



Spinney School Special Needs Report Cambridge

Special Educational Needs and Disability (SEND)

This document is a working document.

Introduction

The Spinney is an **inclusive** school committed to meeting the needs of all pupils including those with SEND.

Welcome to our SEN information report which is part of the Cambridgeshire Local Offer for learners with Special Educational Needs and Disabilities (SEND).

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation or policy for pupils with SEND. This information is updated annually. The Spinney Primary School is an inclusive school and we value all members of our community. Our local offer has been produced with pupils, parents and carers, governors and members of staff. We welcome your comments to continue to improve this document so please do contact us.

The best people to contact are:

Rachel Snape - Headteacher

Jess Lane - Special Educational Needs Coordinator (SENCO)

Shakila Bukhari - Governor responsible for SEND.

What is Our Approach to Teaching Learners with SEND ?

As a mainstream school we work closely with the agenda of inclusion within the classroom and believe in Quality First Teaching as an essential part of any pupils programme and the majority of pupils will be taught in class by their class teacher alongside their peer group. However, in certain circumstances, we will withdraw pupils from the classroom to support learning in intervention groups where this environment will better suit learning needs.

In this way we offer a range of needs led intervention groups. Decisions regarding appropriate interventions are led by the class teacher in liaison with the Special Needs Co-ordinator (SENCO) , parents and pupil where appropriate. Decisions are based on individual pupil needs and progress.

The class teacher and SENCO meets at the beginning of each term to assess the progress of pupils who are not achieving as expected and discusses what interventions can be put in place to best support each pupil. Some of these children will be children with SEND while

others will be requiring a catch up program in a particular area of the curriculum. This will then be shared with parents and carers.

As parents/ carers have the best knowledge of their child, we believe it is vital to work in partnership with parents with regard to identifying whether a pupil has SEN and what is the most effective support package that can be offered to help meet the child's needs. At the Spinney the child's class teacher is best placed to plan and organise the provision for the pupils in their class and we would encourage parents to work in partnership to explore and discuss any concerns or ideas with their child's class teacher. In addition, teachers and parents have the support of SENCO who has a specialist role in school to coordinate the provision for SEND pupils in the school. Meetings with the Special needs Coordinator, Mrs J Lane, can be arranged by email or in person through the school office office@spinney.cambs.sch.uk . We aim to meet parents within a maximum of 12 days from their enquiry wherever possible.

How Do We Identify the Special Educational Needs of pupils?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as follows:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special education 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:

a) has a significantly greater difficulty in learning than the majority of others 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.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty it *may* be that the child has SEN. Information will be gathered including seeking the views of parents and the pupil, as well as from teachers and assessment. There are many reasons for learners 'falling behind'. These may include absences, attending lots of different schools, difficulties with speaking English, or worries that distract them from learning.

The Spinney Primary School understands that children experiencing these barriers to learning are vulnerable. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires a special educational provision will be identified as having SEND.

As well as children being SEND for academic reasons they may also need specialist support or an intervention due to emotional and social reasons.

In line with the New Code of Practice 2014, The Spinney have two lists of children who may require extra support with their learning or social skills. An 'SEN support' list, of children with higher needs and an 'additional support' list. This is a list of children who are working behind that of their peers in a particular area and require additional support or an intervention to close the gap.

What is Our 'SEN Support' Profile? (Based on children requiring SEN support – not those receiving additional support)

At The Spinney Primary School our SEND profile shows that we have 6% of children identified as having SEND and 1% of children with an Education and Health Care Plan. (statement)

Of that 6% of children they have needs linked to following groups: (same children may fall into more than one category)

3% linked to Cognition and Learning - (including Maths, Reading, Writing and Spelling etc)

3% as having SEN linked to Communication and Interaction (including Speech and Language difficulties and problems with social interaction such as Autism Spectrum Disorder)

2% are identified as having SEN linked to Physical and Sensory (including disabilities such as those affecting health, mobility, sight and hearing)

4% are identified as having SEN linked to Social and Emotional needs such as ADHD, depression and anxiety .

At the Spinney Primary School we have extensive experience in quality first class teaching and ensuring that teaching methods meet the needs of children with for example: dyslexia, dyspraxia, Autistic Spectrum Diagnosis, dyscalculia, ADHD, physical needs.

What support do we offer for children with Special Educational Needs ?

If a learner is identified as having SEND, we will provide support that is '**additional to** ' or '**different from**' the differentiated approaches and learning arrangements normally provided as part of our high quality, personalised teaching intended to overcome the barrier to a child's learning. This support is set out in the 'provision map' which outlines all the programs which are created for each individual class depending on the needs of the children in that class.

Assess/Plan/Do/Review

When providing support that is 'additional to' or 'different from' we engage in a four stage process. Assess, Plan, Do and Review.

1) Assess

This involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and formal assessments.

2) Plan

This stage identifies the barriers to learning, intended outcomes, and details what additional support needs to be provided to help overcome the barriers. These decisions will be recorded and form the basis of an intervention plan. This plan will be shared with parents and the child as part of termly reviews meeting for children who are on the SEN Support list. For those children taking part in an intervention from the additional support list, parents will be told verbally, and an explanation given of the intended outcome of the intervention.

3) Do

Support will be provided as appropriate and as set out in the intervention plan.

4) Review

We will measure the impact of these interventions and support provided and consider whether changes to the support need to be made. All those involved, Parents or carer, teacher, and SENCO contribute to this review. This stage then informs the next cycle of Plan, Do and Review.

This support may be provided in class or in another area of the school on a 1:1 basis or a small group of learners with similar needs. These interventions may be run by a teacher or a trained teaching assistant. The support provided and its impact in class will be monitored and shared with the child and parent's or carers.

How Do We Find Out if This Support is Effective?

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention. This will provide the point of reference for measuring progress made by a child and a target outcome will be set. Regular reviews will take place to ensure that the intervention is having the intended effect. Adjustments in the frequency or intensity of support will be made. Should difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals with parent's consent. This might involve Speech and Language Therapy services, Occupational Therapist, Physiotherapist, a Specialist Support Teacher or Educational Psychologist or health services such as a Consultant Paediatrician.

What If My Child's Needs are More Complex?

Some children with very complex learning needs may be assessed by the Local Authority and provided with an Education and Health Care Plan (EHCP). (Some are still currently referred to as a Statement of Needs) Children with an EHCP will not only have termly review meetings but also a statutory yearly review where all professionals involved in that child's learning will meet with the child and parents or carers to review their needs and set new targets.

Reasonable Adjustments

As a school we are committed to making reasonable adjustments to ensure participation for all. These adjustments may be at a classroom level with available resources or arrangements of the school day. In some cases, mainly if a child has an EHCP, reasonable adjustments may be made to the access of formal tests such as extra time. Please contact our SENCO if you need to discuss specific requirements for your child.

All staff at The Spinney Primary Primary School are aware of the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is :

“ A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.

Section 1 (1) Disability Discrimination Act 1995

The definition of disability in the equality act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have Special Educational Needs, but there is considerable overlap between disabled children and those children with SEND. These children and young people will be covered by both acts.

Opportunities for Enrichment

At The Spinney Primary School we believe all learners are entitled to the same access to extra curricular activities and we are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for extra curricular activities.

How Do We Prepare Children For Their Next Steps?

Transition is a part of life for all learners whether or not that involves moving to a new class or a new school. We recognise that transition is an important time for all children but especially for children with SEND. Consequently we work closely with parents or carers, children and staff to ensure these transitions run as smoothly as possible. We will create opportunities for children to meet their new teacher and work in their new class before they move on. Teachers and the SENCO will meet to ensure a smooth handover and to pass on all the relevant information about your child.

Arrangements for transition to Secondary School will begin in Year 5 for pupils with an EHCP and with SEN if necessary, to ensure sufficient time for planning and preparation. The Spinney SENCO will meet the new school SENCO to ensure relationships can begin to be made and the transfer of necessary information begun. Children transferring to Secondary School will be able to visit with members of staff from The Spinney if necessary, to help them make a positive transition. Staff and the SENCO will meet with Secondary staff and with your permission will pass on all relevant information to their new school.

The Spinney School Special Needs Policy has been updated in line with the New Code of Practice and can be found [here](#).

Following guidelines in the new code of practise a link to the services that Cambridge Local Authority offer to support parents and families can be found at

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/549/about_cambridgeshires_local_offer

Parents of children with Education Care and Health plans? Statements can find out more information at

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities/528/education_health_and_care_plan

Mrs Lane – Special Needs Coordinator – October 2016