

SEND | Information Report



"Growing good people – doing great things."

What is a 'Local Offer'?

A message from Mr. Dent, Executive Headteacher

From September 2014, the Government has asked all Local Authorities in the UK to publish, in one place, information about the services and provision they expect to be available in their area for children and young people from 0 to 25 who have Special Educational Needs and/or a Disability (SEND). As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found at the link located within our school 'Local Offer' page – look for the Families Information Service logo, or by going to <https://www.northyorks.gov.uk/send-local-offer>

At Cambrai Primary School, provision for children with additional needs is at the very heart of the ethos of our school. Our statement of equality is simple; we strive to ensure all children achieve their best, irrespective of gender, race, need or background. All children can 'be their best'.

This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need for SEN provision. Of course, should you require any additional information, please feel free to contact myself, I would be more than happy to discuss with you any questions which you may have.

Mr. Mark Dent

Executive Headteacher
Cambrai Primary School



Firstly...What is SEND?

Special Educational Needs and / or a Disability can affect many children throughout their school career and beyond. Whilst disabilities generally affect children long term, not all SEN difficulties should be seen as 'Life Long'. SEND is seen by our school as the child requiring provision that is additional to, or different from the rest of the class. For example they may have additional needs due to dyslexia, coordination problems, number understanding, significant sight problems – the list is endless and every child is unique – however a carefully planned approach is needed, additional to high quality class teaching in order for these children to achieve as well as they can.

Our school has a variety of key policies which directly impact upon our provision for children with SEND, which are all available as part of our school website, or school prospectus, which include:

- SEND and Inclusion Policy
- Admission Arrangements
- Anti Bullying

Who decides if my child has a SEND?

Often, children may join our school, with parents having a clear picture of their child's needs – parents know their children best – and as a school we see parents as full partners in their child's education. Sometimes, however, it is school staff who may initially identify a concern. If this were to be the case, school staff would liaise with parents at the earliest opportunity to discuss such concerns and agree a way forwards. For some concerns, we may discuss the involvement of the Educational Psychology Service, the SEND Support Service, the Occupational Therapy Service, Child and Adolescent Mental Health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child learn as well as they possibly can. For example, certain programmes may be advised, teaching strategies, resources or services in order to address the needs as best as possible. As previously mentioned, if these needs are addressed, we are confident in the outcomes of such support, and the issue has been resolved, your child will no longer be placed on our SEND register.

There are two categories of SEND at Cambrai Primary School, these are children in receipt of:

- **A Support Plan;** the children are overseen by the school and the school and parents initiate, review, amend, and cease support for children whose needs are seen at 'Support Plan' level.
- **An Education, Health and Care Plan (EHCP);** Children with greater needs at this level have their plans initiated and ceased by the Local Authority, but reviewed and monitored by the school and parents at least annually. An EHCP is generally a multi-professional process, where everyone comes together (including the parents and child) to jointly plan the support which the child requires and is entitled to. Professionals which would be typically involved in these planning and review sessions would be:
 - Health and Social Care colleagues
 - Local Authority SEND Teams / Psychology


What kind of additional provision and curriculum could you offer?

The provision offered to each child with SEND is unique. Our school challenges itself to deliver high quality provision, within an ethos of care, support and understanding for both children and families.

In order to meet this challenge, our school has:

- ❖ A dedicated Executive Headteacher with significant SEND experience to oversee the provision for all children with additional needs across the school, as well as support from Lingfield Education Trust's lead SENCo. As the school grows, a substantive SENCO will be appointed. The headteacher attends key reviews for children with SEND and is actively involved in their provision, transition and pastoral care.
- ❖ A school which promotes a 'Communication Friendly Environment' – as promoted by the NHS Speech Therapy Team
- ❖ Dedicated and experienced staff in the field of SEND to directly support children across the school
- ❖ A high level of teaching support, to ensure children with additional needs are well supported in all lessons
- ❖ A family ethos, where each child and their needs is understood by all of the school community
- ❖ A curriculum which is tailored to the needs of the child – through the use of staffing, differentiation, teaching style, and resources – including ICT
- ❖ Strong links with external partners, such as LA SEND support teams and our own private professionals, such as a School Psychologist

Some examples of additional provision which could be suitable for a child with SEND **could** include:

- ❖ Some individual teaching, following dedicated programmes to address specific needs, e.g. reading and spelling difficulties, e.g. 'Word Wasp' programmes or those directed by Speech Therapists, Educational Psychologists or the SEND Support Service
 - ❖ Small group focus work to address shared issues, e.g. fine and gross motor skills groups
 - ❖ Specialist interventions, e.g. Occupational Therapy, or Talking Therapies with our School Psychologist
 - ❖ Learning Support Assistant support within the class, in order for the work to be further differentiated to meet exact needs
 - ❖ Additional resources to enable better access to the curriculum, e.g. seating / writing apparatus that have been suggested by professionals
 - ❖ Thorough assessments undertaken by Educational Psychologists / SENCo in order to pinpoint exact areas of difficulty that are then addressed
 - ❖ ICT resources, e.g. additional reading using tablets, or time following specific ICT programmes to address specific needs ...The list could go on!
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What involvement can we have as parents at Cambrai Primary School?

We very much value the contribution that parents can make to their child's education. In order for parents to be fully involved in the life of the school, when they may not always drop off or pick up their child from school, both school and home must work hard at this important aspect of school life. You are always welcome to call in to see how your child is getting on, so long as you let us know that you are coming, however we do also arrange many 'joint learning' sessions to help you to feel part of 'Team Cambrai'.

We also expect parents to attend a child centred 'Annual Review' for all pupils with a 'Educational Health and Care Plan', to enable all of the staff who work with yourselves to discuss the placement each year. There are also two additional specific SEND Parents' Evenings each year. At these meetings we expect parents to help us to plan learning targets for the following term, by reviewing children's support plans.

How would my child be assessed – and would we be informed?

In order for your child's successes and needs to be accurately identified, we carefully assess your child using a range of assessments. When your child enters our school, their current attainment is assessed to give us a 'baseline' from where your child will progress. We always communicate the outcome of these assessments using two written reports, annual report process (EHCP), or through parents' evenings. Some of the assessment methods are:

- ❖ Speech Therapy Assessments – which may focus on sound production, language understanding, or other relevant assessments to your child's needs
- ❖ Education Psychology Assessments – which may include memory, understanding, reasoning, logic, and general skills assessments
- ❖ On going school assessment. These assessments are comprehensive in all aspects of school life. These include
 - Reading, writing, maths assessments
 - Phonic and spelling assessments
 - Social and Emotional Assessments
 - Additional assessments relevant to your child's needs

Your child's school achievements may be assessed against the levels expected for children who are working on the National Curriculum (i.e. the same as the majority of other children in their year group), or they may be assessed against other measures for children who are not ready to work on National Curriculum Levels (i.e. the steps before the National Curriculum). These smaller steps are measured in our school using a system called PIVATS. Aspirational targets are set for all children assessed against PIVATS using support from an external data consultant – as well as a regional hub leader of PIVATS, who is also a headteacher within our Trust.

Will my child sit external tests, such as SATs?

As with everything related to your child in our school – the answer is individual, but most children do achieve well when they have been supported effectively. If your child is able to access the Year 1 Phonic Screen, Year 2 SATs, or Year 6 SATs, they will be supported appropriately to access these, often with access arrangements (such as extra time, a scribe, or enlarged texts). However, if your child is not able to access these assessments, due to very complex needs, they will not be expected to complete them, and their achievements and progress will be measured using school data. Such decisions will always be discussed in partnership with parents.

How do the children contribute to their provision planning?

As with everything related to your child in our school – they have an opinion and voice that is listened to. At child centred annual reviews (for children with statements and EHCPs) your child is invited to the review and is able to join in the discussion about how their learning is going. They all write their views prior to the meeting to submit their own 'presentation' with the help of our staff. Children at the Support Plan phase are actively involved in reviewing their termly targets and have the opportunity to add their comments to the plan as it progresses- as well as completing a questionnaire with staff members / parents to ensure genuine wishes and feelings are captured in the children's plans. Most importantly, we pride ourselves in the effective relationships that we have with our children – which means that we have daily, open conversations with our children leading to a very clear picture of what our children enjoy, what works and what they need.

What about SEND and School Finances?

With so much additional provision and resources, many parents are concerned as to who pays for this – and where does the money come from? Each school in our Trust receives its school budget in September, and as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEN – after which they can request additional 'Top Up Funds' from the Local Authority; generally this is for children with very high needs and often in receipt of an EHCP. In order to access these funds, the school requests the Local Authority to review what support is required – and how much above the school contribution is required to meet the needs of the child – detailing the provision the child is receiving and at what cost to the school. Parents are involved in this process and are invited to review the plans and support timetables with school leaders.

Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during the review meetings to ensure best value is achieved.

More information about SEND finances is available within the Local Authority Local Offer Website.

What additional pastoral care can you offer?

This is an area of school planning which we take seriously – and recognise that it may potentially be a key requirement of many of our families. As such, there are several 'transitional' arrangements in place.

In the first few years, we have budgeted for two classroom support members of staff – to afford the AHT capacity to address pastoral and welfare issues – either personally, or through delegation. Importantly, until the school grows the executive headteacher will assume overall responsibility for this aspect of the school's work. He will be the Dedicated Safeguarding Lead, with the AHT as the Deputy Designated Safeguarding Lead – to deputise in his absence.


As the school grows, the staffing structure will be under constant review. As a team, we will continually review what support our children require and adapt our staffing structure as appropriate – and utilising the Pupil Premium and Service Pupil Premium Grant to support this work.

Transition arrangements

Transition is a key issue for a school with a proportion of service pupils. This is an added layer of transition which most schools do not have to prioritise.

We aim to foster an ethos which tangibly welcomes children to 'Team Cambrai'. On day one, we want children to know that this is their school – and it belongs as much to them as anyone else in the building. We will ensure children are provided with a named 'buddy' as soon as possible, and make sure that the children know the names of the key staff that they will be working with. All children arriving at a point outside of usual admissions will be assigned a temporary 'key worker' at any age – so that they know which adult knows about them, their needs and their worries. Of course, we aim for all adults to be open and approachable for all children – but this system ensures that children have a point of contact who knows that they are 'keeping an eye and a hand on the back' of new children.

Transition between classes will be child led. Annually, we will ask children what they want and need from transition days and experiences. Importantly, for the first few years of the school, the first class to enter Cambrai will most likely always have 'the new teacher' – so what better transition than to involve the children in choosing their next teacher. It will be requirement that throughout transition days, that teachers capture learning so that displays can be created ready for September – so that classrooms feel like they belong to the children from day one. Effective transition between settings, particularly for pupils with SEND is vital – therefore we will always make every effort to visit or contact the child's prior school to ascertain what works well – and what the priorities should be for day 1 and beyond.



What SEND expertise do you have at Cambrai Primary School?

The Executive Headteacher of Cambrai is an experienced SEND professional, previously being the headteacher of a primary school with enhanced provision for children with Speech and language needs. More recently, he also inspects Special Schools across the region, and takes a lead for the resources bases across the Trust. As pupils join the school, with additional needs that may require staff to be trained, we will ensure that staff attend appropriate professional development opportunities in order for these needs to be met.

Who do I talk with if I have a compliment or complaint?

Should you be happy with the provision your child receives, there is nothing better than telling the teacher, support assistant or Mr Dent! You can also respond to the Parental Questionnaires which Mr Dent regularly sends out, or make comments during the review process. If you are unhappy, it is best to speak to Mr Dent ASAP – we will do our best to rectify the problem, in partnership with you and your child. There is also a copy of the school's complaints procedure on the school and Trust website should you feel you require it.

What are the Types and Levels of Need of SEND in our school?

As our school is so small, we cannot list these needs as some of our children would be easily identifiable. We are, however, in the fortunate position of having a brand new building which is fully compliant with disability requirements, including 'Flying Room' (hoisted hygiene room) and a sensory room.

What kind of progress are our children with SEND making?

Children in our school in all groups make good progress. Progress, particularly for children with additional needs is not always only academic; we take progress in independence, and confidence just as seriously at Cambrai.

How do we evaluate the effectiveness of our provision?

Reviewing children's academic outcomes, as well as targets set on EHC and SEND plans allows us to see how well our children achieve academically and socially. We invite external evaluators from the Trust to review our provision and formally consult children and parents regularly with regard to their experiences of SEND provision. We continually evaluate in order to improve!

Emotional and Social Development

Supporting children with their emotional and social development is vital in order to secure a settled and happy time at school. As such, we work closely with our School psychologist to provide bespoke support when it is required – from 1:1 counselling, to group play therapies and staff training. Our school inclusive ethos ensures that all staff take ownership of all of our children; reaching out to others for support when we need it.

Supporting our children SEND and other Vulnerable Groups

Children with additional needs, such as SEND or Looked After Children are closely monitored and supported throughout their time at our school. Our Executive Headteacher and Trust SENCo reviews the provision and achievements for our children with SEND to ensure the best outcomes for children and families. Supporting families is a specific part of this role and also the role of all staff at all levels; we see supporting children through supporting families as a vital part of ensuring quality provision. Children who are 'Looked After' by the Local Authority (in care) are monitored and supported by the Executive Headteacher, personally. Provision, additional resources and teaching and outcomes are reassessed regularly to ensure that these vulnerable children are both happy – and making good progress. The headteacher also liaises with Social Services and attends all 'Looked After Reviews,' often at the homes of the foster carers or families.

How does our provision fit in with 'Wrap Around care'?

Children who require before and after school care, or care below the age of 4 are signposted to Jigsaw, which is a private childcare setting in the local community, and on the adjacent site of Cambrai Primary School. This setting also provides holiday care for families who require it. Details of these settings are freely available from

<http://www.jigsawkidz.co.uk/>

How do we enable children with SEND to engage in activities with children without SEND difficulties?

'Growing good people – doing great things' is our school motto – and this rings true in all that we do. We do our best to ensure that all children can access all things as best as we can; we do not see SEND as a barrier to accessing the full curriculum. For example, if a child had a physical disability, they can always be incorporated in to a PE lesson with adaptation and effort; we make that effort. We are prepared to seek advice, resources, equipment and training when needed in order to provide quality learning experiences for our children.

Who are my main points of contact if I have any questions or worries?

Mark Dent – Executive Headteacher

Sharon Minikin – Trust SENCo

SENDIASS Service – North Yorkshire Local Authority: 01609 536923 or email info@sendiassnorthyorks.org

North Yorkshire LA Advice and Support: <https://www.northyorks.gov.uk/send-advice-and-support>





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