

**Fenstanton and Hilton
Primary School**



**SEND REPORT
2023**

Contents

- 1) Inclusion & SEND Policy
- 2) Legislation & guidance
- 3) SEND Support Steps
- 4) Assess, Plan, Review, Do (APDR)
- 5) Provision Map
- 6) The SEND Information Hub (Local Offer) / The SEND OAP toolkit
- 7) SENCO actions (June-December 2023):
 - a) Handover / priority actions (pupils)
 - b) Communication (parents)
 - c) Staff support (Teaching assistants & teachers)
 - d) SEND administration
 - e) Strategic matters
 - f) AptGo audit

1) Inclusion & SEND Policy

At Fenstanton and Hilton Primary School, we provide an inclusive curriculum appropriate for all our children. We believe that every teacher is a teacher of every child or young person including those with Special Educational Needs and Disabilities (SEND), that SEND is a whole school priority and that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community.

Inclusion can be defined as attitudes and methods that ensure all learners can access mainstream education – it covers SEND, community cohesion, Gifted and talented and English as an additional language (EAL).

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2015).

Please refer to the school's Inclusion and SEND policy for further information.

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2015).

Taken from the Inclusion & SEND Policy

Objectives for Inclusion and SEND:

- To value the rich contribution that difference and diversity makes to our school. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
- To seek the participation of all our children in learning which leads to the highest possible level of achievement and fulfilment for each individual.
- To ensure the views of the child (according to their age and understanding) and parents/carers are sought and valued.
- To identify and provide for all children's learning and physical needs as early as possible, using a range of strategies.
- To deliver planned and organised support for all children who are experiencing a learning difficulty or have a disability.
- To ensure all children's needs are met through the practice, culture, management, and deployment of resources.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice.

Taken from the Inclusion & SEND Policy

How are we going to achieve this?

- Identify and provide for pupils who have special and diverse educational needs.
- Work within the guidance provided in the SEND Code of Practice (2015).
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs and Disability Coordinator (SENCo) who will work with the Inclusion and SEND policy.
- Provide support and advice for all staff working with special educational needs pupils.
- Work with outside agencies to plan for and deploy the best support for pupils.

2) Legislation & Guidance

SEND Code of Practice (2015)

Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. Pupils have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

- Communication and Interaction
- Cognition and Learning
- Behaviour, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Every member of staff is directly responsible for meeting the needs of all pupils.

In accordance with the SEND Code of Practice 2015:

- 6.36** *Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*
- 6.37** *High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.*

The class teacher is responsible for:

- The progress and development of every pupil in their class, including those identified as having SEND
- Providing Quality First Teaching for all pupils including planning for group/ pupil differentiation.
- Identifying that a pupil has a need for additional support.
- Embedding a range of strategies to support identified pupils
- Planning, assessing, implementing and reviewing SEND provision, including interventions
- Ensuring interventions are delivered
- Supervising and directing any adults (such as TAs) involved in the learning of their pupils. 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 in partnership with the SENCo, pupil, parents / carers and other relevant agencies to review each pupil's progress and development and decide on any changes to provision
- Participating in appropriate training
- Ensuring they follow this SEN policy and follow the SEND Code of Practice 2015 as outlined here:

The SENCo

- Work in close partnership with the parents / carers, pupils and staff
- 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 teachers on how pupils might meet planned learning objectives
- Be the point of contact for and liaise with external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the SLT and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Ensure the school keeps the records of all pupils with SEN up to date
- Work with the headteacher and governing board 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
- Review the provision on a termly basis to reflect progress shown through teacher assessment and monitoring of pupils' progress taking part in interventions
- Contribute to in-service training of staff and governors
- Attend Local Authority briefings and attend training opportunities to keep up to date with local and national SEND updates

3) SEND Support Steps

Step 1

Quality First Teaching - Class teacher input, via targeted classroom teaching Teacher decides that a child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Step 2

More support needed

Teacher speaks to SENCO & liaises with parents. If required, child placed on Learning Needs Register. APDR plan written.

Specific interventions may be needed

These can be:

- Run in or outside the classroom
- Run by a teacher or a teaching assistant
- Individual or small group

Step 3

Specialist support needed

SENCO led. Parental permission will be sought if any referrals to specialists are required. A collaborative process with the parents, both offering input. A higher level of support in the classroom will be implemented. A child may receive a diagnosis at this stage.

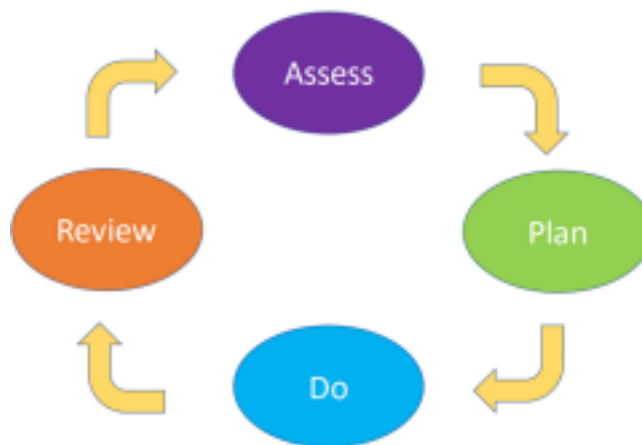
Specialist interventions run by outside agencies, e.g. Speech and Language therapy, Occupational therapy, wellbeing sessions with visiting professionals, etc.

Step 4

Higher level of need

The child has a diagnosis which requires a significant level of one-to-one support in the classroom, such as Autism or Attention Deficit Disorder, or they have been awarded an 'Education Health Care Plan' (EHCP) by the authority.

4) Assess, Plan, Review, Do (APDR)



Assess

The first step is to collect the right information and find the right people to be able to plan support.

If a child or young person isn't making the expected progress, draw on:

- information from their teachers
- the views of the child, young person and their family
- any external services or organisations involved.

Plan

During this step teachers, the special educational needs co-ordinator (SENCO), the child and their family should agree on new interventions, support and the expected outcomes.

The agreement should be recorded on the school's systems and explained to the involved teaching staff.

Do

In this step, the plan is put into practice. The child or young person's class or subject teachers are responsible for checking whether the plan is working on a daily basis.

Review

The impact of the plan is reviewed by teachers, the SENCO, the child and their family. Good enough progress may mean SEN support is no longer needed.

5) Provision Map

In Autumn 2023, following research from the SENCO and a presentation to the SLT, we took out a subscription to **Provision Map**. This is a secure system that allows for a centralised approach to SEND management.

<https://www.tes.com/en-gb/for-schools/provision-map>

Provision Map is a cloud-based platform that helps schools and educational organisations manage and track their provision mapping process. It allows you to create provision maps, analyse data and monitor progress towards specific goals.

A provision map is a document that outlines the provision of support and interventions a school or educational organisation will provide to students who require additional assistance. It helps to identify the specific needs of each student and ensures that appropriate support is put in place.

The system allows us to create learning plans that are fully customisable, in line with the SEND Code of Practice and follow the **Assess – Plan – Do – Review** approach as detailed earlier in this document.

Provision Map also includes a range of tools for monitoring the impact of interventions and making adjustments as necessary.

6) The SEND Information Hub (Local Offer) & The SEND OAP Toolkit The SEND

Information Hub (Local Offer)

[SEND Information Hub \(Local Offer\) | What is the SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk/SEND-Information-Hub-Local-Offer)

All local authorities working with their partners must publish information about how children and young people 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the Local Offer. In Cambridgeshire it is called the **SEND Information Hub**.

The SEND Information Hub includes information on:

- services that are available to everyone, such as schools and GPs
- targeted support and services for children and young people who may need some additional, short-term support
- specialist services for children and young people who have complex needs and need longer term specialised support

What information is included in the SEND Information Hub?

- how early years providers, schools and colleges identify and support children with SEND
- specialist services that support children and young people with SEND
- childcare and funding
- health services and support
- Education, Health and Care assessments and plans and personal budgets
- school and college transport
- schools and college funding for children and young people with SEND
- how local

services are planned and delivered (joint commissioning) • strategies and plans for supporting children with SEND

- Service and support directory

The SEND OAP Toolkit

About SEND OAP Toolkit - Learn Together (cambslearntogether.co.uk)

This resource is for schools and other education settings. The purpose of this is to define for Early Years settings, Schools, and Further Education providers in Cambridgeshire what provision should be (ordinarily) available for children and young people with SEND. It is hoped that this will also support parent, carers and professionals to work with schools to support children with SEND.

Ordinarily, available provision can be defined as the provision made for children whose special educational needs can be met from the resources generally available to the school or setting. This will apply to all children without an Education Health and Care Plan (EHCP), but children with an EHCP will also benefit from this type of provision in addition to the provision written in their plan.

The aim of the toolkit is to support schools and other education settings to identify ordinarily available provisions that they can use within schools or settings. Schools, settings, and parents should work together in planning which strategies are most appropriate as part of a graduated response to needs.

It is expected by the Cambridgeshire SEND support team that staff at school refer to the OAP toolkit before seeking targeted support. The SLT are directing staff towards the OAP, therefore, where appropriate.

7) SENCO actions (June-December 2023)

Handover / priority actions (pupils)

The current SENCo took over as SENCO at Fenstanton & Hilton Primary School in the last half of the summer term 2023, working two days a week. Since mid-October 2023, the current SENCo has been working one and a half days. The current SENCo will be leaving the post in December 2023.

At handover from my predecessor in May 2023, the current SENCo was presented with a number of priority actions to follow-up on. These have all been actioned.

These included:

- **Completing Early Help Assessments for 4 families.**

The Early Help Assessment is used for all Early Help requests where a multi-agency approach is required. It leads to:

- District Early Help services
- Support for an existing lead professional. The Early Help Hub will suggest an initial Family Support Plan
- Signposting to other services

When completing an Early Help Assessment in Cambridgeshire, the assessor accesses the Cambridgeshire database (Liquid Logic) to make checks, or create an assessment. This is a rather complicated system and requires the completion of training beforehand and support from a member of the training team.

The EHA is a holistic process that requires collaboration and engagement with families.

- **Preparing & submitting 4 EHCP applications**

An **Educational Healthcare Plan (EHCP)** is a legal document that sets out the education, healthcare and social needs of a child or a young person who requires extra support in school beyond what the school can provide. Previously this was known as a "Statement of Special Educational Needs".

Children with an EHCP will usually be entitled to extra one-to-one support in school (though not necessarily full-time). These children will have outside agencies involved in their support, such as SEN teachers, behavioural experts or physiotherapists.

An EHCP is for any child or young person with significant and complex Special Educational Needs or Disability (SEND). An EHCP is required when a child's needs cannot be met by the usual support available to them in their school or setting.

Many children with special needs receive support directly from their school without an EHCP. This support is general SEN support that comes from resources already available in the school. However, some children or young people's needs may be deemed significant and complex and require an EHCP assessment by the Local Authority (LA).

An EHCP is drawn up between the LA, Health and Social Care and the child's family (or directly with the young person, if aged between 16 and 25). The purpose of an EHCP is to provide clear, structured support for any difficulties that the child or young person has. The EHCP will identify what a school must put in place to help the child or young person and the outcomes necessary to achieve it. The EHCP will also set a clear timeframe drawn up, during which the outcomes should be achieved, and when they will be next reviewed. As it is legally binding, this means the LA must fund any extra help identified as necessary.

- **Preparing documentation & chairing EHCP Annual reviews for 3 children**

An **EHCP annual review** is a statutory process of looking at the needs and provision specified in an Education Health and Care plan (EHCP). The review must be completed by the local authority within 12 months of the EHCP being finalised or the previous review. The review involves gathering views and information from the child (where appropriate), the parents and the professionals involved. A review meeting where those views are shared and discussed takes place, and a report and recommendations based on the meeting follows this.

- **Organising, chairing & attending TAF Meetings for 3 families**

The purpose of the **Team Around the Family meeting (TAF)** is to share information and to create a solution focused plan that will support the needs of the child and their family. The meeting provides an opportunity to consider how appropriate, effective and timely support can be

secured enabling family's needs to be met. TAF meetings take place every 6 weeks or so and are usually attended by parents, the SENCO or Head and a Family Worker. In some cases, they are also attended by class teachers, external professionals such as Link Specialist teachers, Link Specialist Practitioners, Speech and Language Therapists and other medical professionals.

- **Referrals to Community Paediatrics for 6 pupils** (to seek neurodevelopmental assessments of conditions including, Social Communication and Interaction difficulties, Attention and hyperactivity and medical assessment for a learning difficulty)

Community Paediatricians can help families to best understand their child's medical needs, and reach a conclusion that best describes a child's challenges and strengths to enable the family, health, education and social care services to best understand and support the needs of the child. Community Paediatrics are only able to see children in a clinic setting who meet their referral criteria. They assess and diagnose children with developmental difficulties, hearing difficulties and complex disability and work with education and other professionals to support children with additional needs in education.

- **Speech & Language referrals for 5 pupils**

The aim of the **Speech & Language** service is to provide packages of care for children who have difficulties with speech, language, communication and/or swallowing. Packages of care are provided on the basis of need and may include, indirect intervention i.e. through parents and staff in educational settings, direct intervention (individual and/or group) and specialised training for parents and staff.

- **SEND surgeries for 3 pupils**

SEND Surgeries provide staff in school with an opportunity to get advice from members of the Cambridgeshire SEND service team in situations where there are concerns about a child's social, emotional, behaviour and mental health. Parents are often invited to these online sessions and strategies suggested at the surgeries are integrated into pupils APDRs.

The current SENCO has met and had follow-up liaison with outside professionals

including: • **Early Help Support Officer** - Huntingdonshire

- **Specialist Speech and Language Therapist**, Cambridge Community Services NHS Trust
- **Specialist Teacher, Strategic SEND Support**, SEND Service 0-25 years • **Specialist Teacher, South Cambs, SEND Service 0-25 Years, Services** • **Specialist Practitioner, South Cambs, SEND Service 0-25 Years, Services** • **Educational psychologists**, working for SEND support & privately commissioned by parents
- **Trainee Clinical Psychologist, Cambridgeshire Community Services**, NHS Trust • **NHS Emotional Health Wellbeing team**
- **Occupational therapists**, working for SEND support & privately commissioned by parents
- **Education Inclusion Family Advisor**, Cambs Alternative Education & Inclusion Service
- **Family workers**, at TAF meetings and individually

The current SENCO has attended two outside visits, including visiting a **local Special School (Spring Common)** with a family and meeting the Head and staff there. The current SENCO also visited, with Richard Martin and a parent, a **specialist provision setting (Farm Club)** for one of our pupils.

Communication (parents)

As well as working on the areas detailed earlier in this document, Richard Martin identified another priority was to improve communication regarding SEND provision with parents of pupils with Learning Needs.

The current SENCo has spent a lot of time on this area, meeting a number of parents in school and online, and ensuring emails are sent promptly when queries are raised.

The current SENCo has also ensured that parents have been kept informed in a timely manner when actions have been completed regarding their children, or where there have been updates that impact upon them.

Staff support (Teaching assistants & teachers)

The current SENCo constantly liaises with staff regarding matters relating to SEND, meeting face-to-face and via email. The current SENCo has monitored quality first teaching through informal drop-ins, a learning walk in collaboration with Richard Martin in December 2023 and by quality-assuring the APDR documents staff have produced for their pupils. The current SENCo also put together an Inclusion and SEND information document for all teaching staff which was shared at the start of term. This provided information on the aims of SEND and Inclusion across the school and guidance on Quality First Teaching in the classroom (to support the work Ellie Adkins has been doing in this area). In this document staff were reminded about the Key Characteristics of a SEND friendly classroom. These features include:

- High expectations are made clear for all pupils, regardless of ability
- The classroom environment and resources provided support pupils to learn independently
- Lessons are well planned with clear, focused and differentiated learning objectives and success criteria
- Reasonable adjustments and special educational provision are planned effectively
- A range of effective teaching strategies and approaches are utilised to engage and support individual needs
- The pitch and pace of lessons are appropriate to the learning needs of pupils, ensuring effective challenge
- The teacher and other adults' model and can explain effectively

SEND Administration

As well as working on the areas detailed earlier in the document, the current SENCo has:

- Updated our system for Intervention tracking, new Excel spreadsheets were created and shared with teaching assistants
- Updated & maintained the Learning Needs register for the school
- Met all Teaching Assistants for an audit of strengths & interests
- Supported in situations when pupils were displaying challenging behaviour

Strategic matters

The current SENCo joined the Senior Leadership Team on appointment at SENCO. SEND was added as an ongoing agenda item, allowing me to give the leadership team updates on pupils, actions taken and strategic matters.

Strategic actions included improving our management of SEND via changes to our administration, by the introduction of Provision Map (detailed earlier in this document) and engaging with an external SEND audit (Apt Go).

AptGo audit supported by the Strategic SEND Support Team

The Strategic SEND Support team within Cambridgeshire comprises a group of specialist teachers who offer focused support with strategic issues relating to SEND provision, SEND leadership and who facilitate strategic audits of SEND provision in schools.

The Strategic SEND Support Service are facilitators for the AptGO Ofsted linked SEND audit and planning tool, working with leadership teams to identify strategic actions for SEND school improvements within school.

The AptGO provides a framework for auditing, planning, and further developing strategic SEND policy and practice to help schools achieve Good and Outstanding judgements when they are inspected. There are a series of incremental statements designed to generate discussion across 36 areas under the four Ofsted headings of leadership and management, quality of education, behaviour and attitudes and personal development.

The current SENCo met with Claire Eason from the team on appointment as SENCO and again at the start of December for a review of progress made in these areas so far. Claire was pleased with the progress made since her first review and helped judge that certain areas, including interventions and communication have moved from 'requires improvement' to 'good'. Claire met with Richard to share this feedback. The process will continue with the new SENCO after the current SENCo leaves the post.