



Steeple Morden Church of England Primary School

Special Educational Needs and Disabilities (SEND) Information Report 2024 – 2025

Approved by:

Date:

Last reviewed on:

Next review due by:

Dear Parents and Carers,

The aim of this information report is to show you how special educational needs support works in our school and to help answer any questions you might have.

If you want to know more about our arrangements for SEND, please read our SEND policy, which you can find here: <https://www.steeplemorden.cambs.sch.uk/send>

What is a special educational need?

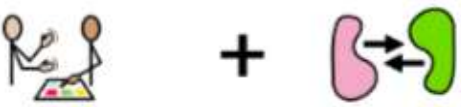


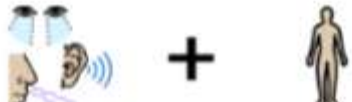
“A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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...
- special educational provision means educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools...”

(SEN Code of Practice 2015)

If you would like to read more from the “Special Educational needs and Disability Code of Practice 0-25 years” which is our legal guide for provision within school, you can access it here: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

There are four main areas of need:

<p><u>Communication and Interaction</u></p>  <p>Such as speech and language difficulties, Asperger’s syndrome or Autism.</p>	<p><u>Cognition and Learning</u></p>  <p>Specific learning difficulties such as dyslexia, dyscalculia or dyspraxia. Moderate or severe learning difficulties.</p>
<p><u>Social, Emotional and Mental Health</u></p>  <p>Such as ADHD or ADD, difficult or dangerous behaviour, anxiety, depression, attachment disorder, self-harming, eating disorders or physical symptoms that are medically unexplained.</p>	<p><u>Sensory and/or Physical</u></p>  <p>Such as children who have a visual impairment, hearing impairment, multi-sensory impairment or physical disability.</p>

Who should I talk to if I have concerns about my child's needs?

The first person to speak to is your child's class teacher. They are responsible for assessing and planning for the day-to-day progress of your child and they will make any adaptations to the learning environment in order to help your child access the curriculum. Sometimes it can be helpful for teachers to work with parents to create an 'All About Me' sheet/ One Page profile document for a child, so that all adults in school working with that child know what helps them in their learning, and how to help them manage day-to-day school life.

Name: _____ All about me Date of Birth: _____



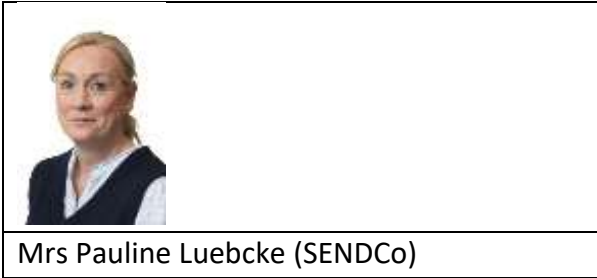
Some things you need to know about me:	Self-help needs: Medical Needs:	Things that help me:
Things I like:	My photo:	Things I do not like:
When you speak to me it helps if:	Things I am good at:	Top tips:

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 recorded using an Individual Education Plan, which we describe as a 'Pupil Passport'. The Pupil Passport is a record of the Assess, Plan, Do, Review cycle (or APDR) 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 receive 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.

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. Mrs Luebcke is a very experienced teacher and SENDCo who has worked at our school for approximately 25 years. She is allocated 3 days a week to manage SEN provision.

Mrs Luebcke can be contacted by email at: senco@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. All staff are supported by the SENDCO to meet the needs of pupils who have SEN.

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

All teachers use classroom based strategies to ensure all teaching is as good as it can possibly be.

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

We provide a supportive environment using:

- Use of appropriate visual timetables
- Pre-teaching of strategies and vocabulary
- Alternative ways for children to record their learning e.g. computers
- Specialist equipment to enable children to access lessons e.g. fidget toys
- A dyslexia friendly environment and resources

We help all children to access to the curriculum through using:

- Small group support from a teacher or teaching assistant
- Support in the classroom from a teaching assistant if a need has been identified, to aid access through the use of modified resources/ language
- Individualised curriculum where appropriate
- Provision of quiet workstations to enable children to focus
- Support for children to enable them to participate in school trips or residential visits

We provide opportunities for children to develop their independent learning skills using:

- Visual support e.g. sequenced pictures, mind maps etc.
- Use of visual timetables, checklists 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)
- Accessible resources readily available in the classroom that children can collect and use if they need them (e.g. words mats or maths tool kits)
- Use of step in, step out support to encourage independence

Strategies to support or develop literacy including reading:

- Small group targeted support to boost reading, writing and spelling throughout the school.
- Small group or individual work in the form of a targeted intervention to support a particular area of need e.g. reading, spelling or phonics
- 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 ongoing effect of the Covid19 pandemic, parents awaiting a paediatric appointment for their child are continuing to experience a wait of approximately 24 months for these appointments to take place.

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

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

We work closely with families to support the child's social and emotional development, to reduce anxiety and to promote their emotional wellbeing.

- Counselling (including access to our YMCA counsellor)
- 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 Emotional Health and Wellbeing 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
- Social Communication support to develop social interaction skills and self esteem
- Use of a nurture space in school to support children's social skills and emotional wellbeing

How will I be involved in discussions about and planning for my child's education?

We believe that good communication between home and school is essential for us to work effectively together to support every child. If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child.

We liaise with a wide range of professionals (speech therapists, specialist teachers, educational psychologists, family support workers, occupational therapists etc.) and we will help with explanation of professional reports to parents where it is helpful. Where possible, we will arrange for you to meet directly with external professionals who are involved in your child's learning at school.

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 Year 6, we support SEND pupils by including them in a small group, which focusses on preparing them for the transition to secondary school. For children moving on to secondary school the SENDCo and class teachers meet with the new school to pass on important information and strategies prior to transition. Extra visits can be arranged with the college to ensure familiarity.

How accessible is the school environment?

As a school, we ensure that our buildings meet the requirements of the DDA (Disability Discrimination Act). Where a child has specific access requirements, we work closely with Occupational Therapists to ensure that he/she has equal access to the school's facilities. 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 discussed with the SENDCo Mrs Pauline Luebcke (office@steeplemorden.cambs.sch.uk) or to the Headteacher Mrs Alex Housden (head@steeplemorden.cambs.sch.uk)

The school's Governing body are the final point of contact for these concerns: our school's SEND Governors are Victoria Hutter and Gabrielle Edwards.

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. They offer:

- Help for parents, children and young people to navigate through the Special Educational Needs process
- Help for parents about their rights to make sure the educational needs of their child are met
- Help for parents to work with schools, education, children's services, health and other professionals
- Information for parents about other support services and organisations
- Help for parents to resolve disagreements
- Contact: **0300 365 1020** or email [**SENDIASS@cambridgeshire.gov.uk**](mailto:SENDIASS@cambridgeshire.gov.uk).

Pinpoint: Cambridgeshire Parent Carer Forum

Pinpoint is the Parent Carer Forum for Cambridgeshire. They support parent carers of children and young people aged 0-25 years with additional needs or disabilities.

Pinpoint:

- Provides information and signposts parents and carers to the services best suited to help them with their child's needs.
- Engages and empowers parent carers by running free events, workshops and training, including an annual conference, and helps them ask for the services their children need.
- Works with statutory services as both a partner and critical friend, they both fund and provide support and services and Pinpoint ensures parents' voices are heard and that parents help to shape services.

They can be contacted by phone on - 01480 877333 or you can visit their website www.pinpoint-cams.org.uk for further information.