Cambridgeshire County Council
Local Authority

SEND Information Report 2016-17

Duxford Church of England Community Primary School has a named Special Educational Needs and Disability Coordinator (SENCo) (Mrs Heather Paterson) who reports to the Senior Leadership Team and a named Governor responsible for SEND (Mrs Vicky Rigby). They endeavour to ensure that the Duxford Church of England Community Primary School Special Educational Needs and Disability Process (SEND) works within the guidelines and inclusion policies of the Code of Practice (April 2015), The Local Education Authority and other policies current within the school.

Our offer at Duxford Primary School

At Duxford Church of England Community Primary School we aim to provide high quality teaching to enable all of our children to develop confidently and to the very best of their ability. Therefore, every teacher in our school is a teacher of every child including those with SEND. We seek to promote a happy school atmosphere with an emphasis on self-respect and respect for others thereby raising the aspirations of and expectations for, all pupils with SEND. Those of our children who have Special Educational Needs and/or Disability will be given individual consideration and appropriate provision working in partnership with parents, staff and external providers, as necessary, to focus on positive outcomes for our pupils. All pupils whether they have Special Educational Needs and Disability or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with Special Educational Needs and/or Disability will be encouraged to become independent and take responsibility within the school. The aim of this document is to give information about how we support children with SEND in our school. SEND is classified into four areas of need identified in the New Code of Practice (April 2015) as:

Communication and Interaction

- Speech, language and communication difficulties
- ASD –including Asperger's Syndrome and Autism

Cognition and Learning

- Learning differences requiring a slower pace than peers, differentiation
- Specific Learning Difficulties such as dyslexia, dyscalculia

Social, Emotional and Mental Health Difficulties

- Mental health issues such as anxiety, self harm, eating disorder ADHD

Sensory and/or physical needs

- Vision or hearing impairment
- Physical disability requiring additional ongoing support and equipment

This offer is subject to change depending on budgetary constraints and policy reviews.

How we Identify SEND

From Children and Families Act 2014 Clause 20

1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she-

a) Has a significantly greater difficulty in learning than the majority of others of the same age, or

b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

3) A child under compulsory school age has a learning or disability if he or she is likely to be within subsection 2, when of a compulsory school age (or would be likely, if no special education provision were made)

4) A child or young person does not have a learning difficulty or disability solely because of the language (or form of language) which is or has been spoken at home.

People who support children with Special educational Needs or disabilities at Duxford Primary School

People	Summary of responsibilities
Class Teacher	He or she is responsible for: • Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children's needs (also known as differentiation). • Assessing the progress of your child and identifying, planning for and delivering any additional support your child may require (this could be targeted work, additional support, adapting resources etc) in collaboration with the TA and SENCo as necessary. • Writing personal targets and sharing these with your child and with you as parents/carers • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and of any specific adjustments which need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, in order that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and /or specifically planned work and resources. • Ensure that they are liaising and working in partnership with you as parents/carers • Ensuring that the school's SEND practice is followed in their classrooms and for all the pupils they teach with any

	SEND. You can contact the class teacher via the school office for an appointment at the end of the school day to speak informally or via the office email address.
The SEND co-ordinator: Mrs Heather Paterson.	She is responsible for and will use her best endeavour to:- • Coordinate the provision for children with SEND and developing the school's SEND practice to make sure all children receive a consistent, high quality response to meeting their needs in school. • Ensure you are involved in supporting your child's learning • Ensure you are kept informed about the support your child is receiving • Ensure you are involved in planning and reviewing the progress of your child • Maintain the school's SEND register and provision map • Advise teachers, when required, on how your child might meet their planned learning targets. • Liaise and ensure smooth transition between different educational phases • Coordinate SEND interventions • Use ICT for recording and analysing assessments for tracking progress • Liaise and work in partnership with external agencies, including the Educational Psychology Service, Primary Support Service, Child Protection Service, Health Education Service, Hearing and Visual Impairment Service, Educational Welfare Service, Multi-cultural Education Service, locality Team, Medical and Social Services and Voluntary Organisations • Contributes, with support from outside agencies, to the in-service training of staff • Liaise closely with the Head Teacher and Senior Leadership Team and SEND governor • With support of the SLT, oversee the work of Teaching Assistants in supporting pupils with SEND Mrs Paterson can be contacted via the school office for an appointment. Her working days are usually Tuesday, Wednesday and Thursday.
The Head Teacher: Mrs Debbie Gould	She is responsible for: • The day to day management of all aspects of the school, this includes the provision for children with SEND • Monitoring, tracking and analysing the attainment of all pupils • Managing the SEND budget and using it to best support pupils with SEND • Ensuring the Governing Body is kept up to date about any issues in the school relating to SEND • Work with the school governors to support SEND provision • Liaising with external agencies Mrs Gould can be contacted via the school office for an appointment
SEND Governor- Mrs. Vicky Rigby	She is responsible for: • Making sure that the school has up to date SEND Procedures/Information Report • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school.

	• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all SEND children achieve his or her potential. Contact with the SEND Governor can be made through the school office

How can my child get help in school?

Children in Duxford Primary School will receive support that is specific to their individual needs. This may all be provided by the class teacher or may involve:

- Other school staff
- Staff from the local authority such as Educational Psychologists, Specialist Teaching Team
- Staff from outside agencies such as Speech and Language Therapy

Types of support	What would this mean for your child?	Who receives the support?
Class Teacher- high quality teaching	Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class Ensuring that all teaching is based on building on what your child already knows, can do and can understand Differentiating tasks, using different ways of teaching in order that your child is fully involved in learning in class. This may involve using more practical learning or providing different resources adapted for your child. Putting in place specific strategies (which may have been suggested by the SENCo or outside agencies) to support your child's learning.	All children in school
Specific small group work which may be: a)Run in the classroom or outside b)Run by a teacher or teaching assistant These are generally known as intervention groups.	Your child's teacher or SENCo will have monitored your child's progress and will have planned specific group work to help close the gap between your child's achievements and that of his or her peers. A teaching assistant will run these small groups using the teacher's targets or a recommended programme. Each child's progress is evaluated regularly, before and after the period of intervention.	Any child who has specific gaps in his or her understanding of a subject/area of learning.

Individual Support	Sometimes your child may require specialist support from a professional from an outside agency. This may be delivered in or out of school	Children whose learning needs require specialist support and advice in addition to the support already received in school.
Children with Education, Health and Care plans	In some instances, despite all in school measures being implemented, a pupil does not make progress. Until September 2014, this was usually provided via a Statement of Special Educational Needs. From September 2014, it will be provided by an **Education, Health and Care Plan (EHCP).** Either you or the school can request that the Local Authority 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. You can find out more about this in the Local Offer on the Cambridge County Council website: http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer After you or the school has sent in the request to the Local Authority it will be decided whether your child requires statutory assessment. To help them decide the Local Authority 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 to support your child seeking additional advice and support as appropriate. If the Local Authority do decide your child's needs are complex and require additional support in school to make good progress, then the Local Authority will write an EHC Plan. The EHC plan will outline the support your child will receive from the Local Authority and 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. As a result of the plan, an additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.	Children with complex needs
How will we support your child with identified special needs before starting at school?	• We are an inclusive school and visits are encouraged to meet staff directly involved with the child with SEND to discuss the needs and check the facilities we can offer. Duxford Primary School is built on one level with wheelchair accessible doorways and we also offer two disabled toilets. • If other professionals are already involved, a meeting may be held to discuss your child's needs, share strategies used and ensure provision is put in place prior to your child starting at Duxford Primary School. We would encourage other professionals/provisions to forward supporting documents to assist the transition process. • We may visit your child if he or she is attending another provision • We may write a plan of action to help your child settle more easily which may include a phased entry. Admission should always be made through the admissions process: http://www.cambridgeshire.gov.uk/downloads/download/84/school_admission_guides	

How can I let the school know I am concerned about my child's school progress?	• If you have concerns about your child's progress you should speak to your child's class teacher. • You can speak to the SENCo • The Head Teacher can be contacted if you have concerns about how your child's SEND is being managed
How will the school share concerns about my child's learning?	The school has termly pupil progress meetings to monitor progress of all pupils. In addition, class records from the previous year or school are reviewed, National Curriculum Attainments, statutory assessments or tests, standardised test results and observations are scrutinised to help identify specific strengths and weaknesses. Where there are concerns the teacher will raise this with the SENCo and Headteacher. Following this meeting the school will discuss with you: • Any concerns you may have • Discuss additional support your child may receive • Discuss any referrals to outside professionals to support your child's learning. This will include writing a Family Common Assessment Form (TAF) to be sent to external agencies. • How we can work together to support your child at home/school
How is extra support allocated to children?	• Extra in-class support or group intervention is allocated by the class teacher, the SENCo or other professionals involved with your child depending on their level of need. • Extra support/advice from outside professionals can be requested by school • Progress of all interventions and support is reviewed regularly to evaluate progress to see whether changes can/should be made • The school budget received from Cambridge County Council, includes money for supporting SEND children • From this overall budget the Head Teacher decides on the budget for SEND in consultation with the school governors, on the basis of the needs of the children in our school

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

Directly funded by the Local Authority/Health Service	Specialist Teaching Service Educational Psychology Parent Partnership Service Sensory Support Services-visual or hearing needs Speech and Language Therapy Occupational Therapy Physiotherapy School Nurse G.P Community Paediatrician

	Cambridgeshire Mental Health Service
Directly funded by the School or Locality	Parent Support Advisor Counselling Services-Cogwheel Trust Play Therapy

Other ways that we will support your child.

How are the adults in school helped to work with children with SEND and what training do they have?	The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. This includes whole school training on specific SEND issues and may be delivered internally, as training with other local schools or by an outside agency delivering inset training to staff. Individual teachers and support staff may also attend relevant courses for the specific needs of children in their class. The SENCo regularly attends the local authority SENCo network meetings and trainings specifically around SEND.
How will the teaching be adapted for my child with SEN/disabilities?	Class teachers plan lessons according to specific needs of all groups of children in their class and will ensure that learning tasks are adjusted to enable children to access their learning as independently as possible Teaching assistants will implement the teacher's modified/adapted planning to support the needs of your child. Although your child may be supported closely by a teaching assistant the ultimate aim is to foster independence. Specific resources and strategies will be used to support your child individually and in groups. Examples of these are: • Modified teaching materials/resources e.g word mats • Use of visual timetables • Specific equipment and technology • Accessible self help resources for independent learning-word books/cards/working walls • Pre-teaching of a strategy and specific subject vocabulary • Targeted guided teaching in small groups • Scaffolding of tasks • Extension activities • Access to ICT
Strategies used at Duxford Primary School to Develop/Support English	• Targeted small booster groups for reading, comprehension, spelling, writing and phonics • Targeted one to one reading • Motor skills groups for improving handwriting • Paired reading • Writing slopes • Computer based programs
Strategies used	• Small group work with class teacher/teaching assistant to boost mental maths

at Duxford Primary School to Develop/Support Mathematics	• First class @number 1 and 2 • Use of numicon material • One to one numeracy support • Computer based programs
Strategies used at Duxford Primary School to support wellbeing	• Lego therapy- to develop team work and cooperation • Spirals group-to develop team work, cooperation and develop social language • Social Stories-stories written t help individual children with different situations. • Referral to school nursing team • Referral to family information advisor • Referral to Locality manager • Counselling/play therapy/Cogwheel Trust (if the child meets the thresholds of the agency)
How we measure the progress of your child in school	Your child's progress is continually monitored by the class teacher. Attendance, engagement in learning and behaviour are also monitored. Progress is reviewed formally every term. You will be informed of your child's progress at Parent/Carer Evenings in the Autumn and Spring Term and will receive a written school report at the end of the academic year. Progress is assessed through Assertive Mentoring and the expectations of the National Curriculum. If your child is in year two and above and is not reaching the expectations of Assertive Mentoring or National Curriculum then a more sensitive assessment tool which show smaller but significant steps is used. These are called P scales. Children in year one and reception will be assessed against the Early Years Foundation Stage goals (EYFS). At the end of Year 2 and Year 6, children are formally assessed using Standard Assessment Tests (SATs). The government requires all schools to do these and results are published nationally. We can provide assistance in the form of readers or scribes for SATs if a need has been identified. At the end of year 1, a formal phonics assessment is carried out. If children are exempt from this due to working below the level of assessment, they will be assessed at the end of year two instead. The progress of children with a Statement of educational Needs or EHC Plan is formally reviewed at an Annual Review with parents and all other professionals involved with your child.
What support do we have for you as a parent of a child with SEND?	We would like you to talk regularly with your child's class teacher so we can share what they are doing at home and school. A home/school contact book may be used to support communication Homework may be adjusted to suit your child's needs Mrs Paterson (SENCo) is available to meet with you by making an appointment with the school office. Information from outside professionals will be made available in a report or through discussion. Statements or EHC are reviewed annually at a meeting where all professionals working with your child are invited to attend.

	If your child is undergoing statutory assessment you will be supported by the Children's Services SEND caseworker. The Parent Partnership Service is available to contact at Castle Court. The telephone number is 01223 699214 or http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/530/where_to_get_help_and_support/2
How we will support your child when they are leaving this school or moving onto another class	When a child is at a transition stage such as transition from pre-school or nursery or secondary school, we are in contact the SENCo of the school for advise of special arrangements or support your child may require. Records are also passed between schools. Schools will offer a visit or visits to support your child in the movement to a new setting. When a child moves to a new class within school, information will be passed on to the new teacher in advance; children will have the opportunity to be in their new room with their new class teacher. In some instances, a transition book about the new class will be provided. In year 5, children with statements or EHC plans will have a 'transition review' of their progress and needs, which will be an opportunity to discuss appropriate secondary school options. In year 6, the SENCo from the secondary school is invited to attend the statement/EHC plan review. We can arrange additional visits to the secondary school for your child to become familiar with their new surroundings.
What would I do if I suspect my child is being bullied?	Duxford Primary School staff all recognise that SEND children are potentially vulnerable to being bullied. Should this occur the school would adhere to the schools positive behaviour policy and procedures.
How do we complain if things seem to be going wrong?	If a parent/carer has a complaint about the special educational provision for their child they should contact their child's class teacher in the first instance. If you feel that the matter has not been resolved, please contact the SEND co-ordinator and subsequently the Head Teacher. All complaints will be investigated in line with Duxford Primary school's concerns and complaints guidance procedures. Any general concerns about SEND provision should be addressed to the Head Teacher.

Glossary of Terms

ASD	Autistic Spectrum Disorder
ADHD	Attention Deficit Hyperactivity Disorder
CAMHS	Child and Adolescent Mental Health Service
EYFS	Early Years and Foundation Stage
EHC Plan	Education, Health Care plan
EP	Educational Psychologist

GP	General Practitioner
IEP	Individual Education Plan
PPS	Parent Partnership Service
SATs	Standard Assessment Tasks
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements of SEN
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Coordinator
TA	Teaching Assistant