



# Wilburton C of E Primary School

## SEND Information Report 2020- 2021

Written with the advice of parents to support all parents of pupils at  
Wilburton C of E Primary School

### **Who is the SEND Information Report for?**

A number of children have Special Educational Needs and/or Disabilities (SEND) at some point during their time in school. The following Information Report aims to help parents in understanding more about SEND at Wilburton Primary School and how our teachers work with parents to help children with special educational needs progress happily alongside their peers.

“The report helped me to find out what information is available for children and for parents. It helped me to know how to raise concerns.”

A parent of a child in KS1

“My child has been incredibly well supported. The report really shows how staff and parents are working in close co-operation at all times.”

A parent of a child in KS2

# SEND Information Report 2020- 2021

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## What are Special Educational Needs and Disabilities (SEND)?

- Children with SEND have a greater difficulty in learning or in accessing education than the majority of children of their age.
- Children with SEND may require small changes to the way they are educated or additional support during lessons compared to their peers in the same class.
- A number of children have SEND at some point during their school career. Difficulties or circumstances may make it much harder for them to make age appropriate progress.
- Some Special Educational Needs and Disabilities can be minor and short term while others can be complex and lifelong.
- Most Special Educational Needs and Disabilities can be supported in school but where necessary specialist expertise will be required to support the difficulties a child may be experiencing.

## How does our school know if a child needs extra help?

- Each day, school adults will observe the children they are teaching. They will see if a child is struggling to answer a question they have been asked or is finding their learning more effortful than their typical peers.
- Each day, teachers will look at the children's learning to see how well they have followed and applied the planned learning outcome for the lesson.
- Teachers regularly observe children around the school and can tell if they are not behaving in their usual manner.
- Discussions with parents/carers are highly valued in helping to determine whether children are facing difficulties within school or with their learning.
- All children are encouraged to speak to an adult in school if they have difficulties or problems in any area.
- Two yearly formal assessments are made of children's progress; if a child is not meeting their age related targets then the teacher will monitor their work carefully to see if gaps are developing in their learning.
- Teachers may request an assessment to obtain further understanding of a child's difficulties such as in Maths or Reading.

## What kind of Special Educational Needs are provided for at our school?

Additional and/or different provision is currently being made for children with a range of needs:

- Communication and interaction (for example autistic spectrum disorder, selective mutism, speech and language difficulties);

- Cognition and learning (moderate learning difficulties, specific learning difficulties such as dyslexia or dyscalculia);
- Social, emotional and mental health (for example anxiety, attention deficit hyperactivity disorder);
- Sensory and/or physical needs (for example a hearing impairment, sensory processing difficulties, epilepsy).

### How does our school identify children with Special Educational Needs?

If a child makes less than expected progress in one or more of the areas above, they may be identified as having a special educational need or disability and as requiring Wave 2 support. This indicates that:

- they have difficulty in communicating with others or in understanding language spoken to them;
- they show signs of difficulty in developing literacy or mathematical skills;
- they present emotional difficulties which are not ameliorated by the behaviour policy usually employed by the school;
- they have sensory or physical problems and continue to make little progress despite the provision of specialist equipment.

A child who has received Wave 2 support may need ongoing specific support or specialist advice classed as Wave 3 support. This indicates that:

- they continue to work at a level substantially below that expected of children of a similar age;
- they continue to have difficulty developing literacy and mathematical skills;
- they have emotional difficulties which substantially interfere with their own learning or that of a class;
- they have sensory or physical needs and require additional specialist equipment or regular advice or visits from a specialist service.
- they have ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Some children may be deemed as needing Wave 4 support. This indicates that the child needs highly personalised and specialist provision. From this:

- Parents and school will discuss with outside professionals whether an EHC request is appropriate for a child.

Please see Appendix A for a breakdown of the identification and support offered to children with SEND.

## What is an Education Health Care Plan (EHCP)?

- Most children with SEND will have their needs met through the support within school already described. However, some with more complex needs may require an Education Health Care Plan.
- An EHC is a plan in which professionals work closely with a family to support the complex needs a child has and decide together how they can help the child work towards planned outcomes.
- Both parents and school are able to request an EHCP from the local authority who will then decide if the child is eligible for such support.
- If the Local Authority agree to an EHCP for a particular child, parents can expect a range of support to help their child make progress in the areas they experience difficulties. This may include some additional adult support if it is deemed appropriate but may also enable other provision such as dyslexia friendly reading materials or increased access to technological support.
- Parents of children with an EHCP will be able to decide whether their child continues to access a mainstream school or whether they would like to apply for specialist provision. Parental and child choice is paramount in this decision.
- Please see Appendix C for an outline of the assessment and planning process for an EHCP.

## What should I do if I think my child has special educational needs?

- Please speak to your child's teacher if you have any concerns – they will always be your first point of contact.
- You and your class teacher may want to discuss these concerns with the Special Educational Needs Co-ordinator – Cath White.
- You could attend one of the termly drop-ins to discuss any concerns with the SENCo. Details of these are sent out each term.

## What is the name and contact details of our SENCo?

Our SENCo is Mrs Cath White (01353 740269) [cwhite@wilburton.cambs.sch.uk](mailto:cwhite@wilburton.cambs.sch.uk)

She does not have a teaching commitment to the school and is available on Tuesday afternoons.

## How do we support children with SEND?

- Provision for children with SEND is a matter for the school as a whole. The Governing Body, the Head Teacher, SENCo, class teachers and all other staff have important day to day responsibilities.

- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Children with SEND will receive support which is additional to or different from the provision made for other children. All our teachers take account of a child's SEND in planning and assessment.
- This additional support may occur within the classroom by planned grouping, by the content of the lesson, by teaching style, by the provision of different resources or by the outcomes expected from individuals.
- The additional support may be decided by following the advice received from outside agencies e.g by providing sensory breaks, by using sloped writing supports, by planning advantageous seating arrangements.
- The additional support may occur as part of our dyslexia friendly classrooms e.g. by using word mats, writing organisers, shared writing opportunities, use of individual resources.
- The additional support may involve a child working as part of a small group or learning within a quiet work area.

#### What support will there be for my child's overall well-being?

- All children are welcomed to the school and made to feel part of a supportive community.
- Staff understand that children's self-esteem is vital to their well-being and ability to learn. They aim to support children's confidence levels in all areas of their learning.
- The school offers a variety of pastoral support for pupils encountering emotional difficulties; this may include simply a time to talk with an adult or being met at the school entrance to take them into class.
- When necessary, the school will offer other sources of well-being support. This may involve discussion with a specialist agency to request further advice or work with a trained therapist.

#### What additional adult support for learning is available for children with SEND?

- We currently have 10 Teaching Assistants employed in the school, either on a full time or part time basis, some of whom are trained in a higher level autism knowledge.
- Adult led additional support programmes are carefully considered for those children who require additional support e.g Project Code X, Precision Teaching and Comic Strip Conversations.
- For children with specific identified needs, we work closely with external agencies to ensure that the best possible support is in place.

### How is the decision made about what type and how much support my child will receive?

- Regular discussion takes place between the Head Teacher, teachers, parents, children, the SENCO and TAs to ensure that each child receives the support that they need.
- The class teacher and SENCo may suggest options of support for the parents and child to consider.
- A cycle of support will be put in place. This will be recorded as part of the child's Provision Map and will outline the type and how much support has been agreed. (Please see Appendix B for an example of a child's Provision Map.)
- Outside expertise will be sought if it is deemed necessary, with the agreement of both child and parents.

### How is information shared between staff about children with SEND?

- Each teacher meets with the next year teacher to share information about all children in their class.
- Children draft a pupil profile to share important information about themselves with their next teacher.
- An outline of all SEND needs are briefly outlined to share with cover teachers and outside coaches.

### What records are kept for children with SEND and how do they remain confidential?

- Each child with SEND has a provision map which outlines their current strengths, difficulties and plans of support.
- Some children will have outside agencies involved in their support. These children may have written reports to outline the work completed or recommended.
- Each child's records are kept in a locked cabinet within school; any digital copies are kept on the school's Google Drive, on an encrypted staff memory stick or password locked computer.
- All records are shared with parents and the child's class teacher.
- Relevant records will be shared with other school staff as appropriate e.g whole school strategies of support.
- Outside support staff e.g sports coaches are given an outline of needs and support strategies which are necessary for them to know when teaching.
- Where possible in transferring information, e.g on the school calendar, children's initials are used to ensure the confidential nature of SEND information.

### How do we assess and review the progress of children with SEND?

- From Year 1 upwards, we use summative formal assessments twice each year to assess and review the progress of children.
- We use government required assessments such as Phonics screening to help assess and review progress of targeted year groups.
- We use some individual assessments to assess and review progress of individual children in specific areas e.g. Yarc and Sandwell.
- We discuss progress towards planned outcomes with parents and pupils.
- We use individual Provision Maps to record progress and achievement of children with SEND.

### What is the level of expertise and training of staff in relation to children with SEND?

- Our school employs a team of TAs amongst whom are those experienced in supporting children with Autism. Relevant staff have attended the AET training courses.
- Teachers have taken part in Dyslexia training to develop their strategies on supporting children with reading or writing difficulties at the word level.
- Staff have been involved in mental health training by specialists. Further in-school training has been given around the use of STEPS behavioural support.
- CPD training is offered regularly to staff to enhance their own personal development.
- As specific needs arise, the SENCo approaches specialists from a range of agencies e.g Occupational Therapy, Educational Psychology to seek advice about raising awareness of the specific type of SEND.
- The SENCo is always contactable to provide general support and advice.
- Our SENCo attends regular cluster meetings funded by the LA to support her work in school, providing opportunities to discuss SEND issues with colleagues and gather information regarding current practice.

### What outside support can the school access to support children with SEND?

- SEND Specialist Services 0-25
- Speech and language therapists
- Educational Psychologists
- Occupational Therapists
- Emotional Well-being Service
- School nurse
- Specialist Teachers e.g. Teachers of the Deaf
- Cambridgeshire County Council's Local Offer Information Page

### How are parents consulted and involved in the education of their child?

- Communication between parents and school is vital in sharing information.
- Throughout the year, there are regular parent meetings and an end of year annual report to parents.
- Parents of children with Provision Maps are invited to review their child's progress on a termly basis – these are evaluated with parents and recommendations for new plans discussed alongside suggestions for supporting their child at home.
- Our class teachers and SENCo are easily contactable via the school office/telephone/email.
- Additional meetings with parents can be arranged as required or requested to discuss particular aspects of their child's SEND.
- Outcomes of meetings with outside agencies will be discussed with parents and reports or assessments shared.
- The progress of children holding an EHCP will be discussed at their annual review; interim reviews will also be held.
- Termly drop-ins are held by the SENCo for parents who wish to discuss any concerns they have. The office will send out details of these to all parents each term.
- Parents can support their child at home in completing their homework activities, including hearing them read and practicing their spelling words together.
- Parents are asked to keep their child's teacher informed of any changes at home or and issues that might be relevant.

### How are children with SEND consulted and involved in their own education?

- Plans to support children are reviewed with them when it is appropriate or reasonable to do so.
- All children with SEND are asked to contribute to a pupil profile to inform their class teacher of their needs and how they like to be supported.
- Children's self-evaluation is actively encouraged in school and they are supported in thinking of areas for their own development.
- Child survey forms are used at annual reviews and during the year to obtain their views about their SEND and address any needs or support they feel may be helpful to them.

### What outside activities are available to children with SEND?

- All extra-curricular activities are available to all our children.
- Within government guidelines, residential trips occur annually in KS2. We make every effort to make these trips available to all our pupils providing it is safe to do so.
- Risk assessments will be made to make these trips as accessible as possible.

- Staff will hold meetings with parents/carers to decide how a child's needs can be met and make trips as inclusive as possible.
- If it is deemed that an intensive level of 1:1 support is required, then a parent or carer may be asked to accompany their child during the activity. This will always be discussed with the parent/carers in advance.

### How accessible is the school environment?

- Risk assessments are carried out and reasonable adjustments made to make the school as accessible as possible.
- School policies about supporting children with medical conditions can be found on our school website.

<http://www.wilburtonprimary.co.uk/keeping-people-safe/>

### How will the school prepare and support my child to join the school or transfer to a new school?

- Prior to starting school and in keeping with government guidelines, children at Preschool will be able to visit the school and see the classrooms with their keyworker.
- Children will begin Wilburton C of E Primary School on a reduced timetable which will gradually increase as they become more accustomed to the setting.
- Discussions will take place between the teacher/SENCo and their previous or new setting.
- Any files regarding previous support for the child will be passed onto their new school.
- The Class teacher and SENCo will discuss previous provision for a child and how they can best be supported in their new school.
- Local colleges may provide opportunities for pupils to attend tailored lessons, open days and meetings to allow them to become more familiar with a secondary school setting.

### What are the contact details for additional advice and support for my family?

#### **Ely Children's Centre (Ely, Littleport and Witchford support for under 5s)**

Spring Meadow Infant & Nursery School, High Barns, Ely, CB7 01353 611594  
 elychildrenscentre@cambridgeshire.gov.uk

#### **Parent Partnership Service (SEND information, advice and support)**

Shire Hall, Castle Street, Cambridge, CB3 0AP 01223 699214  
 pps@cambridgeshire.gov.uk

#### **Core Assets (provide independent support for children and families)**

Help Line 0800 028 8455  
ISReferrals@coreassets.com

**Statutory Assessment Team (County council team responsible for managing EHCP assessment process)**

Scott House, 5 George Street, Huntingdon, PE29 3AD 01480 372 600  
start@cambridgeshire.gov.uk

**School Nurse (for any health related queries)**

Soham Health Centre, Pratt Street, Soham, CB7 5BH 01353 624411

**Family Worker (offer support to parents for a variety of child based issues)**

Noble House, Sir Thomas Place, Ely CB6 4EX 01353 612800  
[www.cambridgeshire.gov.uk/localityteams](http://www.cambridgeshire.gov.uk/localityteams)

**Social Services**

0345 045 5203

[referral.centre2@cambridgeshire.gov.uk](mailto:referral.centre2@cambridgeshire.gov.uk)

**Cambridgeshire County Council's Local Offer Information Page (for further information)**

[www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND)

[If I am not happy with the SEND provision at our school, what should I do?](#)

- If you have concerns about the SEND provision, please contact your class teacher; they will then refer you to the SENCO if they feel it is appropriate.
- If you would like to lodge a formal complaint, please refer to the school's complaints procedure on the school website.

[Where can I find information about the Local Authority's Local Offer for children with SEND and their family?](#)

Information about the Local Authority's Local Offer can be found on the Cambridgeshire County Council website. A link is provided below:

[http://www.cambridgeshire.gov.uk/info/20136/special\\_educational\\_needs\\_and\\_disabilities/549/about\\_cambridgeshires\\_local\\_offer](http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer)