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**SEND Information Report**

Isleham Church of England Primary School

September 2021

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This report is a statutory requirement that complies with section 69(2) of the Children and Families Act 2014 and regulation 51 / schedule 1 of the [2014 No. 1530 Education Statutory Instrument](https://www.fordhamprimary.co.uk/docs/General/uksi_20141530_en.pdf).  It was last updated on 24.7.19 and will continue to be reviewed annually.

SENCo – Mrs N. Sikyta

Headteacher – Mrs S. Skillern

SEND Governor – Mr Ryan Thomas

These staff can be contacted via [office@isleham.cambs.sch.uk](mailto:office@isleham.cambs.sch.uk) or on 01638 780336.

Please also refer to our SEND Policy which will give you further information on identification, definitions of SEND and procedures.

Since Sept 2014, all Local Authorities MUST provide information about the type of support that is available for children with disabilities and/or special educational needs and for their parents. The Local Offer details the types of services that are available and which families have a right to access.

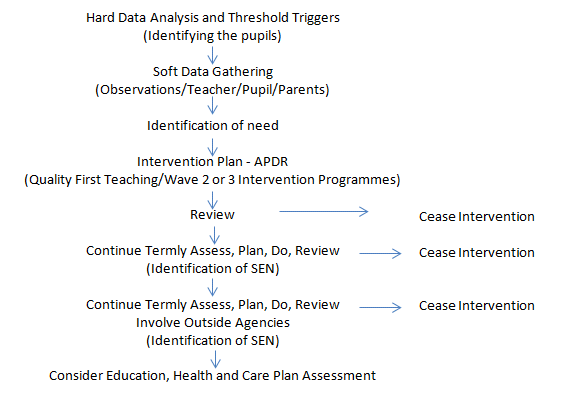
[Local Offer](https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/)

**Whole School Approach:**

Teachers have the autonomy of their classroom.  This means that planning sequences, teaching and learning strategies and low level interventions are personalised for the pupils within any particular class by the teacher.  The SENCo, Leadership team (Head and Deputy Head) and Teaching Assistants (TAs) support the teacher in ensuring the appropriate interventions are in place and working successfully.

Provision is allocated according to need.  Half-termly Pupil Progress Meetings are led by the Headteacher or Deputy Headteacher and are an opportunity for the class teacher to discuss all children within their class / year group.  Alongside these meetings, teachers will often meet with families to address any newly identified issues / needs.  The SENCo liaises with all partners to ensure that children with SEND have the appropriate level of challenge and support.

Underpinning **ALL** of our provision in school is the following graduated process:



**ALL** teachers are responsible for **every child** in their care and are therefore responsible for leading APDR meetings on a half termly basis.  The outcomes or targets of these meetings are a combined viewpoint from parents / carers, the child and the staff.

We work with parents / carers, external agencies and staff to identify additional needs of children.  We acknowledge that these needs can change over time and our support may need to be reassessed accordingly.  In order to make the appropriate adjustments, we follow the recommendations of medical professionals and the advisory team at the LA, known as the Specialist Teaching Team.

**Special Educational Needs:**

There are four areas of need and support that have been identified in the Code of Practice (2014).  Here are some of the strategies and adaptations made to our curriculum and learning environment this year:

1. Communication and Interaction

In order to support pupils, we have employed a range of strategies including: 'All About Me' questionnaires; individual surveys; visual timetables; now and next boards linked to personalised reward systems; pre-teaching and overlearning of subject specific vocabulary; priming for new situations; social stories; WELLCOM assessment and intervention; and additional transition support.

We have organised additional sessions, such as ‘Friends’ group, to support children's friendship groups and to develop positive interactions with others.  The Language Links scheme have also been implemented to support the development of language and communication.

1. Cognition and Learning

This year we have implemented specific teaching strategies to suit learning styles; individual learning folders which include concrete resources and visual aids; pre-teaching and overlearning of subject specific vocabulary; access to assistive technology; intervention groups for reading support (including phonics) and assessed the classrooms to ensure they are user-friendly, particularly for children with SEND.

An after-school supported homework club is one example of how we have responded to children's requests for extra help when Covid restrictions have not been in place.  This has served as a good provision for children with SEND to access.

1. Social, emotional and mental health

This year, we have invested heavily into the professional development of staff for SEMH-related issues. Basic training for all staff has been provided by YMCA in April 2019, and bereavement training has also been offered to all staff by Cambridgeshire County Council and Stars (a local bereavement support charity). In addition, two teachers are trained as Mental Health Champions.

Across the year groups, we have implemented a number of strategies successfully to support SEMH for families including individual chat-times, nurture groups, workshops, attendance meetings and Family Worker drop-in sessions.  We have also used home-school communication books; success cards; individual behavioural support plans; meet and greet options for families whose children are experiencing separation anxiety; restorative approaches led by the children to solve problems; behaviour logs and feelings diaries.  We also have opportunities in each class for children to share their worries / concerns / ideas with the class teacher or Headteacher confidentially.

Many children within our school have SEMH-related issues but are not on the SEND register because of parental choice or because their needs do not meet the thresholds.  However, these children also receive appropriate, personalised support which includes Young Carers' individualised discussion times, additional lunchtime activities and/or support from the SENCo or Senior Leadership Team.

1. Sensory and/or physical needs

This year we have supported children with sensory and/or physical needs in a variety of ways.  Many of these children have specific programmes of support written by external agencies such as occupational therapists, paediatricians and physiotherapists.  In order to support these pupils, we have offered a range of activities that develop gross and fine motor skills, many of which are personalised to the individual.

**Current context:**

As of 1.9.21, 45 children are receiving some form of SEN/D support. We have internal processes for monitoring quality of provision and assessment of need. These include regular opportunities to analyse progress and attainment so that underperforming pupils and/or those making slow progress are offered further additional support. Pupil Progress Meetings are used to discuss strategies for both pupils and teaching staff to apply. Pre and post baseline assessments are used for group or individual intervention programmes so that we can monitor the impact.

The current cohort of children requiring additional support spans the four broad areas of need identified earlier, although there a currently no pupils with physical/ sensory needs in the school.  This year there has been a particular focus on mental health and on supporting children displaying Dyslexic-type tendencies.  This has led us to use the YMCA, CHUMs, Wellbeing Service, SENDIASS and the Specialist Teaching Team to gather advice and support for a number of children.  We have also purchased a number of new assessment tools and literacy-based reading programmes.

We have implemented a new therapeutic behaviour policy based on the Cambridgeshire STEPS programme in January 2020, updated and adapted in March 2021 which is fully inclusive of all pupils and designed to catch them ‘getting in right’.

**Consulting with children and their parents:**

Involving parents and learners in the dialogue is central to our approach and we do this in a number of ways. We undertake a number of pupil voice activities throughout the year, including surveys and Pupil Perception reports.

As the class teacher has the most interaction with children on a daily basis, they are the key link between home and school.  Parents / carers of pupils with SEND will be invited to meet with class teachers on a termly basis to agree outcomes and actions in an Assess-Plan-Do-Review meeting, known as an APDR meeting.  This also allows an opportunity to review the impact of the previous actions and raise any concerns or newly identified needs. However, parents are also welcome to meet informally to discuss any concerns or successes with the class teacher at other times.  The SENCo is also available for families to meet with on Wednesdays and Thursdays.

We also undertake parental surveys with the last one being completed in February 2019.  The viewpoints are gathered and any comments considered to amend current / future practice.

Not all pupils receiving support will have SEND or be on the SEND register. Some pupils may benefit from interventions to address gaps in knowledge, yet may not necessarily have a specific Special Educational Need. These pupils are also monitored closely and parents kept informed of progress. If pupils are not making progress as a result of an intervention, parents / carers will be informed and, with their consent, may be added to the SEND register in the future.

**Staff development:**

We are committed to developing the ongoing expertise of all of our staff and have organised a number of CPD courses this year.  There has been significant training on mental health and managing bereavement in school for all staff, whilst TAs have had regular in-house training in core subjects, medical training, reading inference and SEND support.

A Mental Health Champion was appointed in 2019-20 Mr K. Walker. Additionally, Ms G. Sassoli has achieved a CACHE Level 2 Certificate in *Understanding Children and Young People's Mental Health*. Mrs D. Deacon is working towards the SENCo award in 2020-21 in order to support the SEND children in the school alongside the part-time SENCo.

**Staff deployment:**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain in their independence and are prepared for adulthood from the earliest possible age.  We use a provision map to ensure that we have an overview of interventions and support being offered to all children with SEND.  This tool also helps to ensure our finite provision is allocated according to the greatest need.  TAs are rarely used to support on a 1:1 basis (except in cases where a child’s needs as stated in their Educational Health Care Plan may require this) because the evidence shows this does not usually have the greatest of impact upon children's development and success within school.  We try to ensure that after SEND provision has been met, remaining TA hours are allocated to class groups where there is a high level of additional need or where children are not yet diagnosed with SEND but require additional support in a particular area.  Our team of TAs are used for specific interventions and classroom support, whilst Higher Level Teaching Assistants (HLTAs) support classroom teaching and interventions.

**School Partnerships:**

We work effectively with a wide range of external agencies.  This year we have worked with:

* The Local Authority Specialist Teaching Team;
* West Suffolk / Cambridgeshire medical consultants and the School Nursing team;
* Local Authority Specialist Teaching Team;
* Family Workers and locality specialists;
* CHUMS;
* The Wellbeing Service;
* Social Workers;
* Police;
* Speech and Language Specialists;
* Occupational Health and Physiotherapists; and
* SENDIASS.

**Transitions:**

Our academic assessment for children with SEND is moderated through our cluster of schools, neighbouring partners and colleagues from the Local Authority.

This year, we have worked closely with Isleham Pre-School to support transition for pupils with SEND or additional family need to our school community by attending Child Protection, Child in Need, Team around the Family, as well as EHCP application discussion meetings throughout the spring and summer terms for children due to join the school in September 2021, as well as liaising regularly with the main secondary schools for Year 6-7 transition.

The SENCo organises additional transition support.  This may include staff visiting new pupils in their current setting, arranging additional visits for the child and their family, liaising with those currently providing support including meeting with external agencies prior to admission. SEND children transitioning to secondary school have additional visits and transition programmes to enable them to make relationships with staff, learn the layout, timetables and expectations of their new school, and to ask any questions they may have. This year, the transition programme and opportunities to start getting to know the secondary schools through taster visits and projects has started in the summer term for Year 5 pupils.

**Complaints:**

We hope that through early communication of any concerns or queries by parents or stakeholders, most can be resolved promptly for you. Should you have a concern or complaint you wish to draw to the school’s attention, please contact the Class teacher or SENCo via the school office on 01638 780336 / [office@isleham.cambs.sch.uk](mailto:office@isleham.cambs.sch.uk) in the first instance. If you do not feel satisfied with the response you receive, or wish to raise a more formal complaint, our Complaints Policy is available on the website- it is based upon the LA model policy and sets out what the school will do to respond to a written complaint.

**Summary 2020-21:**  
Overall, we have been pleased with the outcomes of SEND children this year, and parental feedback shows that they are supportive of the school and its SEND provision. Significant support has continued to be offered to individual children and families, and school staff by the school’s part-time SENCo, the Deputy Headteacher and Headteacher, with referrals made to outside agencies when appropriate. Our online tracking system Educater STATOnline demonstrates the steps of progress made by each child within their chronological year group’s programme of learning. A new ADPR (Assess, Plan, Do, Review) has been introduced and used by staff to track children’s targets and keep parents informed of their child’s SEND provision. Half-termly pupil progress meetings have enabled staff to focus on the needs of their class and ensure support is targeted to individuals.

**Further development 2021-22:**

In 2020-21, it became clear that for SEND children who are at least a year behind age-related attainment expectations, assessment within the previous year group’s assessment programmes/ or earlier year group programmes was required within our online tracking system to really support staff in highlighting the next chronological step for progress.

We will continue to embed the new APDR forms which were introduced in September 2019, ensuring that review dates are clearly allocated for termly review for parents and staff.

We will be altering the TA allocation timetable in 2021-22 to ensure our specialist TA team carry out more regular reading support and specific targeted interventions for at least one of the morning sessions in each class, rather than general classroom support.

We will continue to ensure that SEND pupils can contribute to school development and ideas and their voice be heard via pupil surveys and individual discussions.

We will ensure that communication with parents of SEND children is further improved via our new Provision Map software and use of ClassDojo messaging, with individualised targets recorded for all pupils at least half termly linked to the SEND support programme and APDR targets.

**Legislative Acts taken into account when compiling this report include:**

- Children and Families Act 2013

- Equality Act 2010

- Mental Capacity Act 2005

Date of last review: 1.9.21  
Next review: on or before 1.9.22