

SEND Information Report

Willingham Primary School aims to provide pupils with the knowledge, experiences and confidence they need to excel at secondary school and so that they can make the choices, now and in the future, to have a happy, fulfilling life.

Inclusion Lead and Special Educational Needs and Disabilities Co-ordinator (SENDCo): Gemma Hassan
Updated January 2024



This Information report has been written in accordance with the Special Educational Needs and Disabilities Code of Practice 0-25 years, July 2015.

Our Ethos/ Vision

At Willingham Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of all staff within our school. Every teacher is a teacher of every pupil, including those with Special Educational Needs and Disabilities (SEND).

What kinds of Special Educational Needs are provided for at Willingham Primary School?

Willingham Primary School is an inclusive school where every child matters, we aim to address the children's needs and support their development in the most appropriate way possible and celebrate effort as much as achievement.

Additional and/ or different provision is made in school for children with a range of needs, including:

- Cognition and Learning – Moderate Learning Difficulties and Specific Learning Difficulties, such as dyslexia, dyspraxia.
- Sensory, Medical and Physical – such as hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – such as Autistic Spectrum Disorder, Asperger's Syndrome, selective mutism, Speech and Language Difficulties.
- Social, Emotional and Mental Health – such as attention deficit hyperactivity disorder, attachment disorder, Trauma.

Our schools SEND policy document is available on the school website.

Our Inclusion Lead & SENDCo, Gemma Hassan, has nine experience and has achieved the National Award for SEN Co-ordination. Our team of Teaching Assistants have extensive experience and training in planning, delivering and assessing intervention programmes.

All our staff are trained depending on the needs of new pupils joining our school if required, this can include training from specialist agencies as well as from our Inclusion Lead or other staff with relevant expertise. The Inclusion Lead meets regularly with The Senior Leadership Team (SLT) to review progress of SEND pupils and the provisions in place.



Processes for identifying pupils with SEN and assessing their needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

Additional and different assessment tools may be required when children are making less than expected progress, which can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Progress in areas other than attainment is also considered for example, where a child needs to make additional progress with social needs in order to be fully integrated into school life or make a successful transition to their next school. If behaviour is causing concern, it is always considered whether there are any underlying difficulties. The class teacher would gather information about incidents occurring, at what time of day, during which lessons and behaviour checklists may also be used to analyse and consider any patterns of behaviour. Observations would be conducted in class/ on playground to record behaviours, considering involvement of others and an intervention devised taking into account all of the information gathered. All behaviours will be addressed in line with the school's 'warm strict' behaviour curriculum.

Parents are always informed if school staff consider that their child has an additional need and parents and children are involved in the planning to meet the needs. We may recommend that, initially eyesight and hearing are checked to discount these aspects as possible underlying causes of learning difficulties.

We also use a range of specific, more specialised tests in school to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. To obtain this information we may complete:

- Salford reading test
- Phonics assessments
- Maths assessments
- Speech and Language descriptors
- Social, Emotional and Communication descriptors
- Sensory checklist
- PUMA and PIRA assessments in Maths and Reading



Our approach to teaching pupils with SEND

A process of ongoing teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the Inclusion Lead.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychologist (EP)
- Speech and Language Therapy service
- Access and Inclusion Team
- Specialist Teaching Team (STT)
- Educational Welfare Officer (EWO)
- School Nurse/ Paediatric team
- Child and Mental Health Service (CAMHS)

If the support required is different from or additional to what is ordinarily offered in school, the child will be placed on the Special Educational Needs register as 'SEN Support'. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review (APDR) with the child/ young person at the centre of the process. This plan, identifies the child's barriers and areas of difficulty and targets these with specific interventions. The target on the APDR is then reviewed at termly intervals and discussed at parent consultation meetings. This APDR is intended to be a working document which is regularly updated as more is understood about the child's additional needs and barriers, including their response to interventions and provision. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment (EHA) might be used to identify help required and to prevent needs escalating and the school may seek support from the Specialist Teaching Team (STT).



The Four Part Cycle



The aim of the assess, plan, do review cycle is to have the child/ young person at the centre.

Assess

Willingham Primary School will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/ carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from Health and social services.

Plan

Where SEN Support is required the teacher and the Inclusion Lead/SENDCo will put together an APDR outlining the adjustments, interventions and support for the pupil, which be put into place. This will be monitored regularly and impacts and progress reported. Targets for the child will be shared with him/ her using child friendly language as well as with parents/ carers. All staff who work with the child will be made aware of this APDR and be responsible for updating it with relevant information.

Do

The class teacher is responsible for working with the pupil on a daily basis. He/ she will also liaise closely with Teaching Assistants (TAs) or specialists who provide support set out in the APDR and monitor the progress and impacts being made. The Inclusion Lead/SENDCo will provide support, guidance and advice for the teacher.

Review

The APDR, including the impact of the support and interventions, will be reviewed each term by the teacher, Inclusion Lead/SENDCo, parents and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the child from SEN Support.



This four-part cycle, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress, is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Additional support for learning available for children with SEND?

We have a strong team of Teaching Assistants (TAs) who are trained to deliver a number of specific intervention programmes throughout the school. Some TAs are deployed in classes to support children on a 1:1 or small group basis and to facilitate the class teacher offering additional support for pupils with SEND. As a school we teach a differentiated curriculum to ensure that the needs of all children are met and we implement Assess, Plan, Do, Review cycles (APDRs) with smart targets for all pupils with SEND. For children with specific or diagnosed needs, we work closely with external agencies to ensure that the best possible support is in place, for example, Educational psychologists (EPs), Speech and Language Therapists, Occupational Therapists, Specialist Teachers. Meetings are often held in school involving specialists and/ or parents to set targets, evaluate progress and ensure consistency of approach in addressing needs in school and at home. We use a range of specific resources and/or strategies for many children such as coloured overlays/ exercise books, sensory cushions, access to the school's sensory room and individual work stations.

Adaptations made to the curriculum and learning environment for pupils with SEND

The curriculum is scaffolded and differentiated to meet the needs of all of our children. Differentiation may occur by:

- Grouping
- Lesson content
- Lesson format (e.g games, role-play, discovery learning)
- Pace of the lesson, provision of alternative learning methods such as scribing and use of ICT
- Outcomes expected from individual children
- Materials used
- Support level provided
- Provision of an alternative location for completion of work.

In addition, the school always acts upon advice received from external agencies such as:

- Enlarging print
- Most advantageous positioning for children with a hearing impairment
- Use of laptops, coloured overlays and exercise books and any other required resources



We endeavour to ensure that all classrooms are inclusive and dyslexia friendly including the use of labelled resources, word walls, prompt mats, coloured interactive whiteboards, visual timetables and quiet work stations.

Support for improving the emotional and social development of pupils with SEND

We offer a range of support for improving the emotional and social development of pupils with SEND such as:

- Use of our school sensory room
- Buddy systems
- Specialist advice from Child and Adolescent Mental Health Services (CAMHS)
- Paired work
- Small group work
- Peer mediation
- Blue Smile therapy *when appropriate and funding available*
- Provision of a trusted person in school for pupils to talk to
- Support from the school's Emotional Support Assistant (ESA)

Intervention programmes delivered by the school's Emotional Support Assistant

Our school Emotional Support Assistant works outside the classroom with pupils from across the school. This provision supports the emotional needs of pupils with SEMH difficulties and those who are in need of support during challenging times. Interventions offered are as follows:

- Bereavement support
- Attachment difficulties
- Loss and/ or separation
- Nurture groups
- Brick club (for social communication development)
- Anger management
- Focus groups on working collaboratively
- Social and emotional development

Engaging pupils with SEND in all activities in addition to those available in accordance with the curriculum

All extra-curricular activities are available to all of our children, including breakfast and after school clubs. Residential and day trips are made available for all children with SEND and the correct provision and staffing



is put into place to ensure that the pupils gain the most from these experiences and are able to take part in all aspects of the trip, depending on individual circumstances.

Arrangements for consulting and involving children with SEND in their education

At Willingham Primary School we use a child centred approach across the school. Children with SEND spend time with their class teachers when setting individual targets for their assess, plan, do, review cycle (APDR). These targets are written in a child friendly format, so that the child can understand what they are aiming for. The child then spends time with their teacher and/ or a Teaching Assistant (TA) reflecting on their progress and setting new aims and objectives. Where a child has an Educational, Health and Care Plan (EHCP), they are invited to comment on their progress over the academic year and attend the annual review meeting if they would like to.

Arrangements for consulting and involving parents of children with SEND in the education of their child

Across the course of the year the school holds parent consultation meetings and open evenings as well as sending out a mid-year report and end of year data report to parents. Our parents benefit from an open door policy whereby the Inclusion Lead/SENDCo is easily contactable through the school office and via email/ telephone. Parents may be invited into school at any time and additional meetings are set up with the Inclusion Lead/SENDCo as required or as requested by parents to discuss particular aspects of their child's SEND. Progress and outcomes are also discussed at consultation meetings along with outcomes of any specific interventions taking place.

Evaluating effectiveness of provision for pupils with SEND

We evaluate the effectiveness of our provision through:

- Provision mapping progress and achievement
- Assess, Plan, Do, Review (APDRs)
- Use of assessment information, including pre and post interventions
- Use of attainment and progress data for children with SEND across the school as part of the whole school tracking of children's progress
- Use of pupils and parents feedback
- Monitoring by the Inclusion Lead/SENDCo
- Ofsted Inspection Feedback
- Local Authority Monitoring Visits



Arrangements for assessing and reviewing the progress of children with SEND

We assess and review the progress of children with SEND through the following:

- Evaluation Assess, Plan, Do, Review cycles (APDRs)
- Tracking of pupil's progress in terms of age related expectations and individual targets
- Progress of pupils with speech and language difficulties is assessed and reviewed regularly by our Speech and Language Therapist
- A cycle of consultation meetings based on the assess, plan, do, review model takes place throughout the year
- An annual review is held for children with Educational, Health and Care Plans (EHCP), interim reviews can be arranged if necessary
- When children are assessed by the Inclusion Lead/SENDCo or by external agencies, meetings take place with the parents/ carers and the class teacher to discuss the findings and how best to address needs and meet targets
- When assessing children with SEND, consideration is given to recording need e.g reader, scribe, additional time or rest breaks may be necessary – generally whatever support is provided in the class room is provided as far as permitted during tests
- Initial concerns about a child's progress are discussed with the Inclusion Lead/SENDCo and parents and followed by referrals to external agencies or placement on intervention programmes as deemed appropriate

Level of expertise and training of staff in relation to children with SEND and how specialist expertise can be secured.

Our Inclusion Lead/SENDCo has nine years' experience in this role and has frequently worked closely with external agencies in securing advice, training and additional support for children with SEND. The school employs skilled TAs who are trained to deliver a variety of specific interventions and support within classrooms across the school. Staff are trained frequently with regard to asthma and anaphylaxis and all staff are trained in completing SEND documentation by the Inclusion/SENDCo upon joining the school. Specialist training is sought when particular needs such as attachment disorders arise. Expertise and specialist training in relation to speech and language needs is secured by the Inclusion Lead/SENDCo through the school's designated speech and language therapist.

As individual needs arise, the Inclusion Lead/SENDCo approaches specialists from a range of agencies such as Occupational Therapy, Physio Therapy, Educational Psychology, Specialist Teachers and Access and Inclusion Team, to seek advice on this specific type of SEND and to enhance knowledge of a specific type of SEND in order for the class teacher and TAs working directly with a particular pupil to adapt the teaching to address the needs appropriately. More specific training may be sought through such professionals. The



school's Inclusion Lead/SENDCo offers general support and advice with regard to the implementation of specific programmes, creation and monitoring of Assess, Plan, Do, Review cycles (APDRs) and tracking the progress of children with SEND. Extra support is given to Newly Qualified Teachers (NQTs) and other new members of staff. The Inclusion Lead/SENDCo attends termly network meetings funded by the Local Authority which provides opportunities to discuss developments in SEND and share expertise.

At the end of each academic year all teachers hold handover meetings with the next class teacher of every child with SEND to ensure they have all the information they need to put the correct provision into place prior to the start of the next academic year and so that they have the best knowledge of that child possible. Changeover days also take place so that all pupils with SEND can meet their new teacher and familiarise themselves with their new classroom.

The Inclusion Lead/SENDCo provides all pupils with SEND with a holiday book at the end of the academic year. This holiday book contains photos of all staff working in the child's new class, photos of the environment and tasks in line with their ability, which they can complete during the summer break.

Securing equipment and facilities to support children with SEND

The Inclusion Lead/SENDCo works to secure equipment and facilities to support children with SEND by:

- Holding discussions with specialist agencies involved
- Meeting with parents
- Meeting with the Senior Leadership Team (SLT)

Equipment and facilities to support children with SEND are non-negotiable at Willingham Primary School, whatever pupils with SEND require, we will make our best endeavours to provide. This may include, use of the sensory room, weighted blankets, ear defenders (if recommended by an external professional), specific specialised seating and fiddle items to relieve stress.

Involving other bodies, including health and social bodies and local authority support services to meet the needs of our children with SEND and in supporting the families of such children.

Willingham Primary School benefits from having our own designated Speech and Language Therapist who visits the school frequently to work directly with children and to provide advice and support to staff in addressing the speech and language needs throughout the school. External support services play an important role in helping school to identify, assess and make provision for pupils with SEND. Upon request, the school receives visits and advice from specialists such as Educational Psychologists and Specialist Teachers to support in putting the correct provision in place where required. School maintains links with



child health service, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for children with SEND.

During the summer term, liaison meetings are held with Honeypot Preschool before children enter our Reception classes in order to prepare the correct provision prior to the start of the new academic year. The Local Authority's Early Help Assessment (EHA) procedures are adhered to by the school whereby help and support is offered to school and families when low level issues emerge and before problems escalate. Following the completion of an Early Help assessment (EHA) regular planning and monitoring meetings are held which involve support from all relevant professionals. During these meetings, areas of concern are discussed and a plan put into place. This plan is regularly monitored and progress and outcomes recorded.

Arrangements for supporting children moving between phases of their education and preparing for adulthood

Willingham Primary School aims to manage transitions in an effective way by planning and communicating with other schools and preschools. Prior to children joining our Reception classes, regular liaison meetings are held with Honeypot preschool in order to handover any relevant information about specific children's needs. Parents are also invited to these meetings as an opportunity to meet the school Inclusion Lead/SENDCo. Reception age children are also offered sessions in school to meet their new teachers and classmates and to familiarise themselves with the school itself.

When a child with SEND is moving to another school all documentation and information is passed to the receiving school so that a continuation of provision can be planned where possible. For children moving on to secondary education the school Inclusion Lead/SENDCo passes all documentation and relevant information to the SENDCo at the receiving school. They will also meet or hold a telephone conversation to discuss each child individually.

Governing Body Role in SEND Provision

There is a designated Governor, who has a specific oversight of the school's arrangements for SEND, this role includes:

- Giving up to date information to the governing body on the quality and effectiveness of SEND provision.
- Having a clear working knowledge of the SEND code of Practice.
- Awareness of the school's policies and procedures and SEND provision
- Building a good working relationship to support the work of the SENDCo



Arrangements made for managing complaints from parents of children with SEND about the provision made by the school

It is in everyone's interests for complaints to be resolved as quickly and at as low a level as possible and our SEND complaint procedure is as follows:

- The complaint is dealt with by the class teacher – the complainant needs to feel that they have been listened to and that all points raised have been addressed.
- If the complaint remains unresolved, the complaint is dealt with by the Inclusion Lead/SENDCo or by a Senior Manager.
- If there is still no resolution, the head teacher should become actively involved.
- If the matter is still not resolved, the complainant must put their complaint in writing to the Chair of Governors
- The Governing Body will deal with the matter through their agreed complaint resolution procedures
- In the unlikely event that the matter is still not resolved, the parent can then take the complaint to the Local Authority.

The Local Authority's Local Offer

The Local Authority's Local Offer can be found using the following link:

www4.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer/549/about_cambridgeshires_local_offer

Here you will find information on what the Local Authority offers in line with the SEND Code of Practice 0-25 years, July 2015

This SEND Information report outlines what the school contributes towards the Local Authority's Local Offer and how we work to ensuring this provision is in place and monitored regularly.

Named contacts within the school

Gemma Hassan, Inclusion Lead & SENDCo g Hassan@willingham.cambs.sch.uk

David Morel, Headteacher head@willingham.cambs.sch.uk

SEN Link Governor, please contact the school office to request information about contacting our SEND Link Governor. office@willingham.cambs.sch.uk

The school telephone number is 01954 283030



Contact details of support services for parents of pupils with SEND

Cambridgeshire Statutory Resourcing and Assessment Team - Age range: 2 - 19

01480 372 600

Scott House,

5 George Street,

Huntingdon, PE29 3AD

start@cambridgeshire.gov.uk

www.cambridgeshire.gov.uk/ehcplan

Cambridgeshire Speech and Language Therapy Service

01223 884494

Block 13,

Ida Darwin,

Fulbourn,

Cambridge. CB21 5EE

www.cambscommunityservices.nhs.uk/what-we-do/children-young-people-health-services/specialist-services/childrens-speech-and-language-therapy/about-us

Cambridgeshire Education Welfare

www4.cambridgeshire.gov.uk/info/20059/schools_and_learning/325/education_your_rights_and_responsibilities/2

www4.cambridgeshire.gov.uk/localityteams

Cambridgeshire Parent Partnership

Parent Partnership: providing SEND Information, Advice and Support (SENDIASS)

Cambridgeshire County Council

SH1212

Shire Hall

Cambridge, CB3 0AP

Confidential helpline open during term times: 01223 699 214

Email - pps@cambridgeshire.gov.uk

www4.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer/633/information_and_advice_service

