

SEN Information Report 2024-2025

The Ickniel Primary School



Ickniel
Primary School

Thrive and achieve together

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1. SEN information report

1.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

1.2 Identifying pupils with SEN and assessing their needs

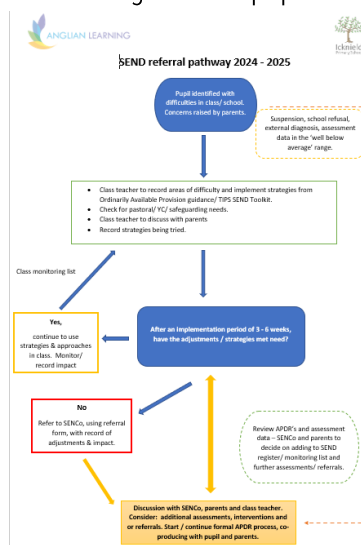
We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

The progress of every child is discussed at the end of every term during a Pupil Progress meeting between the class teacher and the head teacher

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. The class teacher will follow the SEND Pathway:



If you have concerns about your child, please contact your child's class teacher as soon as you can. Meetings can be arranged to be face-to-face, virtually or over the phone. We encourage parents to email the school office to arrange contact with the class teacher.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

1.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Meetings can be arranged to be face-to-face, virtually or over the phone. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

1.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. We call this document the "Individual Learning Plan", (ILP).

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

1.5 Supporting pupils moving between phases and preparing for adulthood

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible. If your child is joining us from another school, the SENCO will liaise with their previous setting and professionals where appropriate. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school, we will contact the new school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, planning meeting will take place with the SENCO from the new school.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school, information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. In addition to the whole class transition, your child will be able to participate in more personalised one-to-one sessions with their new class teacher.

At the end of Year 6, the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. Sometimes, this may involve a transition review meeting, to which you will be invited, which will take place with the SENCO from the new school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

There is also additional support available through transition programmes offered by District Early Help or SEND Services.

Transition meetings will be held face-to-face, virtually or completed over the phone.

1.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We can also provide the following interventions:

- Little Wandle phonics interventions
- Plus 1 / Power of 2 – precision teaching approach to learning number facts
- Sensory Circuits – a daily programme to support the co-ordination and integration of all the senses in preparation for concentration and learning.
- ELSA – emotional literacy support
- Lego Therapy – a weekly intervention

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

1.8 Additional support for learning

We have teaching assistants, who are trained to deliver interventions such as Little Wandle, ELSA, Lego Therapy and Sensory Circuits.

Teaching assistants will support pupils on a 1:1 basis when it is felt this is the best approach for the child and right for the intervention or activity.

Teaching assistants will support pupils in small groups when the intervention is best delivered in this manner.

We work with the following agencies to provide support for pupils with SEN:

- SEND Services 0-25
- Visual Impairment Service
- Hearing Impairment Service
- Educational Psychology Service

External professional support is being offered virtually, through phone conferencing or by face-to face school visits.

1.9 Expertise and training of staff

Our SENCO has ten years' experience in this role and has worked as a teacher for thirty years.

They are allocated three days a week to manage SEN provision.

We have a team of eight teaching assistants and two higher level teaching assistant (HLTA) who are trained to deliver SEN provision.

In the last academic year, the SENCO has completed the Cambridgeshire Therapeutic Training and has kept up to date with current developments through the virtual training provided by the LA.

Anglian Learning continue to offer training and support led by the Director of Inclusion. As a Trust, all SENCo's are completing "The Leadership of SEND" training through Whole Education.

The SENCo leads regular TA meetings which include training and updates relevant to our pupils.

1.10 Securing equipment and facilities

The SENCO and head teacher discuss resources that might be needed and plan the spending for the coming year. Long term projects are discussed by SLT and are built into the long-term plan for the school.

For individual children with an Education, Health and Care Plan, (EHCP), we look at the provision in the plan and meet the needs through careful use of funding. If an ICT assessment is required, school will follow the pathway as set out on their website: <https://theictservice.org.uk/send-technology/>

1.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after ten weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

1.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All children are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk

assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from outside agencies where relevant. We work alongside parents and providers to make reasonable adjustments to ensure that all children able to access facilities and activities available. In the past we have been highly successful as parents have often been willing to attend school trips and residential trips to help meet the SEND or medical needs of their child.

1.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils follow the Cambridgeshire PSHE curriculum.
- Programmes of support are developed for individual children to enable them to develop their emotional understanding and regulation.
- We have a zero-tolerance approach to bullying.
- School has a trained ELSA to support the development of emotional literacy.
- Blue Smile are used to support children's emotional needs in small group workshops or on a 1:1 basis.

1.14 Working with other agencies

We work with other professional bodies when we know that we need further guidance and support to meet a child's needs.

The local authority offers provision through the following organisations:

- Visual Impairment Service
- Hearing Impairment Service
- Specialist Teaching Service
- District Early Help e.g. Education Inclusion Family Advisor and Family Workers
- SEND Information, Advice and Support Service (SENDIASS)
- Educational Psychology Service

School can also access Health provision through:

- School Nurse
- Community Paediatrician
- Occupational Therapy
- Physiotherapy
- Child and Adolescent Mental Health
- SALT (Speech and Language Therapy)

All of these professions require a referral form which will be completed by school and parents together.

1.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

1.16 Contact details of support services for parents of pupils with SEN

- The school SENCo is Mrs Rachel Holt; she can be contacted through the school office.
- The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service, (SENDIASS) can be reached via <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 run not only for parents, but also by parents. Its aim is to help Cambridgeshire's parents and carers which children with SEND / additional needs. <https://www.pinpoint-cambs.org.uk/>
- Mental Health and Emotional Support is available through YOUNited; their website is <https://www.cpft.nhs.uk/younited/>

1.17 Contact details for raising concerns

Your child's class teacher is always your first point of contact. You can make contact via email or through the class office.

The SENCo and head teacher are also available to discuss concerns. Please make contact through the school office.

1.18 The local authority local offer

Our local authority's local offer is published here:

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/home.page>

2. Monitoring arrangements

This Information Report will be reviewed by Mrs Rachel Holt, SENCO, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body.

3. Links with other policies and documents

This Report links to our policies on:

- SEN
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding