



Steeple Morden Primary School

SEND Report

November 2022

The aim of this report is to give parents information about how we support children's learning here at Steeple Morden Primary School.

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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.....Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2015)

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice 2015.

- **Communication and interaction**
- **Cognition and Learning**
- **Social, emotional and mental health (previously behavioural, social and emotional difficulties)**
- **Sensory and or physical**

Communication and Interaction

Children and young people with Speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism Spectrum disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from accessing the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of hearing and vision difficulties, which makes it even more difficult for them to access the curriculum than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) will require additional ongoing support and equipment to access all the opportunities available to their peers.

How are the schools resources allocated and matched to pupils?

How are decisions made about how much support each child will receive?

Our Primary School is an inclusive school and we offer a range of provision to support children with SEND, where the school has identified a need and staffing levels allow. Children's needs are identified by the school's SENDCo, in consultation with the Headteacher, the Senior Leadership team and with class teachers. Resources are then allocated according to need.

As appropriate, children are allocated to intervention groups. All the interventions at our school are delivered by staff trained in running these groups. The provision in these groups is overseen by our Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Pauline Luebcke.

The effectiveness of every intervention run in school is monitored by the use of assessments at the beginning and end of the support work as well as termly when appropriate. Interventions are then modified, if necessary, in light of these assessments. A whole school Provision Map is updated termly. This document tracks the support being offered throughout the school and is updated every term in discussions between the SENDCo, Class Teachers and Headteacher. Smaller group work is planned for children of all abilities.

How will I know that the school will support my child? How does the school know if pupils need extra help?

The progress of all children in school is underpinned by planning and assessment and the progress of every child in our school is assessed and monitored by Class Teachers, the school's SENDCo and the Headteacher.

If any child is not making the progress we would expect, this is discussed with parents and support is put into place. This support is then recorded using an Individual Plan which we describe as a 'Pupil Passport'. The Pupil Passport is a record of the Assess, Plan, Do, Review cycle, which we use each term to record pupil progress and the support we have in place for SEND pupils. Parents will be given the opportunity to discuss their child's Pupil Passport with the Class Teacher and they will be given a copy for their own records.

Parent's evenings are held in the autumn and spring terms and parents receive a written report in the summer term, however if there are any concerns about a child's progress between these times teachers will contact the child's parents.

The graduated response

The graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice 2015 and is adopted by Cambridgeshire Local Authority. This is an outline of those graduated steps:

- Quality First Teaching within the classroom, including normal differentiation (Wave 1)
- Wave 2 School Support (which is usually organised by the class teacher and which takes place in a small booster group.)
- Wave 3 School Support (which usually takes place one to one with a Teaching Assistant.)
- Request for Statutory Assessment.
- Education, Health and Care Plan (Formerly known as a "Statement" of SEN.)

What training have staff who are supporting children with SEND had or are receiving?

Our school has a Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs Pauline Luebcke, who is responsible for advising Class Teachers about the provision they make for children with SEND (Special Educational Needs and Disabilities), and for overseeing our whole school provision. She can be contacted by email at:

office@steeplemorden.cambs.sch.uk

We have an ongoing programme of training in place for Class Teachers and Teaching Assistants to ensure that they have up to date knowledge of a wide range of needs and how best to meet these needs.

How will the curriculum be matched to meet my child's needs?

Classroom based strategies to ensure all teaching is as good as it can possibly be.

This is known as **Quality First Teaching**.

Access to a supportive environment:

- Use of appropriate visual timetables
- Pre-teaching of strategies and vocabulary
- Access to a laptop/ computer
- Specialist equipment to enable children to access lessons
- A dyslexia friendly environment

Provision to facilitate/support access to the curriculum:

- Small group support from a TA/ Class Teacher
- One-to-one support in the classroom from a teaching assistant to aid access through support or modified resources/ language (if the school feels this is needed)
- Individualised curriculum where necessary
- Provision of quiet workstations to enable children to focus
- Support for children to enable them to participate in school trips or residential visits

Strategies/support to develop independent learning:

- Use of visual timetables, checklists, personalised success criteria
- Visual support e.g. sequenced pictures, mind maps etc.
- Scaffolding e.g. writing frames, story maps, task breakdown plans to provide a support structure to help children to complete a task.
- 'Chunking' activities (i.e. grouping information together into meaningful groups)
- 'Dyslexia friendly' classrooms e.g. word mats
- Accessible resources readily available in the classroom that children can fetch if they need them.
- Use of step in, step out support to encourage independence
- Extension challenges for more able learners

Strategies to support specific areas of need

Strategies to support/develop literacy including reading:

- One to One or small booster groups groups/ Reading Clubs to support reading progress.
- Small group targeted support to boost reading, writing and spelling throughout the school.
- Use of SEND friendly resources.
- Programs of work tailored to the needs of children with significant SEND needs.
- Use of writing slopes, pencil grips and wedge cushions.
- Extra opportunities to practice reading to a range of adults.
- Reading buddies for pupils who would benefit from additional reading practice.

Strategies to support pupils with Mathematics:

- Small group support in class through guided teaching
- Withdrawal in a small group for targeted intervention customised to the particular group of children
- Use of practical resources e.g. Numicon, Base 10, counting boxes etc.
- Termly assessments of children's mathematical knowledge followed by teaching tailored to filling gaps in their understanding.
- Small group interventions such as First Class @ Number.

Strategies/programmes to support Speech and Language:

- Individual interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support)
- Implementation of their programmes by TAs trained in supporting speech and language.
- Support from a member of staff trained in speech and language strategies.
- Small group interventions to help develop children' speaking and listening skills (e.g. Spirals.)

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

We regularly work with a range of professionals including Educational Psychologists, Specialist Teachers, Teachers of the Deaf and Speech Therapists. We also access strategies/programmes to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support).

We work with parents to discuss the needs of their child and if we believe that a child needs a Community Paediatric referral, then we would discuss this with the family first. We can then provide parents with information about the child's current functioning in school, which can be shared with their GP, or provided as part of a paediatric referral where appropriate. It is worth noting that due to the Covid-19 pandemic, parents awaiting a paediatric appointment for their child are currently experiencing a wait of approximately 18 months for these appointments to take place.

What support is there to support my child's overall wellbeing?

We believe that children need to be happy and feel secure to make progress, and have a range of provision available to support children's wellbeing:

Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents) and social skills

- Individualised programmes of support implemented consistently by all staff
- Counselling (including YMCA services)
- Opportunities to spend time with our 'Pets As Therapy' dog and his owner
- Referral to appropriate outside agencies e.g. CAMHS (should the child meet their thresholds)
- Referral to the school nursing service.
- Lego Club – Lego therapy group, using Lego to develop effective communication, team work and cooperation skills.
- Social stories – using a purpose written story to explain and explore a social situation and different people's responses to it, in order to develop children's understanding of that situation
- Individual Social Skills programmes/support including strategies to enhance self-esteem.

Strategies to support and/or modify behaviour

- Use of school's behaviour policy and PSHE (Personal, Social and Health Education) policy.
- Use of quiet areas, a place to calm down and have some 'time out' where necessary.
- Support given for managing feelings such as anger or frustration/ supporting pupils towards self regulation.
- Home /school link books (when appropriate) to reinforce appropriate behaviour
- Regular meetings with parents.
- Behaviour plans to ensure a joint home-school approach.
- Support/supervision at less structured times of the day e.g. break and lunch times.

How will I know how my child is doing? How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?

We believe that good communication between home and school is essential for us to work effectively together to support every child.

We have a range of means of communication with parents, including:

- telephone
- email
- face to face meetings
- home school communication books (when appropriate)
- remote meetings using platforms such as 'MS Teams' or 'Zoom'

How does the school support a child in starting school and moving on?

We work to ensure smooth transition from pre-school into school and from primary school into secondary school as well as between classes while within the school. This includes visits from school staff to the child's current class/ setting and series of visits for the child to their new class and specific individual programmes of transition activities. In the summer term of Year Six, we support SEND pupils by including them in a small group which focusses on preparing them for the transition to secondary school.

What should I do if I think my child has SEND?

In the first instance please talk to your child's class teacher about your concerns. If you would also like to meet with the school SENDCo please arrange an appointment. Mrs Pauline Luebcke is the school SENDCo and she can be contacted by email (office@steeplemorden.cambs.sch.uk) or by phoning the school office – 01763 852474.

How accessible is the school environment?

Our school building is on one level and only two of our classrooms have a single step leading into the room from an exterior door. Where there has been a concern about a pupil being able to access the room, we have been able to arrange an alternative means of entry to the school, in order to ensure ease of access. Alternatively, we could also rearrange the classrooms in order to accommodate the needs of the pupil and make the school environment more accessible for them. Please refer to our Disability and Equality Policy for further information.

Who can parents contact for further information?

In the event of any concerns about your child or our school's provision for children, parents should in the first instance discuss their child's needs and the provision that has been made with their child's Class Teacher. Any concerns that have not been addressed by this should be taken to the SENDCo or the Headteacher. They can be contacted using the following email address: office@steeplemorden.cambs.sch.uk. The school's Governing body are the final point of contact for these concerns: our school's SEND Governors are Gabrielle Edwards and Sam Brown.

Cambridgeshire Local Offer

All local authorities working with their partners must publish information about how children and young people 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the local offer. The local offer includes information on:

- universal services that are available to everyone, such as schools, GPs, (universal services)

- targeted support and services for children and young people who may need some additional, short term support
- Specialist services for children and young people who have complex needs and need longer term specialised support.

Further information, support and independent advice can be found on the Cambridgeshire Local Authority's Local Offer page: www.cambridgeshire.gov.uk/send

SEND Information, Advice and Support (SENDIASS) (Previously called Parent Partnership)

Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs.

Email - sendiass@cambridgeshire.gov.uk Confidential helpline open during term times:
01223 699 214