

# Cedars Park Primary



## SEND Information Report

SENDCo: Fiona Scarlett

Email: [senco@cedarspark.net](mailto:senco@cedarspark.net)



# Aims

- ▶ To provide every opportunity for all of the pupils with Special Educational Needs within our school to achieve their potential.
- ▶ To raise the aspirations and expectations for all pupils with Special Educational Needs within the school.
- ▶ To take a personalised approach to learning, recognising that every individual has different needs and require differing support to reach their potential.
- ▶ To ensure that all pupils with SEND are fully integrated in to the life of the school and take a full part in all activities, having an equal opportunity to represent the school in positions of responsibility within school and the wider community.

# Our School Vision

Special educational needs and disabilities are not labels; they are the real needs of real individuals. We recognise that everyone is different, that our approach and provisions must be suitably planned and flexible to meet the needs of our young people effectively and efficiently.

At Cedars Park, we believe that the journey through education should be fulfilling, enjoyable and valuable. We believe that all learners should have their needs met within a safe, accessible, and caring environment. We strive to provide a broad and balanced curriculum that is inclusive and engaging so that regardless of race, gender, religion, background, abilities and need, individuals thrive and achieve their potential.

We are proud of our inclusive and nurturing approach. We celebrate strengths and things that make us unique, whilst identifying and targeting areas to improve. For those whose needs require additional targeted provision, support and/or resources, they will be added to our SEND register and support plans of assess, plan, do and review cycle(s) will be implemented.

**Every teacher at Cedars Park is a teacher of special educational needs.**

Therefore, we endeavour to meet the needs of each individual through reasonable adjustments and targeted approaches, as per the SEND Code of Practice. All of which is done in collaboration with the child, parents, staff and, where appropriate, external agencies and services.



# Legislation and Policies

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- ▶ [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- ▶ [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- ▶ This policy also complies with our funding agreement and articles of association.

# Who can I contact?

Your child's class teacher is the first point of contact for any initial concerns. You can arrange a meeting with them when you drop off or collect or you can send any concerns or queries to the year groups email address and someone will be in contact with you, within 5 working days.

reception@cedarspark.net

year2@cedarspark.net

year4@cedarspark.net

year6@cedarspark.net

year1@cedarspark.net

year3@cedarspark.net

year5@cedarspark.net

Following this, please contact:

Raising Standards Leaders:      Mrs Green, EYFS and KS1  
   Mrs White, Lower Key Stage Two  
   Miss Clark, Upper Key Stage Two

Special Educational Needs Coordinator (SENCo):      Mrs Scarlett  
Email: [senco@cedarspark.net](mailto:senco@cedarspark.net)



# Roles and Responsibilities'

## **The SENCo**

They will:

- Work with the Headteacher to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- This policy and information report will be reviewed by the SENCo on a yearly basis.

## **Class Teachers:**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **Headteacher:**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## **The Local Improvement Board:**

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

# What is SEND?

We refer to the term 'special educational needs' if a child:

- ▶ Has greater difficulty in learning than the majority of children.
- ▶ Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided.

We record our students with SEND in three different categories. This allows us to plan and provide the most appropriate provision for each child.

# What is SEND?

A student with SEND will be recorded in one of three categories:

**Educational Health Care Plan** Students who have more complex needs have a Education, Health and Care Plan (EHCP). Specific in class support via teaching assistants will be attached to the majority of these students. Many will receive targeted 1 to 1 and small group support. Each student will also have a Learning Passport which gives information about them, and a Personalised Learning Plan which records the provision in place, and their progress towards targets.

**SEND Support** Students with a diagnosed additional need or in some cases going through the process of gaining a diagnosis, who require extra or additional support to quality first teaching. These students are not necessarily supported directly by teaching assistants in the classroom, but may have access to some targeted 1 to 1 and small group support. Ultimately, students will be supported via quality first teaching with appropriately differentiated work. These students will need a Personalised Learning Plan which records the targets they are working towards and the progress made. These children will also have a Learning Passport which gives additional information about them.

**School Aware** Students who with reasonable adjustments are able to access all elements of the school day. These students may or may not have a diagnosis. Teachers may need to be aware of as these students and make reasonable adjustments for the student to successful. These children are monitored closely by the class teacher and SENCo. In some cases these students may have a behaviour plan, care plan and/or a pupil passport.



# What types of SEND are there?

There are four broad areas of need within SEND: Cognition and Learning Needs, Communication and Interaction Needs, Social, Emotional and Mental Health Needs and Sensory and/ or Physical Needs. We should not 'fit' a pupil into a category, but rather provide support based on their particular area/s of need.

## Communication and Interaction

Children may experience difficulties in one or more of the following areas:

- Speech, language and communication needs (SLCN)
- Receptive language/understanding
- Expressive language/speech
- ASD, including Asperger's Syndrome and autism

## Sensory and/or Physical Needs

Children may experience difficulties in one or more of the following areas:

- Vision impairment (VI)
- Hearing impairment (HI)
- A multi-sensory impairment (MSI)
- Physical disability (PD)

## Social, Emotional, Mental Health Difficulties

Children may experience difficulties in one or more of the following areas:

- Becoming withdrawn or isolated or displaying **challenging**, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as:
- Anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Attention deficit disorder (ADD),
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder

## Cognition and Learning

Children may experience difficulties in one or more of the following areas:

- Children who learn at a slower pace than their peers, even with appropriate differentiation.
- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD) -dyslexia, dyscalculia and dyspraxia.

# What is the approach to teaching pupils with SEND?

All teachers are teachers of pupils with special educational needs and/or disabilities. All pupils are taught by a class teacher. Quality first teaching, high expectations and the provision of opportunities are an essential part of the school's approach to teaching pupils with a special educational need. It is the class teacher who has responsibility for enabling all pupils to learn. To achieve this they:

- ▶ Plan appropriate work for all pupils.
- ▶ Ensure that all pupils are able to access the work through a range of access strategies. This includes quality first teaching and the deployment of Learning Support Assistants.
- ▶ Differentiate the curriculum to take account of different attainment and progression levels, learning styles, interests and abilities.
- ▶ Monitor individual progress.
- ▶ Celebrate achievement
- ▶ Identify those children who require additional or different support in order to make progress.
- ▶ Set individual targets and discuss these with pupils and parents. These targets may form part of an individual support plan.

# What is the approach to teaching pupils with SEND?

The school provides a graduated response to each child dependent on their level of need. These are often referred to as 'waves of intervention'.

**Wave 1 or 'High Quality Teaching'** This takes into account the learning needs for all pupils in the classroom. It is achieved through careful differentiated planning and the use of a variety of teaching strategies and resources. The aim of 'High Quality Teaching' is to reduce, from the start, the number of pupils who need additional help with their learning.

**Wave 2** This takes into account the additional learning needs of some pupils. It refers to the additional provision in the form of individual or small group interventions to accelerated progress and to enable pupils to work at age related expectations. It is specific, additional and time bounded and is over and above what is offered at Wave 1.

**Wave 3** This takes into account the specific additional learning needs of a few pupils. The support that pupils at Wave 3 is additional to or different from that provided as part of the school's Wave 1 and 2 provision. These pupils will have significantly greater difficulty in learning and may involve the adjustment of learning objectives and teaching styles and or individual support. It may be necessary to involve outside agencies to assess pupils' strengths and next steps of development.

# What is the approach to teaching pupils with SEND?

In addition to High Quality Teaching at Cedars Park we have a range of interventions to help accelerate SEN learners progress as well as accessing outside agencies. Here are some of the interventions which can be made available to our learners. This list is continuing to be updated in order to meet the needs of our learners.

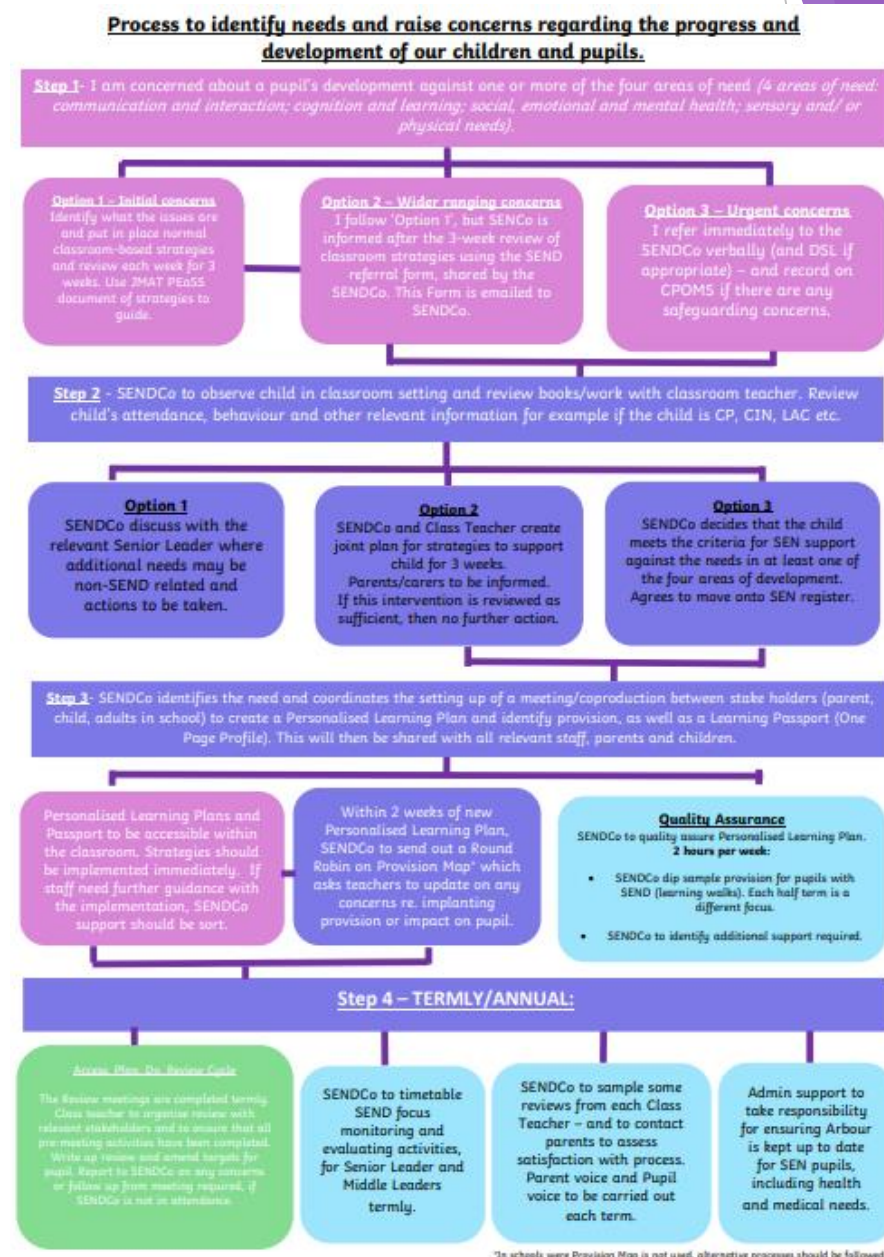
Cognition & Learning	Communication & Language	Sensory &/or Physical	Social, Emotional & Mental Health
Toe by Toe	Jigsaw Club	Flying Start Fine Motor intervention	Primary Mental Health Team input
Speech & Language Therapy	Social skills groups	Sensory Team input	Specialist Education Services (SES) input
Specialist Education Services (SES) input	LEGO therapy	Gym trail	Zones of Regulation
Apples and Pears	Zones of Regulation	Occupational Health input	Jigsaw Club
Power of Two	Speech and Language Therapy	Lego Therapy	ELSA trained staff
Listening Skills	Word Aware		Lego Therapy
Dancing Bears	Language Link		
PIXL Therapies	Specialist Education Services (SES) input		
Nessy			
Beat Dyslexia			
SENDAT Input			
Moon Dogs Reading			



# How do we identify children with SEND?

At Cedars Park Primary, we aim to identify pupils with special educational needs and/or disabilities as early as possible. The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognizes that there is a continuum of special educational needs and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

It is important to note that there is no 'one size fits all' to the identification of SEND, and often children and young people will exhibit a range of needs, which fall under one or more of the four broad categories of need. There are a range of other documents and statutory guidance that should always be considered alongside this document.

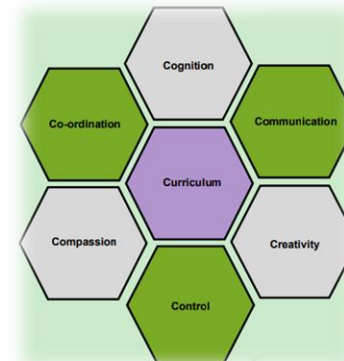


# 7 Cs Learning Portfolio

In our school we are using the 7 Cs Learning Portfolio to help identify pupil strengths and barriers to learning as a part of the schools Graduated Response Approach. The 7 Cs Learning Portfolio provides a language of assessment that we can all use.

The 7 Cs Learning Portfolio includes the curriculum as one of the 'Cs' but also defines 6 extra 'Cs' that are essential for learning. Within each 'C' there are 7 skills. Class teacher and your child will look at each skill and together agree strengths and areas for your child's development. This will help us plan next steps to further support them.. We also have a Progress Tracker that we can use to identify 'starting points' and capture improvements.

All of this information is used to help build your child's Personalised Learning Plan.



## **Cognition**

- Working Memory
- Speed of Processing
- Inference
- Anticipation
- Reflection
- Evaluation
- Analysis

## **Communication**

- Expressive Vocabulary
- Articulation
- Language & Understanding
- Collaboration Conversation
- Listening
- Social Communication
- Social Interaction

## **Creativity**

- Generate ideas
- Problem solving
- Attention
- Motivation
- Making things
- Courage
- Trust

## **Control**

- Self Regulation
- Behaviour for Learning
- Anxiety Management
- Confidence
- Resilience
- Language of Emotions
- Independence

## **Compassion**

- Friendships
- Turn Taking
- Empathy
- Sense of Justice
- Self Esteem & Wellbeing
- Self Efficacy
- Support for Others

## **Co-ordination**

- Fine Motor Skills
- Gross Motor Skills
- Sensory
- Mobility
- Stability & Balance
- Posture
- Sensory Processing

# What are the external agencies, specialist services or professionals that are accessed by school?

There are a number of services across education, health and social care that we can seek support and guidance from. Referrals to these services will be made, where appropriate, with consent of the parent/carers. The table details some of the agencies that we work with:

Education	Health	Social
Education Other Than at Home (EOTAS) Pupil Referral Units (PRU) Thomas Wolsey Outreach Dyslexia Outreach Service Specialist Education Service (SES) Education Welfare Emotional Well Being Hub	School Nursing Team Occupational Therapy (OT) Physiotherapy Speech and Language Therapy (SALT) Primary Mental Health Team Special Schools Outreach Ipswich Hospital	Integrated Team Team Around the Child (TAC) Child in Need (CIN) Child Protection (CP) Children's Centres Anglia Care Trust Suffolk Family Carers Young Carers

# How will the curriculum be matched to my child's needs?

At Cedars Park Primary, we will adapt the curriculum and learning environment to meet individual needs where it is possible and reasonable. Within reason, we will carry out adaptations that make the building as accessible as possible and provide resources that enable pupils to fully access the curriculum. This may include:

- ▶ individualised curriculum planning, for example in P.E. or reduced timetables
- ▶ enlarging print
- ▶ using coloured paper or overlays or using prompt cards or visuals.

On an individual basis, we will assess when this commitment may require a high level of funding and seek financial support from the Local Authority High Tariff Need Funding.



# How are parents involved with the school?

- ▶ Communication is extremely important and we aim to ensure that pupils and their parents/carers are kept informed. We offer a number of occasions throughout the school year where pupil progress will be discussed such as termly reports, Personalised Learning Plan meetings and parents' evenings.
- ▶ We also offer informal events such as tea afternoons, assemblies and showcases to allow the children to share their work and progress with parents/carers.
- ▶ A parent can make a request to meet and discuss issues surrounding their child's progress or needs with either their class teacher or SENDCo throughout the year. This can be requested via the school office or email.
- ▶ If a child needs an assessment that is additional to the normal classroom assessments, parental permission is always sought. Before referrals to outside agencies can be made, permission will also be sought.

# How will we know how well each child is doing and how will you help me to support my child's learning?

The child's progress towards their targets will be assessed by the class teacher under the guidance of the SENDCo. Ongoing assessment of the child's learning will take place during lessons and marking of work. In addition, specific assessments may be carried out in order to measure the child's progress towards outcomes.

In order to inform our review, we:

- ▶ Gain feedback given by the staff who support the provisions;
- ▶ Communicate with the class teacher, teaching assistant and any other adults involved with the child;
- ▶ Review class termly assessment data;
- ▶ Review data from any specific assessments undertaken;
- ▶ Listen to the child's and parent/carer views.

This information forms part of the cycle of ASSESS, PLAN, DO, REVIEW where provision is reflected upon regularly and amendments will be made to learning targets and activity as necessary.

# What if I think my child needs more help than the school can provide?

- ▶ If you think that your child needs more help than the school can provide, there is the option of asking the local authority for an assessment to decide whether an Education, Health and Care Plan is needed. These plans used to be called statements of SEN. Having an EHC Plan, usually means that the child's needs are complex and likely to have a lifelong impact on their learning and development.
- ▶ The school can also request this assessment. Your child's class teacher and the SENDCo will be discussing this with you, if it is appropriate.
- ▶ More information on this process is available at the following website:  
<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelne w=1>

# How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

- ▶ All children are supported in moving between phases of their education whether it is when moving to a new teacher between academic years or moving between key stages. Teachers work together to plan and prepare pupils for these moves by ensuring that all information and records are passed on and by giving pupils opportunities to experience their new environment.
- ▶ We work closely with the feeder and high schools to ensure an effective transition is planned and managed over several months. During any transition, the needs of our SEN pupils are considered and additional support is provided by our staff and/or outside agencies; this support is tailored to the needs of the individual child. We will evaluate any SEND provision the child receives and inform the new school of this. When a pupil leaves during the academic year, we will ensure that records are forwarded in a safe and timely manner and liaise with the new school where appropriate.

# How will the school evaluate the effectiveness of the provision for pupils with SEND?

We use a number of in-school measures to evaluate the effectiveness of provision for pupils with SEND. This includes:

- ▶ Termly data tracking
- ▶ Pupil Progress Meetings
- ▶ Learning walks
- ▶ Lesson observations
- ▶ Book and planning looks
- ▶ Pupil and parental input

# How will the school fund the support needed for my child?

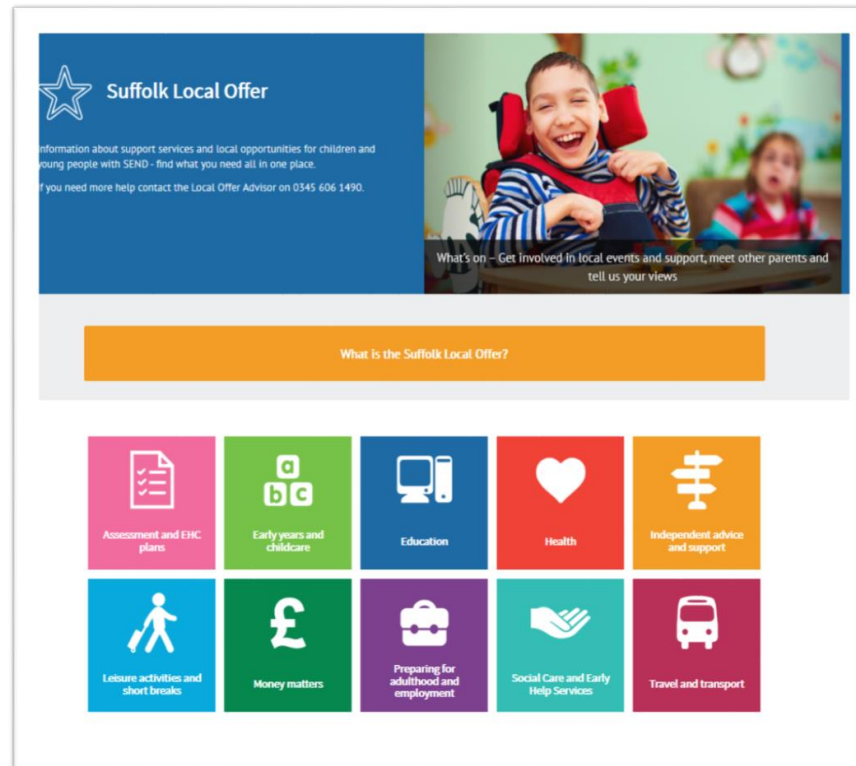
- ▶ The school budget includes money for supporting children with SEND.
- ▶ High Needs Funding (HNF) can be applied for. This is criteria led, and is only available for children with complex needs, which are likely to impact on their lifelong learning and development. The school can apply for this funding during the Autumn term and when additional needs are identified at other points, or a child moves school.

# What if I am not happy with a decision or what is happening for my child?

- ▶ At Cedars Park Primary, we take any complaints very seriously and will always strive to do our best to resolve them. This is best achieved through open and honest meetings involving all relevant parties and where necessary, independent support.
- ▶ The SENDIASS service can help, either by supporting parents at meetings or informing them of any further course of action that they can take. They can be contacted via the telephone helpline on (01473) 256210 or via following the link below:
- ▶ <https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiass/>
- ▶ If a parent/carers wishes to make a complaint about the SEND provision provided by our school they can do this by following the school's complaints procedure which can be found on the school's website.

# Suffolk Local Offer

- Information about support services and local opportunities for children and young people with SEND - find what you need all in one place.
- If you need more help contact the Local Offer Advisor on 0345 606 1490.



Click on the picture to access the Suffolk Local Offer



# Suffolk SENDIASS

Suffolk SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a confidential and impartial information, advice and support service on issues related to Special Educational Needs and Disability (SEND). It is free, easy to access and confidential. They can help children, parents and young people take part in decisions that affect their lives.

We offer information, advice and support to:

- ▶ Children and young people (up to 25 years) with SEND
- ▶ Parents and carers of children with SEND
- ▶ Practitioners (who might support children, young people or parents to access our service)



Click on the picture to access the Suffolk SENDIASS