add and subtract 2 two digit numbers below 50. | 2W+ | Numeric; Cubes and other objects; Number square; Dienes; Visual methods (Drawing 1s and 10s) |





Wave 1. Your child's teacher will speak to you informally first and give you some ideas to try out at home.

Wave 2. You will then be invited to meet school staff informally to agree targets on an individual support plan with class teacher.

Wave 3. You will then meet with Mrs Frances Light-Rudland who is our SENCO (the person with overall responsibility for SEND) if the need continues to grow or develop that concerns both parents and class teachers so that a plan can be agreed and put into place.

Wave 4. Parents/Class Teacher and SENDCo meet to open an EHA and to seek support from outside agencies and or do a referral for an assessment.

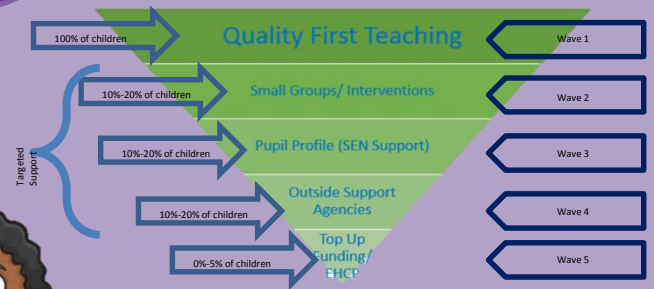
Wave 5. Parents/Class teacher and SENDCo work with other agencies and medical professionals to write and EHCP to sought out additional funding and support.

How will you let us know you are concerned?

Parent consultation evenings (Autumn Term and Spring Term)

Informally at the beginning or end of the school day

Telephone call / email





You are encouraged to contact your child's class teacher whenever you have concerns or would like updated as they are the first port of call. (You and your child's teacher are welcome to make your own informal arrangements, e.g. meet after school once a week or have a home school book.



You are then encouraged to meet with your child's class teacher and the SENCO to discuss your concerns further (this will be an appointment made by the SENCO with your child's class teacher and parents).



How will I know how I/my child is doing?



You will have 2 parents' consultations a year and will be able to discuss your child's progress in this scheduled appointment with your child's class teacher.





The special educational needs of most children is managed successfully by the support given in school. Sometimes, however., it is necessary to refer a child to outside agencies to receive more specialised expertise. This will only happen following several review cycles and will always be in consultation with you and where appropriate your child.



CAMHS (Child and Adolescent Mental Health Services)

Support from SEND specialist Services – link practitioner or specialist teacher

Physiotherapists

Consultant Community Paediatricians

Speech and Language therapists

Head Space

Emotional and Well-being service

What happens if school cannot help?

Locality team

Occupational Therapists (OT)

CHUMS

Family support worker

School nurse

Social Care

Educational Psychologists (EP)





Prescribed medication can be administered in school when a signed medical consent form is in place and handed to the office and stored correctly or you and liaised with Mrs Quince and it is recorded on Medical Tracker



Referrals to the School Nursing Team for support and guidance



There are first aiders at both schools

All staff have basic first aid training



The schools both have disabled facilities which are near the main offices

What if I have SEN and Medical needs?

Where your child has a specific medical need, staff will liaise with you and the relevant medical team to ensure that the correct training and monitoring is in place.

Asthma training is given in school to all staff

Epi-pen training is given in school to all staff





We are a fully inclusive school!

All children in our schools are entitled to have access to all curriculum, teaching and learning, trips and extra curricular activities . This could be discussed and managed in a particular way but all children do have the right to access .



Additional adult supervision is provided when and where required



Individual parent/carers are consulted when planning trips when and where appropriate



There is one disabled toilet with shower and changing bed at Park Lane and a disabled toilet at New Road, where there is also a designated medical room

There is wheelchair access to all doors

How are you inclusive?

Risk assessments are carried out for all visits and submitted for approval by the Educational visits co-ordinator and Executive Head Teacher /Executive Deputy Head Teacher and SENCO

All rooms are on the ground floor

All external doors have ramps for easy access





There is one disabled toilet with shower and changing bed at Park Lane and a disabled toilet at New Road, where there is also a designated medical room



Each school works closely with the hearing and visual impairment teams to ensure that the classrooms and school site is safe and suitable for the individual child's needs



Each school site has a disabled parking space so this can be used when dropping off and picking up your child from school.



All rooms are on the ground floor

Is school accessible for everyone?

All external doors have ramps for easy access



There is wheelchair access to all doors





What should I do if my child may have special educational needs?

1. Talk to your child's class teacher first :



Mrs Norris



Miss Whitehand



Miss Marshall



Miss Cooke Mrs Bowyer



Mrs Morgan



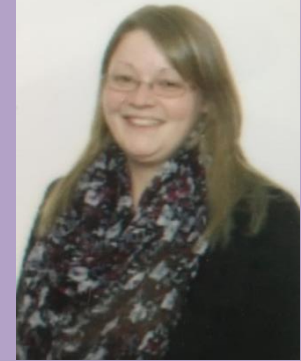
2. **Then** talk to Mrs Frances Light-Rudland (who is our SENDCO and has overall responsibility for special needs)

flight@newroad.cambs.sch.uk

01733 204422

Thursdays

Who do I contact?





Speak to you child's class teacher



Mrs Norris



Miss Whitehand



Miss Marshall



Miss Cooke Mrs Bowyer



Mrs Morgan



**Speak to Mrs Light-Rudland
(Executive SENDCo)**

What is the process for raising concerns?

With the support of your class teacher and Executive SENDCo other educational or medical professionals will be contacted or written to in order to gain their involvement, advice or to do an assessment.





Statutory Assessment and Resources Team (START)

Provider: Cambridgeshire County Council

Details

Telephone: 01480 372 600

Email: start@cambridgeshire.gov.uk

Website: www.cambridgeshire.gov.uk/ehcplan

Address:
Scott House, 5 George Street, Huntingdon, PE29 3AD

Type: Local Authority Service

Age range: 2 - 19

Location map



StAT are 'Statutory Assessment Team', they are the team within in Cambridgeshire County Council who read through and assess the Education, Health and Care plans and whether they met a specific threshold for extra funding for schools and parents with regards to their child's specific needs.

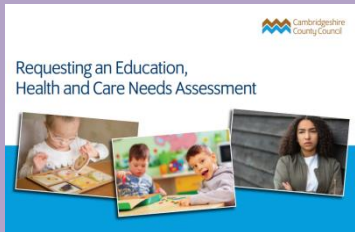


What are StAT?
What is an EHCP?

EHCP is Education, Health and Care Plan.

The plan is written collaboratively with Parents, Child, Class Teachers, SENDCo and other medical and educational professionals.

The plan is written and supported by evidence in order to show the needs of an individual and what support is needed in order for the child to access everyday life. The plan is the allocated funding and this is used accordingly within school.





Educational Psychologist

Adrian Fraser is our Educational Psychologist (EP) for both Primary Schools.

He is able to meet with the SENDCo at Planning meetings which are held at the beginning of each term to discuss the needs of the children in school who might need his input on.

He provides advice, assessments and helps with the EHCP process.

Adrian can be called in only by the SENDCo

EP's work

- Advice
- Working with children to do an assessment
 - Processing an EHCP
- Next Steps or No meetings when EHCPs are not accepted



Specialist Teacher

Jeanie Hale is our Specialist Teacher (SpT) for both Primary Schools.

She is able to meet with the SENDCo at Planning meetings which are held at the beginning of each term to discuss the needs of the children in school who might need his input on.

She provides advice and will support within class with strategies and assessments. She will meet with parents, class teachers and SENDCO to look at her involvement and assess the targets that she sets. She completes work with the school and this is all recorded on a Record of Involvement form (ROI).

What do the EP and Specialist Teaching Team do?





Emotional Well-being Team

We have two main aims:

1. 'System Navigators': To support professionals (education, health, and social care) access the right *evidence-based* service at the earliest opportunity, ensuring personalised support and the best outcomes.
2. To work with schools to help them to improve the general emotional health and wellbeing of their pupils.

Our role is to signpost, advise and support referrals to the wider emotional health and wellbeing services available for children, young people and families; from online self-management resources to specialist child and adolescent mental health services. We work closely with the Early Help Hubs and the CAMH Single Point of Access (SPA)

Head Space

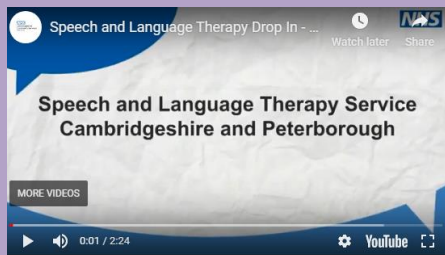
Head Space is available to support with a number of emerging mental health issues including:

- General, low level anxiety
- Disturbed behaviour or emotional distress
 - Eating difficulties
 - Self harm

- **1:1** Support, initial assessment, positive goal setting and play based approach.
- **Advice and support** for the children, their family and relevant professionals.
- **Working together with other professionals** devising individual support plans and strategies benefiting each child's positive development.

Who are Emotional Well-being Team & Head Space?





How this service can help you

The Peterborough Children's Occupational Therapy Service works in partnership with families and/or teachers to help children and young people who are experiencing significant delay as a result of:

- Learning disability
- Physical disability
- Neurodevelopmental disorders
- Sensory and auditory processing disorders
- Motor co-ordination disorders

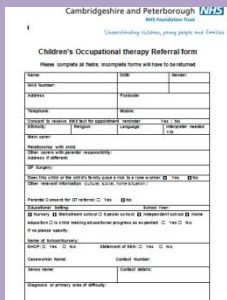
We work with children, young people, their families and their teachers to maximise their abilities in:

- Hand function
- Play skills
- Day-to-day activities
- Cognitive or thinking skills, such as problem solving
- Sensory processing needs

We also provide assessment for specialist equipment such as seating in school or nursery.



Speech and Language Therapists help to identify if there is a speech sound, language delay, processing and understanding issue. They will work with you and with staff in school to ensure that we are identifying and working on the correct area.



What do Speech and Language Therapists and Occupation Therapy do?



Our two schools are covered by a Speech Therapist from Peterborough NHS Speech and Language Therapy Team – Kelly O'Sullivan.

We also have the privilege of working with Jenni Bishop as she has been commissioned to work with many of our children as part of the '1 in 10' project and we are still working with her now that work has finished.

Occupational Therapy is based in Peterborough's City Care Centre, they offer a great deal of support. For referrals class teachers, parents and SENDCo will identify the area of need and refer. A referral is then processed and a telephone consultation is held with the SENDCo to determine the level of care required.

Sometimes you are involved to attend workshops. OT's work with sensory, physical (fine and gross motor) and neuro difficulties.

Is your child having difficulty with speech, language or social skills? I can help!

I'm Jenni, a fully-qualified, licensed Speech and Language Therapist with 15 years' experience of working with children aged 18 months to 16 years with a range of communication difficulties.

I'm thrilled to be working with Park Lane and New Road Primary Schools to help identify, diagnose and support children with speech, language and communication needs.

Victory Speech and Language Therapy Services, Cambridge
 07500933540
 victoryoes2@gmail.com






The Early Help Assessment (EHA) is a shared assessment used by different agencies who work with families. Once it has been completed, and with your agreement, the EHA form will be shown to other workers and services who may be able to offer advice and support. This means you will not need to repeat information to lots of different people.



Following the assessment, one person will be identified to be your Lead Professional. They will try to get your family the support you need to address the needs and concerns of all members of your family. They will coordinate the work with other professionals and your family, so you have one main point of contact.

Your Lead Professional will make sure everyone is working to the same plan, working together and sharing information. This is facilitated through Team Around the Family meetings and also in some cases placing indicators on service provider organisations' databases so they are aware to work with your Lead Professional.

Once you have opened and EHA the Lead Professional (LP) will call Team around the Family/Child meetings with all professionals involved as well as you as parents to monitor the support in place. This is usually every 6-8 weeks.

After every meeting TAF the LP will send the notes to the Early Support and Early Help Hub, where they are stored so all professionals can gain access to them.

What is an Early Help Assessment?

When all the work with the family/Child is complete the EHA TAF notes are closed. If there is a need to re-open, any medical/educational professional can do this and the original plan is updated or a new plan written.






Beatrice Dark

Early Intervention Family Worker
March, Chatteris & Whittlesey District Early Help Team
People & Communities

Whittlesey Youth , Child & Family Centre
15 Scaldgate
Whittlesey
PE7 1SD

Mob: 07584 522 381
Direct Line: 01733 743725
Office: 01354 750 186

Who is our family worker
and what does she offer?

You can book to see Beatrice at
the School office.

Office staff have a diary in
school to book appointment.

At New Road on Friday mornings
Please note I work Term Time Only





Our Vision

Our Motto
Expect the Best

Our Vision
We believe that every child is entitled to a truly outstanding education.

Our Mission
Active Learning Trust strives to provide outstanding all-round education and care for the children in our community, from nursery through to sixth form.
Our school work together to help every child achieve their full potential, to prepare them for their next educational steps, to reach their highest and respect for all, and equip them to play their part and contribute to society.



NEW ROAD PRIMARY SCHOOL

Headteacher's Welcome

On behalf of all the staff and governors I would like to welcome you and your children to New Road Primary School. We have a small friendly school with high aspirations for the learning community. We have also made our own special efforts to ensure that all children that register with us have the skills and confidence that will unlock their potential and lead them into a bright future.

We want your child to settle quickly into our happy, productive school life. We believe that the most important thing about New Road Primary School is the quality of staff and the contribution of everyone in our school to our learning and safety. We work in close partnership with other local schools to share resources and share our experiences and expertise.

We are proud of our school and have used a range of learning, science, technology, music, drama, and sports to support learning.

We warmly invite you to come and meet with us, see our school in action, and join our community for the future.

Ms. Gill
Executive Headteacher



As Primary Schools we visit the Secondary Schools once we have confirmation that your child is going to their school. We liaise with the secondary school staff – Year 7 Head of Year and SENDCo to discuss the children's needs and attainment levels. We look at their specific needs and if needed we will arrange visits for the children and staff so that they can become more familiar and know each other

Your child's details are shared:
Name
Date of Birth
Address
Contact numbers
Medical information
Additional needs information

What information is shared with Secondary school?

SENDCo will send the documents that indicate whether a child has a special educational need. This file is looked through and shared with the Head of Year and class teachers. The file is kept with the new file that school then keeps. All files stay with the secondary school until your child leaves and goes onto college or university setting. If your child does not continue their education are 18 year their SEND file will remain on school site for 25 years .





Our Vision

Our Motto
Expect the best

Our Vision
We believe that every child is entitled to a high quality education.

Our Mission
Support learning that aims to provide outstanding of broad education and care for the children in our community from nursery through to sixth form.
Our ethos work together to help every child achieve their full potential, to prepare them for their next educational steps, to teach them kindness and respect for all, and equip them to play a full and satisfying role in society.

NEW ROAD PRIMARY SCHOOL

Headteacher's Welcome

On behalf of all the staff and governors I would like to welcome you and your child to New Road Primary School. We live in a small friendly town with high aspirations for its learning community. We strive only to do our best for our children, valuing their individuality and potential. We aim to create a warm and caring environment for all our children that nurtures their talents and confidence that will unlock their potential and take them onto exciting learning.

We want your child to settle quickly into our happy, productive school life. We believe that the most important thing about New Road Primary School is the people in it and the contribution of every person in our school is welcomed and valued. We seek to close partnerships with other local schools, to form friendships and share our experience and expertise.

We want that your child will have fun as they learn, share knowledge, show thoughtful and more well educated young people.

We warmly invite you to come and meet with us, see our school in action, and partner with us for the future.

Rob Lillis
Executive Headteacher



As Primary Schools we visit the Nursery's and Pre-schools once we have confirmation that your child is coming to our school. We liaise with the Nursery and Pre-school to discuss the children coming to school. We look at their specific needs and if needed we will arrange visits to the nursery to observe and discuss what we can put in place to support with transition.

Your child's details are shared:

- Name
- Date of Birth
- Address
- Contact numbers
- Medical information
- Additional needs information

What information is shared from pre-school and nursery?

SENDCo will receive the documents that indicate whether a child has a special educational need. This file is looked through and shared with the Early Years / Reception class teachers and team. The file is kept with the new file that school then keeps. All files stay with us until your child leaves our setting. If your child is removed from school for home schooling then your child's SEND file stays on school site for 25 years or when a new setting has been arranged.

Alphabet Day Nursery
Providing the very best in Childcare for children aged 3 months to 5 years since 1993



SEND – Special Educational Needs and Disability

EHCP – Education, Health and Care Plan

EHA – Early Help Assessment

SaLT – Speech and Language Therapy

OT – Occupational Therapy

SENDSS – Special Educational Needs and Disability Specialist Services

EP – Educational Psychologist

TAF – Team around the Family meeting

CAMHS – Child and Adolescent Mental Health Services



Abbreviations of SEND
Terms

