

Folksworth CofE (VC) Primary School

SEND Information Report

At Folksworth CofE Primary School we want to make sure that every child gets the best support we can offer in order to help them to enjoy their learning, feel confident and happy amongst their friends and make the best possible progress.

Every child has individual needs that will affect their learning. Sometimes children need special support to give them an extra boost or to help them catch up with other children of the same age. They may need this support for a short time or a longer period, but during this time they will be part of our Special Educational Needs (SEN) Register and we will keep a close eye on their progress, look carefully at what special support they need and keep in close contact with their parents. This list is updated regularly in line with the Code of Practice for Special Needs (2014). Children who receive tailored interventions will have a written assess, plan, do, review (APDR) which is a replacement of the old individual education plans. These are reviewed three times a year or more depending on the needs of the child and are shared with parents, initially at a meeting at the start of the new academic year.

The Code of Practice (2015) 6.79 states:

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs (SEN). The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible'.

Key Staff for SEND

- Miss Norbury Head Teacher
- Mrs Jules Perry SENDCO (Special Educational Needs & Disability Coordinator)
Contact on 01733 240562 or via email at jperry@folksworth.cambs.sch.uk

Our Teaching Assistants:

Mrs Wendy Reynolds – HLTA/Pastoral Support Worker

Mrs Sam Bryant – TA/HLTA

Mrs Julie Everitt – TA

Mrs Lucy Morris – TA

Mrs Lisa Marshall – TA

Miss Sutherland – TA

As part of our duties to provide the best educational support for your children, each year group has a SEN folder, which is kept in the PPA room, which provides up to date information on each of the children who have a diagnosed special educational need. The folder also gives information on those children who have been referred or identified as having a need for extra educational support. This folder ensures that every or teaching assistant can access up to date information on the children and their needs. As part of this, a one page profile is written to capture the children's thoughts and feelings about what they think they need to help them with their learning and what they think we need to know about them that is key to their success in school. These are kept in a folder in the classrooms so that teachers, teaching assistants and any supply teachers are aware of each child's needs.

The interventions we use are closely monitored through the use of monitoring records to track progress, through observations by the SENDCO and through feedback from the teaching assistants delivering the intervention to ensure best practise for children involved.

Special educational needs can be considered as falling under four broad areas

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

Assessing and reviewing pupils' progress towards outcomes

We follow a four-part cycle of **assess, plan, do, review**.

Class teachers will work with the SENDCO to carry out a clear assessment of your child's needs. Following this assessment your child will be supported to make progress through High Quality First teaching and a range of intervention strategies. This support will be detailed on their assess, plan, do, review (APDR). This will be discussed with you at parents evening or other mutually convenient time. You will be given a copy for your records and any thoughts you have on this should be discussed with the class teacher or SENDCO.

All teachers and support staff who work with your child will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or interventions that are required. We will regularly review the effectiveness of the support and interventions and their impact on your child's progress. The type and duration of any interventions will be dependent upon your child's needs.

Education and Health Care Plans.

This support is for children whose learning needs are severe, complex and lifelong and who have not responded to previous support.

Sometimes a child requires an intensive level of specialist help that cannot be met by the resources available in school. In these circumstances, the school could apply for an Education Health and Care Plan assessment for your child. This assessment could lead to your child getting an EHC plan. The purpose of this plan is to bring together all of your child's education, health and social care needs into a single legal document. Once the Local Authority receives a request for an EHC assessment they have up to 6 weeks to gather information which will inform their decision. When all the information has been gathered a decision on whether to carry out an EHC needs assessment will be made. This decision will be made by the Local Authority following discussion with the EHC needs assessment panel who act as an advisory body. If the panel decides that your child is not eligible for a plan, START will contact you to explain why an assessment will not be carried out. They will make sure that you are aware of other sources of support and can meet with you to discuss the decision. If you are not happy with this decision, you can take part in disagreement resolution or mediation services.

Preparing an EHC Plan.

If the Local Authority decide to proceed with a plan they will work closely with you and the school to make sure the plan takes into account your views and wishes. A draft copy of the plan will be sent to you and you will have 15 days to make any changes and to request a specific school or setting that you want your child to attend. The process from requesting an assessment to issuing an EHC Plan can take up to 20 weeks. The school will review this plan with you and the Local Authority every 12 months.

Early Help

For some families we would carry out an Early Help assessment. The Early Help Assessment (EHA) helps professionals identify support a family may need early on. The goal is to help families before they reach a crisis point. The EHA looks at the whole family's needs so everyone can get support. Any practitioner can start an EHA if they see a family needs extra help. The Early Help is also a necessity if a neurological referral is required.

Starting School.

When a child begins our school in Reception class, families are offered a home visit. The Reception Class Teacher will visit the home to ensure that we know as much as possible about your child before they begin school. Discussions also take place with any pre-school involved with your child, especially where additional needs have been identified.

If your child joins the school later in their school life, we welcome the opportunity to meet you and your child ahead of time, and to discuss any additional needs your child may have. Your child's previous school will send us any records they have, including records of additional support your child has been offered. We will also discuss your child's needs and abilities with their previous school to ensure we are best prepared to support your child.

Transfers to a new school of different setting

When children progress from primary to secondary school, a planned transition takes place. For all children, there are 'primary days' which involve spending time at their new school. They will meet some of their new teachers and some other members of staff and try out a range of lessons and activities.

For children with additional needs, the SENDCO will either have a telephone conversation or meet with the SENDCO of the school they are moving to and ensure that the receiving school is fully aware of all the needs of your child. Additional transition visits to the new school may be arranged.

For children moving schools within the primary phase, we make ourselves available to speak to the receiving school. Records of SEND support are also sent to the new school.

Use the link below to find out more information on the Local Authority admissions

<https://www.cambridgeshire.gov.uk/residents/children-and-families/schools-learning/apply-for-a-school-place>

The School offers Stay and Play club and the Early Birds club to support our families and their children. These are overseen by Mrs Reynolds for Early Birds and Mrs Marshall for Stay and Play Club, so please contact them via the school office for further details.

In what other ways does the school help my child to feel included?

We run after school activities and sports. These are open to all children but can be year group specific.



We make sure all physical, medical, social and emotional needs are taken into account. This may mean that some children will have 1:1 support for a trip. A risk assessment will be carried out before all trips to ensure all individual needs are met.



Useful Information for Parents and Carers

Listed below are details of where to go for information and advice for parents of children with SEN.

- <https://www.mencap.org.uk/advice-and-support/children-and-young-people/sen-resources-easy-read-guides>
- <https://www.pinpoint-cambs.org.uk/>
- <https://www.scope.org.uk/advice-and-support/where-to-get-educational-support/>
- <https://www.england.nhs.uk/learning-disabilities/care/children-young-people/send/>
- Cambridgeshire Local Offer
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>
- Peterborough Local Offer
<https://www.peterborough.gov.uk/healthcare/special-education-needs-and-disabilities-local-offer>
- <https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire>

Mental Health Services

- <https://www.cpft.nhs.uk/childrens-young-peoples-and-families-services/>

ADHD and Autism

- <https://www.autism-anglia.org.uk/cambridgeshire>
- http://www.shiftyourthinkingld.com/adhd?qclid=EAlalQobChMI4oH8ifPN5QIVia3tCh38mQwpEAAYA SAAEgI-jPD_BwE
- https://www.autism.org.uk/?qclid=EAlalQobChMIgNyt8fLN5QIVCbLtCh1BpgiwEAAYAiAAEgIO5fD_BwE

Dyslexia

- <https://www.bdadyslexia.org.uk/advice/children>

Dyspraxia

- <https://dyspraxiafoundation.org.uk/>

Memory Difficulties

- <https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/working-memory-what-it-is-and-how-it-works>

Handwriting

- <https://www.growinghandsonkids.com/how-to-improve-handwriting-skills-with-kids>

Speech and Language

- <https://www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services-cambridgeshire/specialist-services/childrens-speech-and-language-therapy>

Visually Impaired

- <http://www.rnib.org.uk/children-young-people-and-families/resources-parents-blind-or-partially-sighted>

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