

# **SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT 2022-2023**

## **FRIDAY BRIDGE PRIMARY SCHOOL INFORMATION REPORT (THE SCHOOL'S 'LOCAL OFFER')**

### **Introduction**

Welcome to our SEN information report which is part of the Cambridgeshire Local Offer for learners with Special Educational Needs and Disabilities (SEND). Friday Bridge Primary School is an inclusive school and we value all members of our community.

Governing bodies of all maintained schools have a legal duty to publish information on their website about the implementation of the policy for pupils with SEND including information about the arrangements for identifying, assessing and making provision for pupils with SEND. This information is updated annually. Our local offer is closely related to our SEND policy. We welcome your comments to continue to improve this document and our policies so please do contact us if you have any comments.

### **What is "The Local Offer"?**

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer'. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Cambridge Local Offer is available from the website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>

### **How do we define SEN (Special Educational Needs)?**

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from 2014 SEN Code of Practice: 0 to 25 Years)

### **What is Our 'SEND Support' Profile?**

Approximately 21% of our children are in receipt of Special Educational Needs support (SEN Support) and of these, 1.2% have an Education and Health Care Plan (EHCP). The national average of children attending state-funded primary schools who are in receipt of SEN Support is 13% (Education Statistics, June 2022). The national average of children with an EHCP is 4% (Education Statistics, June 2022).

All teachers expect to have children with SEND in their classes. Our school currently provides additional and/or different provision for those pupils at SEN Support for a range of needs including:

28% Cognition and Learning (Cognition and learning needs generally account for difficulties in curriculum-related areas such as reading, writing and spelling, numerosity, comprehension, processing difficulties such as sequencing, inference, coherence and elaboration and working memory)

44% Communication and Interaction (including difficulties in expressing themselves, understanding what is being said to them and understanding or using social rules of communication)

0% Physical and Sensory needs (including a wide range of medical conditions or disabilities such as those affecting health, mobility, sight and hearing)

28% Social, Emotional and Behavioural needs (including ADHD, attachment disorder and anxiety)

### **How do we identify children needing SEN Support?**

Children with potential SEN are identified through assessment routes which are part of the overall approach to monitoring progress of all pupils.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making significantly less than expected progress, given their age and individual circumstances, they will seek, with the support of the SENCo, to identify a cause and adapt teaching and provision. Less than expected progress is characterised as:

- being significantly slower than that of their peers starting from the same baseline
- failing to match or better the child's previous rate of progress
- failing to close the attainment gap between the child and expected age related levels of achievement.

The progress of every child is monitored in an ongoing manner, but at least termly. Where children are identified as not making progress in spite of High Quality Teaching and good attendance, they are discussed with the SENCo (Assistant Head and Head teacher as part of pupil progress meetings also) and a plan of action is agreed.

Although the school can identify barriers to learning and special educational needs, and make provision to meet those needs, we do not offer diagnosis. The school does have access to some initial screening checks which we use in conjunction with our assessment procedures.

In addition to these pathways of identifying SEN, any identified SEN shared with us from parents, previous setting or other professionals will be discussed and supported. If parents have concerns regarding a potential additional need they should discuss this with the class teacher in the first instance.

### **What is the admissions process for children with SEND?**

All children are admitted to Friday Bridge Primary School in line with the county's admissions policy. If a child with additional needs is offered a place mid-phase then the family will be invited, before a start date is agreed, to meet with the headteacher and/or SENCo to discuss needs and provision required. If appropriate a period of transition including a graduated timetable may be implemented. If a child with additional needs transitions to Reception with the rest of their cohort, the SENCo and EYFS teacher work with the previous setting and parents to discuss needs, provision and transition timetable as needed.

## **How do we support children with SEN?**

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, achieving success and their full potential. Children with SEN and disabilities are entitled to be taught by their teacher. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. In addition to this, they may have additional universal or targeted resources and/or input from other members of staff. When allocating enhanced adult support to children, our focus is on needs and outcomes, not hours: we aim to put in sufficient support to enable the child to make good progress but without developing a learned dependence on an adult. Children with SEN will generally be supported by our support staff rather than a named 1:1 adult. (In certain circumstances, a named adult or adults will be required for instances where specific medical training is required).

Our 'Assess, Plan, Do, Review' (APDR) is a graduated approach as required in the Code of Practice 2014; each round of APDR takes place over a period of approximately 12 weeks.

The Assess Phase: Class teachers working with a child with additional needs have the opportunity to meet with the SENCo to look at the strengths and learning barriers of the child as well as their learning dispositions, attendance and progress. We also consider any additional assessment information and advice (both internal and external) that we may have access to.

The Plan Phase: A support plan outlining the targeted provision for the child is created. This will include class-based strategies for support and may also include additional, targeted support through interventions. If appropriate, additional assessments may be requested and written into the plan.

The Do Phase: The support plan is shared with parents and any adaptations to provision including interventions as outlined in the support plan are put in place for a period of 8-10 weeks. Baseline assessments for interventions are completed.

The Review Phase: Towards the end of the 12 week APDR period the class teacher and any other adults involved in supporting the child will review the support plan. They will consider progress, what is working well and what may have worked less well. The child is invited to contribute to this. The review will then contribute towards the next APDR 'assessment phase' and a new support plan will be created if necessary.

Children are encouraged to share their views through a variety of pupil voice activities including but not limited to annual reviews, meetings with class teachers, self-assessment and informal drop ins by the SENCo.

## **What additional provision is offered?**

The school's provision menu includes a range of interventions which are designed to meet specific learning needs and children will access these where appropriate. Interventions are planned (through the assess, plan do, review process) in termly blocks, inclusive of direct input, baseline and review assessments.

At the beginning of each block a baseline assessment is completed. At the end of each block, children's progress against their target and baseline is assessed and recorded.

We request support from external advisors where required (for example, SEND 0-25 team or speech and language therapist) by following their pathways and thresholds. Link practitioner

meetings between the local authority specialist teacher team and local authority Educational Psychologist along with the SENCo are held to consider and prioritise needs across the school while making the best use of the specific hours of support allocated annually to us as a school. Consent from parents is sought ahead of these discussions through a RIC (Recommended Information and Consent form).

### **How do we adapt teaching, the curriculum and the learning environment to support children?**

Friday Bridge Primary School is as disability friendly as possible within the constraints of the old, original sections of the building. The school is on one level, some corridors are wide and we have an easy access toilet. Other reasonable and appropriate adaptations to the physical environment will be made, in line with EHCPs or advice from specialists to accommodate children with other sensory needs or disabilities

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with additional needs including tendencies towards dyslexia, dyspraxia, ASD, ADHD and EAL. As part of our approach we use the reasonable adjustments to promote inclusion:

- giving consideration to and the reduction of literacy barriers
- the use of clear instructions; with pictorial support as appropriate
- ensuring access to explicit teaching of key words for meaning and word banks for spelling
- having lessons that are engaging
- giving consideration to seating and groupings

This is good practice to support all children but is vital for those who particularly need it. All of our children access the National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of routine class adaptive teaching, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

### **How do we support improving emotional and social development of children with SEN?**

The emotional and social development of all pupils are key parts of the wellbeing provision at Friday Bridge Primary School, Wellbeing support includes universal provision for all pupils, as well as targeted support for those identified as having particular needs in this area, which includes provision for pupils with SEND. Provision includes the following:

- Universal provision through the PSHE curriculum
- Pupil Progress meetings and ADPR review meetings, to identify needs and plan appropriate interventions
- Extra curricular activities, focusing on social skills and peer support
- Use of ELSA wellbeing TA support
- Lunchtime and break time play leaders and adult leader -Targeted group and 1:1 support for specific pupils as part of the APDR process, such as the Time to Talk social skills group game, the FRIENDS resilience programme
- Building Resilience using self-regulation resources and Zones of Regulation resources,
- Signposting for parents

Behaviour is not classified as a SEN but may be an expression of other needs and is most definitely communication. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an EHA with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, which cannot be managed at school level, we encourage parents to ask their GP for a referral to CAMHS or other locally based services e.g. the Annabelle Davis Centre, Wisbech. We also make use of external resources such as YOUNited and Emotional Wellbeing Practitioners who offer support to parents/carers and children.

We are a STEPS trained school and all children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs; some children may require an individual behaviour plan or an individual risk management behaviour plan.

The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities.

### **When are children assessed for an EHCP (Education, Health and Care Plan)?**

If, over time, children fail to make appropriate progress and are significantly behind their peers, in spite of high quality, targeted support we may apply for the child to be assessed for an EHC Plan.

The Pinpoint website for parents explains the following.

For most children, good SEN Support will meet their needs and they will not need greater help and support.

For some children, the needs are more complex, greater and will need a higher level of intervention.

It is not automatic that children on SEN Support move on to have a full Education Health Care Assessment (EHCA) or have an Education Health and Care Plan (EHCP).

Neither should it be the case that a child's needs can only be assessed by an Education Health Care Assessment.

Good schools will assess learning needs thoroughly at an early stage and will make use of the free resources and support available from Cambridgeshire's SEND District Teams. The Teams can lend all the professional assessments tools that the educational psychologists recommend – these cover reading, writing, learning styles, memory and much more. The only assessments they cannot lend are those which must be carried out by a qualified Educational Psychologist.

Schools can access Educational Psychologist's advice from the SEND District Team to ensure they are doing all they can to meet a child's needs – this is available without a request for a full assessment. Where there are needs which come under the medical professional's expertise (autism, ADHD, physical needs, speech and language), this may need a separate assessment and schools may need to request additional specialist help and advice from the right NHS service.

Whilst an Education Health Care Plan provides a 'legal' requirement to provide what is written in it, schools also have a legal duty to meet a child's needs if they are on SEN Support.

In most cases, everything the child needs can be provided under SEN Support and children will make good progress. They will not need a full assessment or a Plan.

In some cases, it may be appropriate to seek a full Education Health and Care Assessment.

What is an Education Health and Care Assessment (EHCA)?

Some children's needs are complex, greater and have not been met through SEN Support.

In these cases, it may be appropriate for there to be a full assessment of needs – an Education Health and Care Assessment (EHCA).

A parent, child / young person, school or professional can request a full assessment. It is the Local Authority's duty to consider such a request as they will need to provide the resources to do the assessment.

A request can be made where there are thought that there 'may' be additional needs – you do not need a diagnosis or a named condition. But to help the professionals to decide whether a full assessment is appropriate it will help if they have some more information to go on. The Local Authority has [co-produced EHCA guidance](#), with Pinpoint and SENDIASS, which is available to schools and parent carers. It is not a check list. It is not there to stop requests being made. It is there to help everyone understand what sort of additional information helps the ECHA Panel to make a good decision.

### **Working with and supporting Parents**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' consultation meetings (autumn and spring terms) or through additional meetings to discuss the child's progress. Parents of children with SEND are able to request meetings when required with class teacher, SENCo or other senior leader in school.

Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs. For more information see <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>

Pinpoint Cambridgeshire is an organisation run for parents – by parents. They give help and information to parents and carers of children and young people aged 0-25 with additional needs and disabilities, and give parents and carers opportunities to have a say and get involved in improving local services. More information can be found at <https://www.pinpoint-cambs.org.uk/>

Spectrum is a parent-led children's charity who provide events, sessions and support for families of children with Autism, additional needs, learning difficulties and disabilities. More information can be found at <https://spectrum.org.uk/>

### **Access to extra-curricular activities**

All of our children have equal access to before and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodations and adaptations to meet the physical and learning needs of our children.

### **How do we prepare children for next steps?**

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes and settings as smooth as possible. Enhanced transition arrangements are tailored to meet individual needs but may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Meetings between staff from previous or future settings.
- A graduated transition timetable
- Social stories

Transition reviews for Year 6 pupils with EHCPs are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

### **Staff Expertise**

All of our teachers are trained to work with children with SEN. Some are very experienced, and others less so, but all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or external courses, provision of resources or guidance towards useful websites. Some of our TAs have specific training (e.g. ELKLAN, ELSA, SALT) which helps them to support children with specific difficulties. Other TAs have expertise and training in specific interventions. All TAs work with children with SEN and disabilities. We work closely with therapists, specialist teachers and other professional e.g. family advisors or family workers and collaboratively follow a solution focused approach.

Where we have children joining the school with needs that we are unfamiliar with we will work with parents, the local authority and other professionals including charities to ensure staff are confident in providing appropriate provision.

Our SENCo can be contacted via the school office on [01945 860220](tel:01945860220) or via emailing [office@fridaybridge.cambs.sch.uk](mailto:office@fridaybridge.cambs.sch.uk)

SENCo / Pupil Premium Lead and Mental Health Lead: Donna Suttle

Governor with responsibility for SEN: Geena Hird

**Further information and complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. For further information on any aspect of our provision for children with SEN including complaints about SEND provision in our school , please contact Donna Suttle (SENCo), Naomi Fitzpatrick (Assistant Head) or Michael Elliott (Head teacher) via the school office. All complaints are taken seriously and are heard through the school's complaints policy and procedure.