Special Educational Needs and Disability Information Report

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Little Paxton Primary School is a mainstream primary school with an inclusive ethos. We cater for a wide variety of children with a broad spectrum of needs and aim to ensure that these are fully met. Our SEND policy (available on our website) provides further details about how we support children with SEND. At Little Paxton we work closely with families and external agencies to design and implement personalised provision to support academic and personal development.

What kinds of SEND do we provide for?

- We are a mainstream school for children aged 4 – 11
- We provide support across all four areas of SEND need: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health and Sensory / Physical needs).

Our policy for identifying and assessing SEND needs

- Little Paxton's SEND policy explains what our process for assessing needs are. It is the role of class teachers, supported by the SENDCo, to assess the needs of the child in the classroom and to identify those who may need further support because of a learning difficulty or disability. This is done through frequent formative and summative classroom assessment, as well as assessments completed by the SENDCo, and when necessary, specialist assessment from external professionals such as specialist teachers or educational psychologists.
- Some children have an Education, Health Care Plan which clearly sets out the needs of the child and the provision they are entitled to receive,
- All of the above form part of the graduated approach: The "Assess, Plan, Do, Review" cycle.
- The SENDCo is Eloise Jeakings who can be contacted via email: SendCo@littlepaxton.cambs.sch.uk or phone: 01480 375600

Consulting with parents

- Parents receive annual reports from school regarding children's effort, attitude and progress
- There are opportunities throughout the year at parents' evenings to meet with the class teacher and SENDCo if requested.
- There are also SEND parents evenings, held every term, for all children with a SEND Learning Plan. These are to set SEND-specific targets, discuss provision in place and review children's progress as part of their 'Asses, Plan, Do, Review' cycle. During termly reviews of SEND Learning Plans, we encourage parents to add their thoughts and comments and children too.
- Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school or concerns regarding SEND.
- The Education Inclusion Family Advisor leads workshops for parents to enable them to support children with SEND who have mental health and wellbeing concerns.
- The St Neots Mental Health team deliver group interventions and workshops to staff, children and parents to support with good mental health and wellbeing.

Consulting with children

- We are always willing to meet with a child before beginning specific support or an intervention to explain what we are doing and why,

- As part of the termly review of SEND Learning Plans, we seek children's views on their needs and record this on their plans.
- For children who have an EHCP we ask them for their views and opinions as part of the Annual Review process.
- We have an open door policy where children can share their concerns with any member of staff, including the SENDCo.
- We will provide an annual questionnaire to children with SEND to gain their pupil voice.

How does the school know if children need extra help?

At Little Paxton children are identified as having SEND (Special Educational Needs and Disabilities) through various ways, generally a combination of some of the following:

- Discussion with the previous education setting,
- Concerns raised by the family,
- Concerns raised by a teacher: for example, difficulty accessing learning or interacting with peers,
- Child performing below 'age expected' levels despite support provided by class teacher and interventions such as pre-teaching and post teaching,
- Liaison with external agencies for example speech and language therapist,
- Children with an EHCP (Education, Health and Care Plan) already have many of their needs clearly identified. Their placement at Little Paxton Primary School is a decision that is made by the Local Authority in consultation with the family and school.

How do I raise concerns if I need to?

Talk to us – the first step is to contact the class teacher about your concerns. If you feel that you would like to discuss SEND provision for your child, please ask to arrange an appointment with the SENDCo on: SendCo@littlepaxton.cambs.sch.uk or phone 01480 375600.

How will the school support my child?

- The class teacher is responsible for, and will oversee, plan and work with each child with SEND in their class to ensure that the appropriate progress is made wherever possible as per government guidance on the provision for children with SEND.
- The SENDCo will have an overview of the progress of any child identified as having SEND through observations, discussion with staff and data tracking.
- There may be an ISA (Inclusion Support Assistant) working with your child either individually or as part of a group. This person may work with your child in the classroom, at playtime and/or lunch time.

Who will explain this to me?

- The class teacher(s) will meet you at parents' evenings and the SEND parents evenings and you can also contact them via Dojo.
- An appointment can be made with the SENDCo to discuss support in more detail.
- You can request to see the documentation held about your child (SEND Learning Plan, educational psychologist report, specialist teacher note of visit) at any time.

What is the pastoral, medical and social support available in the school?

- We are an inclusive school and prioritise children's wellbeing and emotional development,
- Class teachers have responsibility for the pastoral and social care of every child in their class,
- The school office has responsibility for medical care plans and keeps them updated and shares them with relevant staff members,
- The school has an Inclusion and Behaviour Mentor (Mrs Shirley). Individual children are seen on a regular basis by both or either of these members of staff.

What support is there for behaviour, avoiding exclusion and increasing attendance?

- The school works with Cambridgeshire County Council Access and Inclusion teams as well as the SEND Services.
- The school has an attendance policy – please see the school website.

How does the school evaluate the effectiveness of its provision for such children?

- Progress data analysed by SLT, CLT, the SENDCo, Middle Leaders and teachers and is shared with governors (anonymised)
- Subject Leaders review the data and progress of all children,
- The SEND Governor and SENDCo meet to evaluate the effectiveness of provision,
- Learning walks and book scrutiny are carried out by the SENDCo,
- The impact of interventions delivered by ISAs is reviewed by the SENDCo through data analysis, observations and feedback from staff and children,
- Data is sent to the Local Authority through the school census. This includes attainment data and details of the differing needs of the children.

What are the school's arrangements for assessing, reviewing and monitoring the impact of strategies for children with special educational needs?

- Ensuring that the child is making progress academically against national / age expected levels (or equivalents) or that the child is making progress at a level appropriate to them if they are working below age related expectations,
- Tracking progress through regular formative and summative teacher assessment,
- Tracking children in terms of their reading age,
- EHCPs monitored through annual reviews and pupil passports are monitored through SEND meetings with parents each term,
- If progress is not as expected, different interventions/ strategies are put in place or advice may be sought from outside agencies,
- By reviewing children's targets and ensuring that strategies are in place to facilitate them being met,
- Through verbal feedback from the child, the parents and teacher to build a wider picture,

- Parents are informed if their child moves from universal, to targeted, or targeted to specialist support (Wave 1, 2 or 3) as part of the 'Assess, Plan, Do, Review' process – in accordance with the graduated response. If children are removed from the SEND register when they have made sufficient progress parents will also be informed.
- SEND Governor visits.

How will my child be able to contribute to their views?

- Children who have a SEND Learning Plan have the opportunity to discuss their progress and targets when they are reviewed each term at SEND parents evenings.
- Children are routinely asked to reflect on their learning through self and peer assessment.
- Some children have additional support from the Inclusion and Behaviour Mentor and will be given an opportunity to reflect on their learning then.

How accessible is the school environment?

- Most areas of the school are accessible by wheelchair. The school is single level and although there are some entrances with small steps there are ramps on two entrances to the school. There is a disabled parking space in the school car park.
- Accessible toilets are located in Foundation, KS1 and KS2 there is also a disabled toilet near the entrance to the school.
- If you have specific access queries or concerns, please speak with us.

How will the curriculum be adapted to match my child's needs?

- Learning activities with class are planned and adapted at an appropriate level, so that all children are able to access learning according to their specific needs. This is called Quality First Teaching (QFT),
- Subject teachers, alongside the SENDCo, will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g., pre or post teaching of key vocabulary, or mathematical concepts, visual resources, using the visualizer to model work, writing frame as appropriate,
- The SENDCo is accountable to the Headteacher regarding the organisation and implementation of provision for those with SEND.
- There is a Governor responsible for SEND. They, alongside the SENDCo, report information at governors' meetings to keep them updated about SEND provision at Little Paxton.
- The governors agree priorities for spending within the SEND budget, including Pupil Premium, with the overall aim that every child receives the support they need in order to make progress. This includes resourcing the appropriate facilities and equipment such as a pencil grip or a writing slope.

What additional support for learning is available to children with special educational needs?

- The SENDCo is in regular contact with parents and families of children with SEND. They are contactable via email and phone if a parent has a specific concern that needs to be discussed quickly.

- Information about parenting workshops and the details of our Education Inclusion Family Advisor are shared with parents of children with specific needs.
- Staff and parents are also given more information on specific needs or signposted to organisations offering further support and information, such as Pinpoint.

What support is available to help improve the social, emotional and mental health needs of children with special educational needs?

There are a range of strategies in place in school to support all children and ensure that the whole school community realises its responsibility to promote well-being for all including:

- Access to The Treehouse, the Nest and Inclusion and Behaviour Mentor,
- Small group teaching spaces,
- Quieter or calm areas within classrooms,
- Additional support and supervision at play and lunch times,
- PSHE lessons focusing on our role in society and promoting inclusion,
- School Council to capture pupil voice
- SEND Learning Plans,
- Signposting to outside organisations and support for specific families
- Specific therapeutic groups led by the Inclusion and Behaviour Mentor: Feelings groups, meet and greets at the beginning of the day,
- Sensory packs and resistance bands available to specific children,
- Sensory circuits for targeted children,
- Bespoke timetables and risk reduction plans
- Additional movement breaks and communication cards are also available

What opportunities will there be for me to discuss my child's progress?

- You are welcome to make an appointment to meet with class teachers or the SENDCo at any time throughout the year to discuss how your child is getting one. We can offer advice and strategies to support your child at home and at school,
- You may contact teaching staff via Dojo and the SENDCo via SendCo@littlepaxton.cambs.sch.uk
- There are parents' evenings in the Autumn, Spring and Summer Terms where you can speak to the class teachers, and the SENDCo is available to attend SEND parents' evening meetings alongside teachers,
- Your class teacher will share a SEND Learning Plan with you three times a year (each term) to share the progress your child is making and the effectiveness of the provision in place,
- When the child's SEND Learning Plan or EHCP is reviewed, comments are made against each target to show what progress has been made and what support is needed next.

How does the school know how well my child is doing?

- As a school, we track and analyse children's progress in learning against national expectations and age-related expectations,

- Class teachers use regular formative and summative assessment to track to progress of all children within their class, where appropriate children are taught in small groups to help them to understand a concept or to address a misconception,
- The SENDCo and subject leaders discuss pupil progress. In these meetings, a discussion takes place concerning children who are not making expected progress or face barriers to their learning.

How will my child be included in activities inside and outside the classroom, including school trips?

- All children are included in all parts of the curriculum and we aim for all children to be included in school trips. We will provide the necessary support to ensure that this is successful and will discuss this in advance with parents and children. It is sometimes appropriate for a parent / carer to accompany a child on a school trip – depending on the child's individual needs.
- A risk assessment is carried out prior to any off staff activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment wherever possible.
- Some children find play and lunchtimes more difficult. Every child's needs will be considered on an individual basis and we have a range of staff to support children outside as well as the OPAL scheme. Some children have access to the Treehouse and the Nest.

How does the school enable children with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?

- Adapted work and resources to allow children to participate in whole class activities,
- Specialist equipment such as writing slopes, pencil grips, resistance bands, additional movement breaks and specialist technology,
- Mixed ability talking groups,
- Coloured overlays,
- Enlarged font,
- Appropriate seating plans,
- Trips outside of school always involve a risk assessment and support put in place to ensure all children can take part and enjoy the trip.

Additional information relating to looked after children

- The Inclusion and Family Support worker will submit information and attend multi-agency meetings to add to the "whole picture" about the child, there will be a continuous and open dialogue with other professionals

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

- We encourage all new children to visit the school prior to starting – the school office team will take parents on a tour and in when appropriate there is the opportunity to meet with the SENDCo to discuss your child's needs,

- Class teachers and the SENDCO will visit pre-school and nursery settings and discuss individual children and how we can support them,
- Additional transition visits can be arranged if the transition is likely to be difficult. The EYFS Phase Leader and SENDCo will organise these sessions. Both children and their families are invited to ask any questions concerning transition / SEND support at Little Paxton.
- We liaise closely with schools and families when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we can arrange additional visits, to enable a child to have a smooth transition.
- The SENDCo and class teachers will meet with the relevant secondary school SENDCo to discuss Y6 children on the SEND list to ensure a smooth transition and additional transition activities can be set up to support the needs of individual children.

What specialist services and expertise are available at, or accessed by, the school?

- Within the school we have a culture of sharing and recognising good practice and expertise; we are striving to develop all members staff's knowledge and understanding of SEND through internal and external training,
- The environment is designed to support children with individual needs e.g. visual timetables, wobble cushions, writing pens as required.
- At Little Paxton Primary School, we work closely with external agencies that we feel are relevant to support individual children's needs within our school including: Educational Psychologist, Specialist Teachers, Specialist Practitioners, Speech and Language Therapists (SALT), GP, CAMHS (Child and Adolescent Mental Health Service), community paediatricians, occupational and physiotherapists, Early Help local teams, Family Workers and social workers.

What training have the staff supporting children with SEND had or are currently having?

- We ensure that we have a variety of skills, knowledge and experience among our staff body, in order to enable us to support children in the best possible way. The SENDCo carries out annual appraisals with ISAs and will arrange training where required. The appraisal process is used to timetable ISAs in a manner which utilises their training and areas of strength as well as providing opportunities for further development of knowledge and expertise. Training needs vary depending on the children on the SEND register as well as newly identified pupil needs.
- The experience and training of ISAs includes: Autism Education Training, Fizzy Fingers, pre and post-teaching, Sensory Circuits, Word Aware, Recovery Through Relationships and ADHD training.

Who can I contact for further information?

- Please speak to the class teacher in the first instance
- Information relating to SEND can be found on the school website, including the SEND policy.

- Further information is available from the SENDCO.
- The school has a complaints policy, which is available on the school website.

The Local Offer

- The Local Offer is a local authority's publication of all the provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those without an EHCP.
- For more information click on this link: SEND Information Hub (Local Offer) (cambridgeshire.gov.uk)

Who should I contact if I am considering whether my child should join the school?

For admission, please contact Cambridgeshire County Council admissions team who will support you with the process:

www.cambridgeshire.gov.uk/admissions