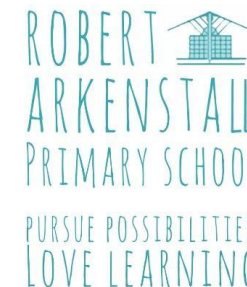


Robert Arkenstall Primary School

Special Educational Needs and Disability (SEND)

School Information Report

Pursue Possibilities; Love Learning



Welcome to Robert Arkenstall Primary School's SEND Information Report. Robert Arkenstall Primary School is committed to the provision of a rich and varied education which meets the needs of all pupils enabling them to realise their full academic, personal and social potential. The school recognises that all children have both individual talents and learning needs.

Some pupils may permanently, temporarily or intermittently have Special Educational Needs. A Special Educational Need may refer to learning difficulties, emotional or behavioural problems or physical disability. Special needs are something children may have from time to time, not something they are. Pupils with Special Educational Needs participate fully in lessons ensuring equality of access to all subjects. Teachers and Teaching Assistants are suitably informed and trained to support the children. As a result of the adults working together closely, the children make progress, have a positive attitude towards work and are proud of their achievements.

The Head Teacher at Robert Arkenstall Primary School is Mrs Kate Bonney.

The Special Needs and Disability Coordinator (SENDCo) at Robert Arkenstall Primary School is Mrs Karen Gale.

The Special Needs Governor is Mrs Katie Brocklehurst.

If you have an SEND issue you are invited to phone Karen Gale SEN coordinator on 01353 740253 or by email office@robertarkenstall.co.uk

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Larger print versions of this information report are available on request from the school office.

office@robertarkenstall.co.uk.

How will Robert Arkenstall Primary School identify and assess my child's Special Educational Needs?

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Children are continuously assessed and closely monitored in a variety of contexts and information can be obtained from a variety of sources:

- Pupil voice
- Parents/Carers thoughts and observations
- Previous Educational Setting
- Discussion with previous Class Teacher
- Formal and Informal Assessments
- Observation
- Analysis of data
- Book scrutiny
- Educational and Medical Specialists
- Use of Checklists and Descriptors
- Attendance and behaviour data

Special Educational Needs will be considered within 4 broad areas:

- Cognition and Learning
- Communication and Interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

If you have any concerns regarding your child's learning, please initially make an appointment to speak to the Class teacher, who will then liaise with the Special Educational Needs Coordinator (SENDCo) where appropriate. If you wish to discuss a specific area of Special Educational Need or Disability, then please contact our SENDCo: Mrs Karen Gale (01353 740253).

What is the Robert Arkenstall approach to teaching children with Special Educational Needs or disability?

The SEND Code of Practice (2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

f recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (p14). All children will receive excellent teaching in the classroom.

This is known as Quality First Teaching. Quality First Teaching means that:

- Expectations for your child are high

- Understanding of what your child already knows, can do and can understand is good

- Flexible approaches to teaching are employed

- Specific Strategies are matched to support your child's learning need

- Assessment is rigorous so that any gaps in understanding or learning are addressed quickly.

Teaching Assistants (TAs) are used to support children in lessons and also to run Intervention groups. These may be 1:1 or small groups depending on the targets which needs to be addressed.

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

At Robert Arkenstall Primary School our priority is to ensure that all children, including children with SEND have access to outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children. We also recognise that some children will require educational provision that is 'additional to' or 'different from' this. To achieve this, we engage in a cyclical four-stage process: 'Assess, Plan, Do and Review':

Assess: The class teachers and if necessary the Inclusion Manager or professionals from external agencies, assess the needs of the individuals.

Plan: We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.

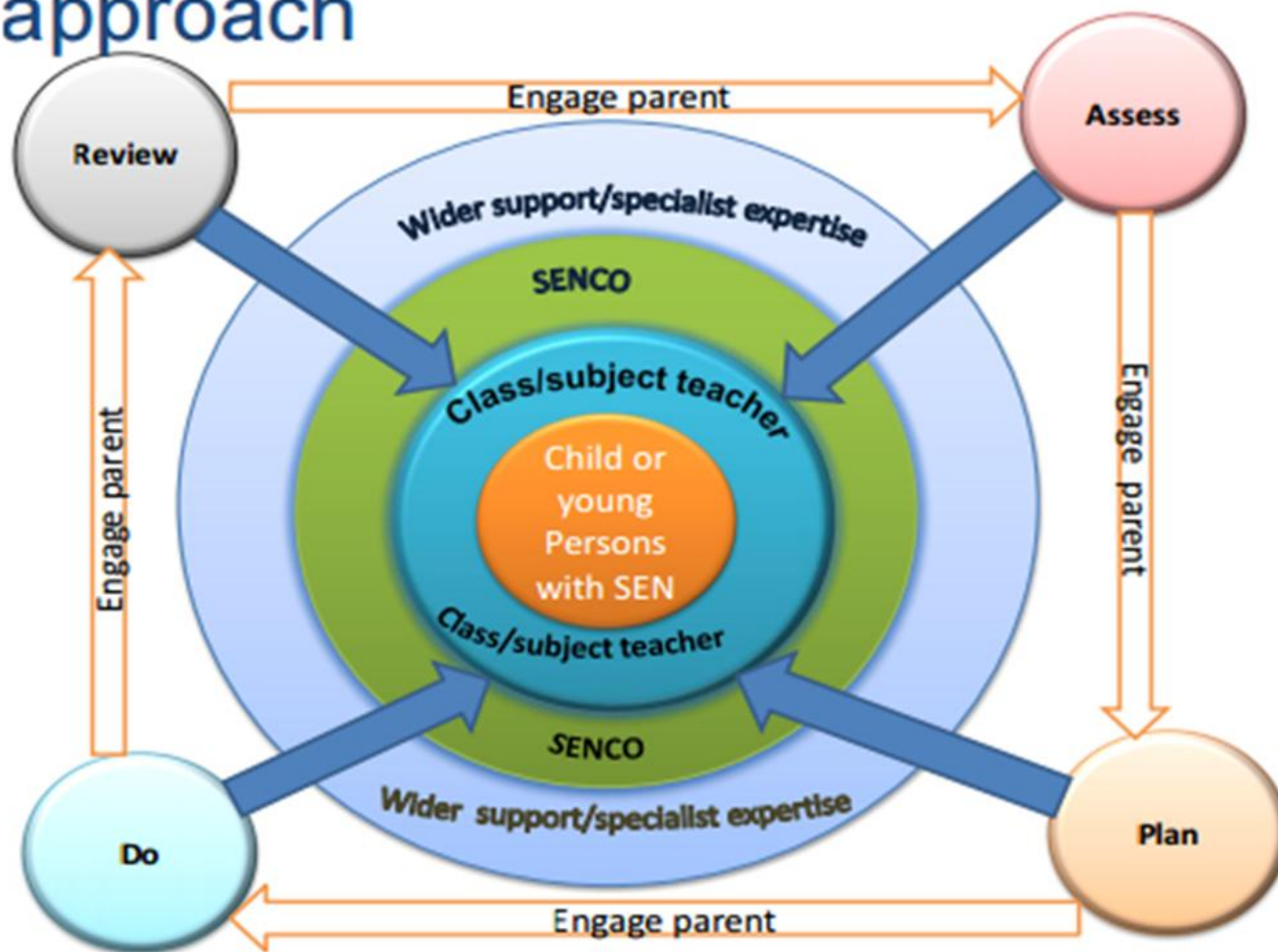
Do: We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.

Review: We evaluate the impact of the support provided and consider whether changes to the support need to be made.

This support is recorded and evaluated in the school's Pupil Progress Grids.

Through consultations with teachers, TAs, parents, children and the Senior Leadership Team, the Head Teacher and SENDCO makes decisions regarding the most effective allocation of resources in order to most effectively meet the needs of the children with SEN within the school. This includes physical and human resources. Teaching Assistants are allocated carefully according to their skills and experience.

The reform vision: A whole school approach



What happens when a Special Educational Need has been identified?

The school will set up a meeting to discuss this with you, the parent or carer, listening to any concerns you may have and planning the way forward. Alternatively Parents/Carers may also arrange a meeting with school staff if they have identified a need in their child. If further advice is required from external agencies there will be a consent form (RIC) or EHA (Early Help Assessment) to complete. An Individual Support Plan may then be written and targets set. Depending on the age of the child, the teacher may consult with the child to find out how they feel about their learning, discussing the aids and barriers to their progress and wellbeing, along with setting targets to meet their needs. Targets will be set and monitored in a cycle of assess-plan-do-review with the participation of the child and parents/carers.

How additional support allocated and what is the range of provision offered at Robert Arkenstall School?

Cambridgeshire County Council school budget includes money for supporting pupils with SEND. The Head Teacher decides on the deployment of resources in consultation with the Governors and SENDCo, on the basis of needs across the school.

The Class Teacher provides High Quality First Teaching which is based on having high expectations of all pupils, building on previous differentiated learning, using multi-sensory approaches to accommodate all learning styles and having specific strategies in place to support the learning. All teachers follow a clear school behaviour policy and training in SEND is ongoing and as required.

Communications with Parents/Carers include informal discussion after school, formal agreed review meetings and consultation times, home/school communication book if appropriate and the end of year report.

Specific resources and strategies will be used to support the child individually and/or in groups as appropriate. This may include support given by a Teaching Assistant in the lesson or within an intervention.

What are the interventions available at Robert Arkenstall Primary School?

These are usually led by a Teaching Assistant under the direction of the Class Teacher/SENDCo, with the aim of making accelerated progress over a set amount of time. The targets should be SMART (Specific, Measurable, Attainable, Realistic and Time bound) and progress will be reassessed at regular intervals.

Some examples of interventions and equipment which may be used at Robert Arkenstall are:

Maths 1st Class @ Number, Number Box, plus a range of equipment eg beadstrings, number grids etc

Reading and Writing Project X Code, Rhino Readers, Launch The Lifeboat

Fine and Gross Motor Sensory Circuits, Fine Motor skills group, Adapted pens/pencils and grips, Adapted rulers and scissors, Write from The Start

Communication and Interaction Lego Therapy, pre tutoring of vocabulary and concepts, talking tins

Social, emotional and mental health difficulties 1-1 or small group work, Social Skills groups, Circle of Friends, Social Stories, Sensory Circuits

How is progress measured and monitored?

We evaluate the effectiveness of the provision for pupils with Special Educational Needs regularly through Continual monitoring by the Class Teacher

- Ongoing dialogue between SENDCo, Class Teachers, Teaching Assistants, Parents/Carers and Pupils as appropriate
- Pre and post intervention data
- Formal and Informal Assessments
- Observation
- Analysis of data
- Book and planning scrutiny
- Assessments and reports provided by Educational and Medical Specialists
- Use of Checklists and Descriptors
- Attendance and behaviour data
- Pupils with a Education and Health Care Plan are formally reviewed through the Annual Review process.

Each term, the progress of children with SEND is analysed by SENDCo and areas of need are identified and adjustments to provision are made as necessary.

How will Robert Arkenstall Primary School involve me in supporting my child with SEN?

At Robert Arkenstall Primary School, we recognise the value of working in collaboration with parents and carers of children with SEN in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents so that you feel well informed about what is happening in school and how your child is progressing. This includes parent consultation evenings, open classroom events and school reports.

We hope to meet with parents of children with SEND as they join our school, either in Reception or in later years.

For children with Education, Health and Care Plans (previously known as Statements of Educational Needs), parents will be invited to attend their Annual Review meeting in which children's progress against their individual targets is looked at in detail and decisions about future provision is jointly agreed.

For children with Individual Support Plans (ISPs), parents are invited to a termly review meeting and will also receive copies of the reviewed ISPs along with their new targets and are encouraged to feedback with comments.

We have a variety of other methods of communicating with parents according to the needs of the individual child. This can include phone calls, home-school books, email or letters home. We hope that you will make contact with either your child's class teacher or the SENDCo (Mrs Gale) at any point in the year if you would like to discuss the provision for your child.

We also have a Family Support Officer, Emily Norman, who can provide or signpost support for parents or families through termly drop in sessions. Parents will also find information and guidance from the SENDIASS Team via the Local Offer, <http://www.cambridgeshire.gov.uk/send>

How will Robert Arkenstall Primary School involve my child in decision making?

Robert Arkenstall Primary School, we value the views and opinions of the children in our care. When supporting children with SEN, we aim to talk to our children and fully involve them in the process. We discuss their individual targets and progress with them and make sure we celebrate their achievements with them, however big or small.

For children with EHCPs (Education and Health Care Plans), we always share their views within the Annual Review process. These views may be discussed with them before the meeting or, if appropriate, children can come into the meetings to share their views.

Wherever possible, we try to take into account the views, wishes and aspirations of our pupils when discussing outcomes for the child and approaches to achieve them.

Who could be involved in supporting my child or our family?

In the first instance your child's class teacher, the SENDCo and Teaching Assistants will be involved in supporting your child. The school also has strong links with a range of education, health and social care professionals who can support the process of assessment, target-setting and ensuring that the needs of children with SEN are appropriately met. This includes working with:

- Educational Psychologists
- Speech and Language Therapists
- Specialist Support Teachers
- Family Workers
- Physiotherapists
- Occupational Therapists
- Medical practitioners including Paediatricians and Child and Adolescent Mental Health Service (CAMH)
- Social Workers
- Professionals from the local Children's centre
- School Nurse

What do I do if I have a concern about the provision for my child with SEN?

At Robert Arkenstall Primary School, we are committed to working in partnership with parents and carers to meet the needs of the children in our school. If you were to have a question or concern about the provision for your child with SEN, in the first instance, we would encourage you to contact your child's class teacher. Should you wish to discuss your concerns further, you could contact the SENDCo or the Head Teacher. In the unlikely event that your concern is not resolved, then please make contact with our Chair of Governors in line with our 'Parental Complaints' policy and procedure.

What will happen when my child moves from or to a different school setting?

We work closely with local Pre Schools, Nursery and Secondary schools to make the transition as smooth as possible. Steps that are taken to support the transfer include:

- Extra visits for the pupils tailored to suit their individual needs
- Secondary SENDCo attends the Final Review meeting for pupils with an EHCP in the term prior to transfer
- Year 6 Class Teachers and/or SENDCo meet with Secondary SENDCos to share information/records
- Members of staff from the Secondary School may visit Robert Arkenstall and meet with the child
- Parents/Carers can make an appointment to meet the SENDCo and discuss their child and the School's provision
- Relevant information and records are shared and passed on to the next placement

Extra focused learning about aspects of transition is put in place for those who are particularly anxious or who need more support (programme provided by the Specialist Teaching Service).

Are there any associated policies that I might find useful?

The following policies are available on request:

- Special Educational Needs and Disabilities Policy
- Equality Statement
- Equality & Diversity Policy
- Safeguarding Policy
- Behaviour Policy
- Anti-Bullying Policy
- Intimate Care Policy
- Complaints Procedure for Schools

What other support is available?

The Local Authority Local Offer

The intention of the local offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

Education Inclusion Family Worker, Emily Norman –

Emily provides confidential drop in sessions for Parents and Carers. She Appointments can be arranged through the school office or by contacting Karen Gale, SENDCO.

SEND Information, Advice and Support Service (SENDIASS) -

Confidential helpline open during term times: 0300 365 1020

Email - **sendiass@cambridgeshire.gov.uk**

<https://www.pinpoint-cambs.org.uk> - A local Parent/Carer Forum and hub for information, signposting and events for all things SEND. They offer free signposting, information, professionals support workshops and events.

ccs.cambs.hcp.schoolnursingdutydesk@nhs.net - The School Nursing Service is part of the NHS. It has a public health role and provides confidential advice and support to all children, young people, and their carer's in a variety of settings.

www.keep-your-head.com – A young people's mental health website for young people, parents/carers, teachers and other professionals.

<https://www.rethink.org/living-with-mental-illness/young-people> - A website that offers support for people severely affected by mental illness through a network of local groups and services.

<https://youngminds.org.uk>

www.kooth.com – This is a free online counselling service providing information and support for people aged between 11 and 24 years.