



## SEND Information Report

### What is SEND?

SEND stands for 'Special Educational Needs and /or Disability'.

A child has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for him /her.

- Some children will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age.
- Some children may have special needs or disabilities which prevent or hinder them from making full use of the facilities provided within school.

At Alderman Jacobs School, we will give these children individual consideration and make additional provision for them, taking into account their views, strengths and needs and working in partnership with parents / carers and outside agencies as necessary.

Within the SEND Code of Practice (2014) four broad areas of need are identified. If your child has special educational needs or disabilities their needs will fall into one or more of the four main areas of SEN:

#### 1. Communication and Interaction

2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Physical and sensory

## What should I do if my child has special educational needs?

If you feel your child may have a special educational need, your first point of contact is their class teacher. You can also talk to our SENDCO, Mrs White, or Mrs Holdsworth/ Miss Vickers/Mrs Scales/ Miss Miles.

## How will the school respond to my concerns?

- We will listen to you and take note of your concerns.
- We will look into your concerns and gather information.
- We will arrange to meet with you to discuss your child's needs in further detail and plan a way forward. This may mean having the involvement of outside agencies.

## How will the school decide if my child needs extra support?

Once, after gathering information, a potential special educational need has been identified, the school will follow a 'graduated' approach of four types of action in order to be able to put effective support into place. The four actions are:

1. **Assess:** The class teacher and SENDCO will analyse your child's needs and discuss the strategies and support already in place before identifying them as requiring SEN support. This will be reviewed in pupil progress meetings throughout the year.
2. **Plan:** We will discuss additional provision and the possibility of further assessment if needed. You will be kept informed.
3. **Do:** Strategies and interventions will be implemented in order to support your child. Where interventions involve group or 1:1 teaching away from the class teacher, he/she still retains responsibility for your child.
4. **Review:** The effectiveness of support will be regularly reviewed and shared with you and your child.

These actions form part of a cycle which can be reviewed and refined with the growing understanding of your child's needs.

## What will Alderman Jacobs School do to support my child?

Where a special educational need is identified, the SENDCO will work alongside your child's class teacher to assess the area/s of support required and also highlight your child's strengths. This information will be used to help set targets with your child and will be shared with you. Where a child's wider ranging needs have been recorded through the Early Help Assessment Framework (EHA) process, regular Team Around the Family Meetings (TAF) take place.

Your child's needs may come under one or more of the four categories and will be tailored to their individual needs. Alderman Jacobs is an inclusive school and below are some examples of the support we can offer:

### Area of SEN

### Intervention

#### Communication and Interaction

- Resources provided by a Speech and Language Therapist
- Black Sheep Press - Speech and Language activities
- Pre-teaching of vocabulary.
- Specific Speech and Language programmes provided by a Speech and Language Therapist and delivered by a trained Teaching Assistant
- Use of visual strategies to support spoken language e.g. visual timetables and prompt cards
- Use of Social Stories
- Communication in Print - a visual / picture resource to support language and communication
- Access to 'The Zone' a lunchtime group offering turn taking and sharing activities run by the Learning Mentor
- In class strategies such as 'Talk Partners'
- Advice from the Specialist Teaching Team and Educational Psychologist

#### Cognition and Learning

- Differentiated work expectations linked to the child's ability
- Differentiated approach to learning such as providing visual prompts, task planner, work station.
- Additional adult support for group work and individual support
- Withdrawal in small groups for planned interventions for mathematics and literacy

Social, emotional and mental health

- Advice from the Specialist Teaching Team and Educational Psychologist
- Use of visual strategies
- Pre-teaching of vocabulary.
- Reward strategies
- Lunchtime jobs and responsibilities are offered in Year 6 such as Play Pals a form of peer mentoring
- 'The Zone' a group offering turn taking and sharing activities run by the Learning Mentor
- Daily 'Wellbeing' support provided by the Learning Mentor for individual children
- Collaboration with the Mental Health Support Team
- Access to the Education Inclusion Family Advisor
- Home / school communication book
- Transitional visits to new classes towards the end of the summer term.
- Transitional secondary school visits for some Year 6 children
- Advice from the Specialist Teaching Team and Educational Psychologist
- Support by a trained ELSA

Physical and sensory

- Specialist equipment such as 'sit n move' cushions, writing slopes, pencil grips, coloured overlays, Coloured background on white board.
- Work printed on coloured paper
- Sensory Circuits
- The Paston Pack - Occupational Therapy activities
- Access to an Occupational Therapist and Physiotherapist for individual children.
- Access to specialist nurses for and/or teachers of the hearing and / or visually impaired.
- Adaptations and specialist equipment as required.

## Who will support my child in school?

All teachers at Alderman Jacobs School plan lessons according to the specific needs of all children in their classes to ensure that all needs are met.

Teachers will ensure that Teaching Assistants are deployed effectively to provide individual or group support for those pupils identified as having an additional need while encouraging the skills of independent learning within the classroom setting.

Sometimes interventions take place outside of the main classroom. For example, those pupils who have been identified as having additional needs may work with a teaching assistant within small groups to develop literacy and numeracy skills. The class teacher retains responsibility for your child's learning.

## Who else might be involved in supporting my child?

Mrs K White - SENDCO

Mr M Fry - Headteacher

Mr R Isley - Pastoral Support Officer

Mrs M Randall - Behaviour Mentor

Mrs Laura Hemmaway - SEND Governor

The SENDCO meets with the SEND Governor to discuss SEN policy, procedures and progress.

The school may ask an outside agency to assess your child in order to provide accurate identification of your child's specific needs and support the school and parents in planning future support. This will always be discussed with you before outside agency intervention.

## What training and experience do members of staff have for the additional support my child may need?

Training needs of staff are reviewed regularly to ensure that we keep our skills and knowledge up to date. Members of staff have attended training to support pupils with a range of needs which include Autism, ADHD, Speech and Language difficulties and sensory needs. Individual members of staff have received training on managing emotional and behavioural difficulties and Etklan training to encourage children's communication skills.

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

At Alderman Jacobs School, the safeguarding and well-being of all children is paramount and the child remains at the centre of all discussions, decisions made and actions taken. We offer pastoral, medical and social support to all pupils by:

- A member of staff trained in Child and Adolescent Mental Health
- Play Pals at lunchtime
- Parent access to Beatrice Dark our Education Inclusion Family Advisor
- Referral process for school nurse
- The school is accessible to a disabled child or parent / carer
- Where a child's wider ranging needs have been recorded through the Early Help Assessment Framework (EHA) process, regular Team around the Family Meetings (TAF) take place.
- Access to 'The Zone' lunchtime group.
- Daily sensory circuits
- Meetings as needed between pre-schools and secondary school as settings change to prepare for an informed and smooth transition at both ends of primary school life.

Children are encouraged to contribute their views using the School Council, Pupil Voice booklets for Education Health and Care Plan (EHCP) reviews and individual meetings with the class.

## How does the school know my child is progressing?

Every child's progress is tracked from entry into Early Years & Pre-school through to the end of Year 6. Children are assessed at regular intervals and pupil progress meetings are held with the Assistant Head teachers, class teachers and the SENDCO.

The school has scheduled parents' evenings where your child's targets and progress are discussed. Parents / carers will also receive a copy of the targets their child is working on and a written report at the end of the academic year. Annual Reviews are held for children with Education Health and Care Plans (EHCP).

## How will my child be included in activities outside the classroom including school trips?

Alderman Jacobs School is an inclusive school where all children are treated equally. Pre-trip planning and risk assessments take account of those pupils with additional needs to provide appropriate levels of support and reasonable adjustments are made. This ensures all children have safe, fulfilling opportunities alongside their peers. See Access Improvement Plan on our website under Policies.

## How can I be involved in supporting my child?

We actively encourage dialogue between home and school. It is important parents / carers attend parent's evenings or review meetings and contribute towards the planning of the next steps for their child. Teachers and staff from outside agencies will suggest ways in which you can support your child at home. Updated APDR documents will be consulted with home for parental contributions and assessments.

## How can I access support for myself and my family?

Talk to us and we may be able to signpost you in the right direction. The school telephone number is 01733 202403 or you can email [office@aldermanjacobs.cambs.sch.uk](mailto:office@aldermanjacobs.cambs.sch.uk).

The Cambridgeshire County Council SEN and Disability Local Offer describes what help, support and services are available for children and young people with Special Educational Needs and Disabilities (SEND) and their families in Cambridgeshire.

It:

- Includes information about education, social care and health services provided by voluntary and community groups.
- Provides information about services for children and young people with Education, Health and Care Plans, Statements of SEN as well as those without.
- Sets out clearly the criteria for getting support.

It can be accessed at [www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND)

## What if I have continued concerns?

Any concerns a parent/carer may have about SEND provision should be dealt with initially by the class teacher, SENDCO, Assistant head teachers or Head Teacher. If it is not possible to resolve the matter satisfactorily then the school complaints procedure should be followed. A copy is available from the Clerk to Trustees at the school office. A parent may also refer to Cambridgeshire's Parent Partnership Service; advice will be offered and, if parental permission is given, the school will be contacted to obtain further information.

## What does the jargon mean?

The language surrounding SEND can often be technical and complex. Here is a simple dictionary to help you make sense of the jargon:

- CYP - Children and Young People
- SEND - Special Educational Needs and Disability
- SEN - Special Educational Needs
- SENDCo - Special Educational Needs Co-ordinator
- Outside Agencies - Any professional from an agency or service who provides advice to the school and family
- Transitions - A change or transfer from one school or class to another
- EHA - Early Help Assessment
- EHCP - Education Health and Care Plan