



Cramlington Village Primary School

SEND Information Report / Local Offer

Spring 2019



“Empowering everyone to achieve”

Policy Title	SEND Information Report/Local Offer
Policies that interrelate	Children with Special Educational Needs/Disability Policy (SEND) Admissions Policy Equalities Action Plan / Equality Policy
Legal and Statutory documents linked	SEND Code of Practice 2015 Equality Act 2010: advice for schools DfE Feb 2013 SEND Code of Practice 2015 Statutory Guidance on Supporting pupils at school with medical conditions April 2014 The National Curriculum in England Key Stage 1 and 2 framework document September 2013 Teachers Standards 2012 Accessibility The DDA, as amended by the SEN and Disability Act 2001
Governor Committee responsibility	Education Committee
Date of last review	June 2018
Reviewer name and position	Amanda Milligan, SENCo
Date of next review	March 2020
Date approved by Governors	March 2019
Audit file updated (date and name)	DWylie 16th July 2019



Welcome to our Special Educational Needs and Disabilities (SEND) information report. This report describes the services and provision available for your child at Cramlington Village Primary School to help them achieve their potential.

We hope you will find this report useful but if you have any questions do not hesitate to contact our SENCo Amanda Milligan amanda.milligan@villageprimary.org

Context:

At Cramlington Village Primary School we welcome everybody into our community. The staff, governors, pupils and parents work together to make Cramlington Village Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

All children have the ability to learn and should be equally valued whether or not they have SEND. Inclusion is most likely to be achieved when their diversity is recognised and regarded positively. All staff are responsible for inclusion.

Children are entitled to receive a broad, balanced and relevant curriculum. We recognise that appropriate advice, support and resources are required to achieve this for some pupils in the mainstream curriculum.

All children and their parents/carers are entitled to be treated with respect and have their views taken into account.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention programmes and other learning interventions developed to personalise learning.

Inclusion at CVPS

The aim of Inclusion at CVPS is to consider the structure, teaching approaches, pupil grouping and use of support so that they respond to the needs of all pupils. Special educational provision at CVPS is underpinned by quality first teaching in the classroom.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. As part of this personalised teaching there is a



value placed on strong relationships with students – teachers and assistant teachers are expected to build respectful and nurturing relationship to develop our pupils.

CVPS is dedicated to providing exceptional learning experiences for all students where there are no limits to achievements. We provide inspirational teaching and support to all pupils to become superb learners and good citizens. This is done within a harmonious, diverse and safe environment where all members of the school community are valued and respected.

We have very good and increasingly improving attendance as pupils want to come to school to experience our high quality learning provision.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

SEND in School

In school, we currently support the following proportions of children with SEND:

- Education Health and Care Plans (4.3%)
- Children who require SEND support (39%)

Kinds of Special Education Needs for which provision is made at the school:

We refer to the term "Special Educational Needs" if a child:

- Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. The threshold for each year group varies.
- Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.



The four areas of need as stated in the Code of Practice are:

Area of Need	Definition	Examples
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.	Speech & Language and Communication Needs (SLCN), Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning.	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 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 specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia. Social, Emotional and Mental Health Difficulties



<p>Social, Emotional and Mental Health Difficulties</p>	<p>Children and young people may experience a wide range of social, emotional and mental health difficulties. These may include becoming withdrawn or isolated, as well as displaying challenging or disturbing behaviour. Other young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>	<p>Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders)</p> <p>Attention Deficit Disorder (ADD),</p> <p>Attention Deficit Hyperactive Disorder (ADHD),</p> <p>Attachment Disorder (AD)</p>
<p>Sensory and/or physical needs</p>	<p>Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people will require specialist support and/or equipment to access their learning.</p>	<p>Vision Impairment (VI),</p> <p>Hearing Impairment (HI),</p> <p>Multi-Sensory Impairment (MSI),</p> <p>Sensory Processing Disorder (SPD)</p> <p>Physical Disability (PD)</p>

Curriculum Provision and Approaches to Teaching

Cramlington Village Primary School supports a fully inclusive approach to the curriculum. We focus on delivering Quality First Teaching in our classrooms which means that all teachers are committed to meeting the needs of individual students. It may therefore be necessary for teachers to differentiate tasks according to the child's ability to enable all pupils to achieve the same objectives. To achieve this, we recognise that a variety of approaches, materials and groupings are necessary if we are to provide a lively, stimulating and satisfying learning environment for all our children, regardless of ability. All children can access and make progress in the curriculum at their own level.

All children are offered:

- Access to a broad, balanced curriculum
- Individualised targets
- High quality facilities
- Access to staff expertise across the school
- Differentiated curriculum planning, work and delivery
- Pupil subject tracking



- Parental reviews
- Early Help Assessment (EHA) and Looked After Children (LAC) Reviews
- Personal Education Plans (PEP) plans for LAC pupils
- After School Clubs, Educational Visits and Residential Visits
- Access to the school health advisor and wider professional support
- Pastoral support

For children with additional needs we offer (as appropriate):

- In class support
- Small group working with Teacher/Teaching Assistant
- Intervention groups
- Multi-sensory teaching
- Targeted differentiation
- Individual Education Plans/Behaviour contracts/Pastoral Support Plans/Risk Assessments/Health and Care Plans/ Intimate Care Plans
- Individual access arrangements for SATS
- Some designated 1:1 support

Specialist facilities / equipment to support SEND:

- Changing facilities, including a height adjustable electronic changing table.
- Designated bases for small group / individual working.
- Fully wheelchair accessible school.
- School is made safe for pupils, visitors and staff with a visual impairment with padding around posts / obstacles, steps painted in a contrast and contrast tape on edges and risks.
- Any specific resources / pieces of equipment recommended by external professionals for a child to access the curriculum e.g. magnifying monitors for VI, Roger Focus for HI.

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

School have the following additional training and strategies to support children with the following needs:

<u>Area of Need</u>	<u>Whole School Support Strategies</u>	<u>Small Group / Individual Support</u>	<u>Additional Staff Training</u>
<i>Communication and Interaction</i>	'Family style' lunchtimes to promote and model positive interactions.	Individual Speech and Language Support, 1:1 sessions.	All trained in quality first teaching and differentiation.



<p>This can include:</p> <p>Understanding language.</p> <p>Using language.</p> <p>Understanding how to communicate socially with other people.</p> <p>Conditions include: Specific Language Disorder, ASD/ASC (Autism), Asperger Syndrome, speech sound disorders/delay.</p> <p>Stammering – advice given to families about how to access support from outside agencies.</p> <p>EAL (English as an Additional Language)</p>	<p>Quality First teaching with appropriate differentiation (including best SEND practice).</p> <p>Visual aids to support key vocabulary, concepts and themes.</p> <p>Access to homework club.</p> <p>Accelerated Reader Programme</p> <p>Transition support from EYFS to KS1, KS1 to KS2 and KS2 to KS3.</p> <p>Access to assessment for identification of significant needs.</p>	<p>Small group Speech and Language Support (barrier games).</p> <p>Social Speaking Groups.</p> <p>Access to Specialist ASD teachers, where appropriate.</p> <p>Assessment and identification of language need and feedback to parents and staff.</p> <p>Pre and post unit assessment and results.</p> <p>In-class Teaching Assistant support in some lessons.</p> <p>1:1 sessions with other specialist staff in the school, linked to other needs on EHCP (e.g. Thrive)</p> <p>Individual teaching assistant support in some mainstream lessons.</p> <p>Ongoing monitoring and regular feedback to parents and students (at least termly and including the Annual Review).</p> <p>KS2 Exam access arrangements.</p>	<p>Speech and Language training from NHS Speech Therapist.</p> <p>Training from LA Literacy Support Team.</p> <p>Training from LA Educational Psychologist.</p> <p>Training in specific needs of individuals.</p> <p>Advice from The Toby Henderson Trust</p> <p>Training from Sensory Support team.</p> <p>Thrive training</p> <p>Talk for Writing Training</p> <p>Oracy Training</p>
<p>Cognition and Learning</p> <p>This can include:</p> <ul style="list-style-type: none"> • Reading & spelling 	<p>Targeted in-class support for Literacy and Numeracy</p> <p>Individual targets for Literacy and Numeracy</p>	<p>A wide range of 1:1 or small group intervention.</p> <p>1st Class @ Number intervention group</p>	<p>Dyslexia friendly teaching techniques delivered to all teachers and assistant teachers in May 2017</p> <p>2 x assistant teachers trained in 1st Class @ Number:</p>



<ul style="list-style-type: none"> • Learning new information and concepts • Working with numbers • Working memory • Concentration <p>Students may have conditions such as:</p> <ul style="list-style-type: none"> • Specific Learning Difficulties • Dyslexia • General learning difficulties • AD(H)D • Fragile X • Down Syndrome <p>Students may present with difficulties that do not have a specific title.</p>	<p>Quality First teaching with appropriate differentiation (including best SEN practice).</p> <p>Visual aids to support key vocabulary, concepts and themes.</p> <p>Access to homework club.</p> <p>Accelerated Reader Programme.</p> <p>EYFS to KS1, KS1 to KS2 and KS2 to KS3 transition support.</p> <p>Access to assessment for identification of significant needs.</p> <p>Dedicated and caring staff who value all students regardless of ability.</p> <p>Access to TT Rockstars online.</p>	<p>1st Class @ Number 2 intervention group</p> <p>Number based intervention groups (e.g. number of the day, numeracy pre-teach groups)</p> <p>Read Write Inc intervention group</p> <p>Handwriting Intervention</p> <p>Precision teaching for key skills (e.g. reading / spelling high frequency words)</p> <p>IDL Literacy and Numeracy online intervention program</p> <p>Reading Comprehension</p> <p>Individual extra reading</p> <p>Spelling clinic</p> <p>Colourful semantics</p> <p>Access to Educational Psychologist, Specialist Literacy Support Assistants and English as an additional language teachers where appropriate.</p> <p>Thrive 1:1, pairs or small group sessions.</p> <p>Teaching Assistant support in some lessons.</p>	<p>Training from lead practitioners / team teaching.</p> <p>Staff all trained in Accelerated Reader</p> <p>All KS2 staff trained in Precision Teaching</p> <p>Key staff trained in IDL Literacy and Numeracy</p> <p>AT's trained in new PIVATs assessment process</p>
--	--	--	---



		<p>Targeted lunch time support for most vulnerable students.</p> <p>Half termly assessments using PIVATs</p> <p>Exam Access Arrangements for KS2.</p>	
<p>Social, Emotional and Mental Health</p> <p>This section includes all those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education.</p> <p>It also includes young people who have a range of longer-term recognised mental health conditions.</p> <p>For both groups, issues can include:</p> <p>Forming and maintaining relationships</p> <p>Bereavement</p> <p>Attitudes to attainment</p> <p>Attendance</p> <p>Self-esteem</p> <p>Life outside school</p>	<p>'Thrive' support system in school.</p> <p>Whole school Central Reward System.</p> <p>Whole school policy for behaviour management with graduated response. Learning Ladder to promote good choices and good learning behaviours.</p> <p>Visual timetables / task ladders used in classes.</p> <p>Quality First teaching with appropriate differentiation (including best SEND practice)</p> <p>Access to homework club.</p> <p>Accelerated Reader Programme.</p> <p>Access to assessment for identification of significant needs.</p> <p>Key Stage transition support.</p>	<p>Individual Support for Behaviour (individual target sheets.)</p> <p>Safe time-out / Zen Zone.</p> <p>Access to inclusion support workers and Access to Specialist ASD teachers, where appropriate.</p> <p>Y6 Breakfast club.</p> <p>Morning settling in sessions and end of day debrief</p> <p>Visual timetables / Now and Next.</p> <p>Use of fidget toys, stress balls, wobble cushions, ear defenders, individual work stations.</p> <p>Y6 transition program with extra support sessions including some summer school days.</p> <p>1:1 pastoral support for children to talk through concerns, discuss managing emotions.</p> <p>Thrive 1:1 or small group sessions - behaviour / social skills/self</p>	<p>Trained Thrive practitioner and training then delivered to staff team. AT currently receiving focused training.</p> <p>Whole staff resilience training from Educational Psychologist.</p> <p>Assistant Teacher is mental health lead.</p> <p>Staff trained by ASD specialist on good classroom practice.</p> <p>Staff trained by behaviour specialist in understanding behaviours and how to deal with them effectively.</p> <p>All staff trained in de-escalation and safe restraining techniques.</p>



	<p>Anti-bullying policy / PHSE lessons / class assemblies.</p>	<p>esteem/stress management.</p> <p>In-class support in some lessons.</p> <p>Peer mentoring.</p> <p>Outside agency input (eg. Educational Psychologist, Early Help Assessment CAMHS, CYPS.</p> <p>1:1 counselling provided by external professionals.</p> <p>In-class support for students at risk of exclusion.</p> <p>Positive Behaviour Plan - support for students at risk of permanent exclusion.</p> <p>Support from Health and Social Care team/ school nurse.</p> <p>Child Looked After support.</p> <p>Hub referral to South East Northumberland Locality Hub</p>	
<p>Sensory or Physical Conditions This section covers students who have difficulties with:</p> <ul style="list-style-type: none"> ● Vision ● Hearing ● Gross motor coordination ● Fine motor coordination 	<p>Targeted in class sensory area - noise reducing materials, hessian neutral display areas.</p> <p>Quality First teaching with appropriate differentiation (including best SEN practice)</p>	<p>Access to the Sensory Support Service for Hearing Impaired, Visually Impaired and Multi-sensory Impaired children.</p> <p>Individual Health Care Plans / support plans.</p> <p>Group and 1:1 handwriting / fine motor /</p>	<p>Trained Hearing Impaired Assistant Teacher.</p> <p>All staff trained in VI understanding limits of vision, adaptations to be made and how to safely guide a VI person.</p> <p>Key staff trained by OT in use of sensory support</p>



<ul style="list-style-type: none"> • Self-organisation for daily living <p>It includes conditions such as cerebral palsy, physical injury, dyspraxia, Visual Impairment and Hearing Impairment.</p>	<p>Visual aids to support key vocabulary, concepts and themes.</p> <p>Amplification of sound for aid users.</p> <p>School adheres to guidelines on physical access.</p> <p>Access to homework club.</p> <p>Accelerated Reader Programme</p> <p>Transition support from EYFS to KS1, KS1 to KS2 and KS2 to KS3.</p> <p>Access to assessment for identification of significant needs.</p> <p>Dedicated and caring staff who value all students regardless of ability.</p>	<p>keyboard skills training / touch typing.</p> <p>Use of OT specified resources e.g. therapy, ergonomically designed pencils / pens / cutlery.</p> <p>Access to teaching assistant support.</p> <p>Access to a Mobility Officer / habilitation specialist..</p> <p>1:1 Outside Agency support from Sensory Support Team and frequent hearing / vision checks in school.</p> <p>Specialist equipment and materials, such as low vision aids and enlarged adapted resources.</p> <p>Access to assistive technology, software, audio digital books and iPod applications.</p> <p>Targeted TA support for complex medical needs, including practical support.</p> <p>Exam Access Arrangements for KS2.</p>	<p>and developing fine and gross motor skills.</p> <p>Identified members of staff have first aid training and/or are trained in administering prescribed medicines to students .</p>
--	---	---	--

The School’s Approach on the Identification of Children with Special Educational Needs:

We believe that early identification of Special Educational Needs is essential so that the intervention can take place to enable children to make progress. If a parent or carer is concerned about their child they should first speak to the class teacher. If any child is causing concern, the teacher should inform the Principal and the SENCo. It is essential that the teacher first talks to the parents to get their views and any background information that may be important in helping the child. At this point an Initial Concern Form is completed as a



log of the conversation and any necessary actions. This might only need light monitoring or might require assessment by specialist staff or external agencies. The parties should work together to draw all relevant information concerning the child's progress. This information should include:

School (some but not necessarily all of the below)

- Teacher observations – academic/social/behaviour
- Teacher assessment
- Records of achievement
- Baseline assessment
- SATs
- Individual reading tests
- Diagnostic spelling assessments
- Read Write Inc reading and spelling lists
- Accelerated Reader assessments
- NFER assessments
- CPOMS behaviour record
- Health and development issues

Parents and Carers

Parents have a vital role to play in supporting their child's education.

- Views of child's health and development
- Perception of the child's performance, progress and behaviour at home
- Factors contributing to any difficulties

Parents should be given information about local authority Parent Partnership Service that can offer independent support and advice for Parents of children with Special Educational Needs. Please contact:

Alison Bravey / Vicky Graham 01670 623555

The Northumberland SEND information and Advice Service offers a free confidential service and provides specific advice, guidance and support to families of children and young people with special educational needs and disabilities. More information is available in their leaflet. Click on the link below. <http://www.northumberland.gov.uk/Children/Needs/SEND.aspx>

Other Agencies

- Health concerns
- Health Visitor
- Observations in the home setting
- Language/Speech concerns
- Pre-school/Playgroup observations
- Transfer of information from previous schools

Provision

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:



- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive of 'quality first' teaching)
- differentiate the curriculum to take account of different learning styles, interests, abilities
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- set targets on IEPs / SEN Support Plans and discuss these with parents and pupils

Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age. (See Single Equality Scheme)

Assistant teachers

- through 'quality first' teaching, support the teachers in enabling all children to have access to the teacher
- support the teachers in enabling children with SEND to have access to an appropriate curriculum
- encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

For children who have an EHCP assessment may be necessary using the PIVATs assessment toolkit (Performance Indicators for Valued Assessment and Targeted Learning) as this looks at smaller steps of progress.



The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows an assess, plan, do, review process. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are assessed against nationally set criteria to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. An IEP (Individual Education Plan) or SEN Support Plan is devised in collaboration with the child and parents where they discuss provisions and contribute. Teachers are supported by specialists from outside school who meet with parents and school staff for Review meetings at least annually, alongside parental meetings.

Intervention:

Intervention is carried out by the school and is '*additional to or different from*' the usual differentiated curriculum. It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- support staff in the classroom working with groups or individuals
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

Frequency and Timing of Support

Children are assessed in a variety of ways and then class teachers and Key Stage coordinators decide which children need interventions. Some children have additional hours allocated by the local authority. Key Stage coordinators, SENCo and the Principal monitor individual pupils' progress and interventions on a half termly basis.



Organisation of Support

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing levelled planning that is used across the school to ensure that all lessons are appropriately differentiated. The school adopts a flexible approach to support provision in order that a child's individual needs can be met. The support provided usually falls into one of the following categories:

- General or targeted classroom support
- Personalised learning support away from peers but within the learning base where possible.
- 1:1, paired or small group work

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

External Services

When a child is demonstrating further cause for concern or their learning need is more *complex* and *persistent* than can be met by the school interventions already put in place, *school will engage with relevant external services. This is triggered when:*

- A child continues not to make adequate progress
- A child continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- A child continues to have difficulty in developing Literacy and Numeracy skills
- A child has emotional difficulties which substantially or regularly interfere with the child's own learning or that of the other learners
- A child has sensory or physical needs and requires additional specialist equipment or requires regular advice or visits by a specialist service
- A child has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- A child's learning needs that are manifesting themselves either in a more complex or in a more specific way as they move on through the school
- For these children, the difference between their attainment and that of the other children is widening and this needs further investigation.

A request for support from *external services* is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.



The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support staff, including assistant teachers are assigned across the whole school to support SEND pupils according to need. Links with outside agencies are well established and transition to and from our school is very good.

How School Supports and Improves Social and Emotional Development of Children With SEND

School is able to provide support in the following ways:

- Access to a trained Thrive practitioner and Thrive programme within school;
- Application of the school's key policies (Behaviour; Anti-bullying; E Safety; Safeguarding; Confidentiality);
- Delivering the PSHE curriculum;
- Training for staff to raise awareness of individual needs;
- Overall nurturing and holistic approach to learning.

How School Involves and Supports the Parents of Children With SEND

We work closely with parents/carers to make sure we identify needs at an early stage and put the right provision in place. If school is concerned about a child's progress or development in any way, the child's class teacher will arrange to discuss concerns with the child's parents and a plan of action will be formulated, if this is needed. Feedback to parents will be given at least three times per year for all children, during parent consultations.

If there is a need for more regular contact, this is available however will be discussed on an individual basis with parents. If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/Carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

For those children with an EHCP parents will be invited to an annual review meeting to discuss their child's progress where their views and the child's views are taken into consideration for future planning for their child's needs.

Parents have been supported and involved in the following ways:

- SEND Policy consultation
- Termly Parental consultation
- Annual Reviews (for children with EHCP)



- Individual support for parent access
- Early Help Assessment meetings
- Team around the Family meetings
- Transition planning (in school and between placements)
- Make referrals and provide links to external agencies

If a child's needs are not being met fully by the Local Offer, further advice can be sought from school. Initially, this will be from the school SENCo, Mrs Amanda Milligan amanda.milligan@villageprimary.org and the child's class teacher.

From this point forward, advice can be given about possible referrals to professionals or agencies that may be able to support the child more fully.

No referrals will be made without prior discussion with parents and consent being given, unless there is a safeguarding concern.

How the school collects the views of children with SEND

The views of the child are important and should be sought and taken into account at an age appropriate level when a review of their progress takes place and when planning their support. They may be asked what helps them with their learning and what stops them from their learning. At Cramlington Village Primary School, the pupil's views are collected in preparation for meetings. The older children can, if appropriate, attend part of the review meeting. This can be done in a variety of ways dependent on the individual's age/stage of development as well as their communication skills. Children with SEN are also part of the teaching and learning pupil progress reviews that look at provision each term by the Principal. Their contribution is via a learning interview.

Evaluating the Effectiveness of Provision

Provision is evaluated in a variety of ways during the school year. Each term there are two observations, conducted by the Principal and SLT as part of the programme to improve teaching and learning across the school. This includes looking at lessons, teacher planning, children's books and then talking to children. This enables the school to evaluate ongoing provision within lessons. The SENCo also observes intervention groups.

Data on progress is collected each term and analysed and pupil progress interviews take place. Data from intervention groups and IEPs also measures the impact of short term intervention programmes using Edukey software.

Transfer to Other Schools

We recognise that transfer to another school may be a vulnerable time for children with SEND and that they may need additional preparation / support during this time. At transition points, children's individual needs will be met through discussion with their parents. For pupils in Year 6 with an EHCP, the new secondary school are invited to the annual review meeting where possible. Children transferring into Year 7 at Cramlington Learning Village will attend a full transition day and additional SEND visits as required, including a day during



the summer the week before starting school. CVPS staff will meet with staff from the new schools to discuss pupils individual needs. Parents and carers will be invited to an Information Evening in the final term of Year 6 to meet staff and hear about arrangements. Parents are encouraged to meet with the SENCo to discuss any needs or concerns they have.

Local Authority Local Offer:

The Children's and Families Bill 2014 and the SEN Code of Practice 2015 require Local authorities to produce a 'Local Offer'. The Local Authority Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the support and opportunities that are available.
- To make provision more responsive to local needs and aspirations by directly involving young people with SEND, parents and carers and service providers in its development and review.

The normally available resources include:

- A sum of financial entitlement per year of support from the school budget which can fund group work, intensive focussed one to one work, Thrive support, resources and time spent preparing and buying resources. Decisions about the amount of funding sits with the local authority.
- The Local Authority provide a SEND Support service which covers Autism Support Service; Communication Services - Speech, Language and Communication, Literacy and EAL (English as an Additional Language); Behaviour Support Service and Psychological Support. These services can be accessed by they school but have to be pre-ordered and paid for at a daily rate.

Northumberland's SEND Local Offer can be obtained from Northumberland Council's website <https://www.northumberland.gov.uk/Home.aspx> or <https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years.aspx> or by phoning 01325 388850. The school office can also provide further information.

Northumberland's SENDIASS (Special Education Needs and Disability Information Advice and Support Service) can be accessed at:

<https://www.northumberland.gov.uk/Children/Needs/SEND.aspx?nccredirect=1>

Accessibility

Cramlington Village Primary School is fully wheelchair accessible and single storey. The building has a medical room with changing facilities and a disabled toilet. Please see our Equality Policy and Action Plan for further details. The school has been assessed by Visual Impairment specialists and adaptations made (April 2018). We proactively seek advice and



feedback from the habilitation specialist on their regular visits, to ensure standards are maintained and any concerns are quickly dealt with.

Admissions:

Cramlington Village Primary School will admit any pupil whose plan names Cramlington Village Primary School and for whom the school has agreed to be named in the plan if we feel that we can successfully meet their needs.

The following is an extract from Cramlington Village Primary School's admissions policy:

If there are more applicants than places, places will be offered in accordance with the following criteria in order of priority:

1. Looked After Children. Children who are looked after, or who have been previously looked after, by a Local Authority in accordance with Section 22 of the Children Act 1989 at the date the relevant application for admission is made, and who the Local Authority has confirmed will continue to be looked after by it in accordance with the said section at the time they are admitted to the school.

2. Pupils with exceptional medical or exceptional social need (evidence must be supported in a written statement by a professionally involved third party, such as a doctor or a social worker). Children for whom it is essential to be admitted to this school because of special circumstances to do with significant medical or social needs evidenced by written professional advice, explaining why these needs can realistically only be met by Cramlington Village Primary School. The definition of what constitutes medical or social needs for this purpose will be set out in the school's prospectus.

Statutory Assessment:

EHC Plan(Education, Health Care Plan):

EHC Plans are for learners with a high level of need who, despite the school having taken relevant and purposeful action to identify, assess and meet the needs of the SEN of the learner, have not made expected progress or have a significant long term health need. Only a small number SEND learners will require an EHC Plan. An EHCP is a legal document that identifies a child's SEN needs and focuses on the support required to meet agreed outcomes. EHC plans must be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a coordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.



When a child is demonstrating a **significant** cause for concern or their learning need is more **complex** and **persistent** than can be met by the interventions already put in place, statutory assessment will be considered. The first stage of this is a COSA (consideration for statutory assessment.) The EHC Plan incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies including an educational psychologist, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local Authority (LA), which in our case is Northumberland.

Not all assessments for an EHC Plan will lead to an agreement to create a Plan. In Northumberland all funding and services and resources are available to SEND learners whether or not they have an EHC Plan: an EHC Plan does not always lead to additional resources. The local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions.

Parents or the school can apply for an EHCP. If an application for an EHC plan is made, this process will take 20 weeks to complete before a final EHC plan is agreed. More information about EHC plans can be accessed via the [Northumberland County Council website](#).

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:-

- Individual Education Plans (IEPs) / Pupil Profiles / SEN Support Plans for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local



Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child.

If the Provision Panel agrees to the need for an '**Education Health Care Plan**', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority.

Statements / EHC Plans are subject to annual review which will include pupil and parental views about the child's progress.

Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Frequently Asked Questions

What support will there be for my child's well-being?

It is vital that all students in our school feel valued, cared for, confident and supported. Staff providing additional support to students with special educational needs automatically include:

- Ensuring that the student knows who they can talk to if they have any worries
- Lessons about making and keeping friends, having successful conversations, independence in school
- Thrive assessments and 1:1, small group and class sessions
- Children who have social, emotional and mental health issues or develop them later on are offered additional measures to help them cope.
- Counselling Services can be provided by Primary Mental Health, CAMHS or CYPS depending on individual need.
- Staff can administer prescribed medicine in accordance with our policy.
- Safeguarding lead staff are publicised throughout the school and all staff undergo safeguarding training.

How will you help me to support my child's learning at home?

The school provides parents with advice on how to support your child's homework. Parents are always welcome to contact their child's class teacher for more specific advice at any time. Parents will be invited to attend other specific events during the year e.g. parents evening, resilience workshop, reading workshops etc which give further support to parents and children. Some children may require differentiated homework at their level of need which may be different from their peers.

Our SENCo and Thrive practitioner also meet with parents and carers on an individual basis to provide personal advice on supporting children with their homework, especially those children with SEMH (Social, Emotional & Mental Health) needs or ASD.



What are special exam arrangements or access arrangements?

There are a small number of children who require special arrangements for SATs in KS1 and KS2, phonics screener check in Year 1 and the new multiplication check in Year 4 due to their additional needs. These may include: extra time, enlarged texts, rest breaks, early opening, and the use of a scribe. To be eligible for these special arrangements the pupils must meet criteria set out by the Department of Education in the NCA Tools.

- Students who have a diagnosis do not automatically qualify for access arrangements
- For a pupil to qualify for the DFE /NCA Tools access arrangements they must meet certain criteria and they may need standardised assessments which show their needs but there must be evidence that they have required that particular arrangement regularly in lessons in order for them to make expected progress. If a pupil makes expected progress in class without special arrangements then they do not meet the criteria.
- The process is coordinated between the SENCo (who is also the assessment lead), the class teacher and other key professionals involved..
- Outside agencies may advise on access arrangements but the school have to comply with the NCA tools guidelines and they make the decision about what support can be provided to ensure consistency across all schools.
- Pupils and parents/carers are notified of their exam access arrangements and support, as approved, is provided.

How does the school include students with special educational needs in school activities?

Our aim is for all students with SEND to be able to join in most activities of the school (unless risk assessments or professional advice goes against this.) This includes all areas of the curriculum, (including residential trips), sporting activities, social activities, lunch times and break times and all other school events. This inclusion may be supported by an assistant teacher, or another member of the teaching staff.

What will happen if the Local Offer is not being delivered?

If a parent, child or member of staff is concerned that the Local Offer is not being delivered fully in school, the first point of contact will be Amanda Milligan, SENCo.

An initial meeting will be set up where concerns will be discussed and a plan of action formulated together, if this is required. If concerns persist, a meeting can be scheduled with the Principal and/ or school Governors in accordance with the school's complaints policy which is available from the school office or the school website.

Complaints

We always seek to work closely with parents/carers but should a problem arise, parents/carers are asked to contact the SENCo in the first instance to discuss and hopefully resolve the issue.

If any further help is needed parents/carers are asked to contact Mrs D Wylie, Principal deborah.wylie@villageprimary.org who will advise on the complaints policy and procedure.