

An Introduction and **Frequently Asked Questions** about Special Educational Needs and Disabilities

Dear Parents,

This part of the website is all about SEND – that stands for Special Educational Needs and Disabilities.

We have two key aims at Ely St John's:

1. To meet the needs of all our children as best we can.
2. To ensure parents are as informed and as involved as possible in helping us to make decisions about how best to help their child/ren.

Many children have their needs met without requiring any special provision, but a good few also require additional support either from the school or from outside agencies to help them overcome certain barriers to learning. Such support may be support with speech and language; help to manage a physical impairment; support from a family worker or mental health worker or the advice of a paediatrician. Many children need additional group or individual programmes of work to help with any gaps in knowledge or to help with specific learning needs. **We also have a Sensory Room for those children who require support with sensory needs or to allay anxieties.** For those with needs, we may refer to Targeted Support (TS), Special Support (SS) or Education and Health Care Plans (EHCPs) which merely denotes the level of support children are receiving and how much of that support involves outside agencies.

We want you the parents, to work with us to ensure all your child's individual needs are met. Our SENCO's (Special Educational Needs Co-ordinators), Alice Carter and Anna McGuinness, are here each day and available to talk to you if you have any questions or need to talk about any worries or concerns. You can often nip in to speak with them at the start of the day or you can ring the office to arrange an appointment with one of them.

We have put together here, an Information Report about all things relating to SEND. What follows, is a list of frequently asked questions (FAQ'S) which we hope will cover many of the questions you may wish to ask. Please do have a browse and if there is anything we have not covered, come and ask us or email us with further questions.

1. How many children at Ely St John's receive additional support? (Updated February 2017)

Currently we have 27 children who receive regular Targeted Support (TS), some of whom have their own Individual Provision Plan and others who appear on our termly provision maps. Children requiring access to targeted support may well get additional teaching time through our Pupil Premium teacher or school leaders or one to one tuition. They may also take part in various targeted intervention programmes designed to plug any gaps in their learning or to help them progress in areas of difficulty.

We have 23 children receiving Special Support (SS) and 4 with Education, Health and Care Plans (EHCP). Those on Special Support will be given more tailored programmes to aid their development and specialist outside services may work with us in school to help plan these programmes. Those with an EHCP will be likely to have a named teaching assistant working with them for large parts of the day to help them access their learning.

Needs include mild to severe or specific learning difficulties in one or more subjects; speech and language needs; visual impairment; social, emotional or mental health difficulties or needs relating to pupils with Autistic Spectrum Disorder.

We currently have a number of children receiving support from Speech and Language Specialists; the Local Authority Specialist Teaching Team; Occupational Therapists; Educational Psychologists; the locality team (including our Family Worker); school nursing team; Gemstones Therapeutic Services and CAMH (mental health support). Often, outside services help the school plan an appropriate programme of work for pupils to work on in school.

We host monthly drop ins for our Family Worker, Michelle West which parents can choose to attend; regular termly drop-ins from our Speech and Language Therapist and from our School Nurse, Sarah Taylor.

We run Sensory Circuits before school, Mondays to Thursdays and these address the following needs: gross motor control; self confidence and any difficulties in accessing lessons; sensory needs.

2. How does the school identify and assess children who have additional needs or who have SEND?

Our SEND Policy includes a lot of information about how we identify and assess children with SEND and this involves a graduated response. We always inform parents where we have concerns and if you are concerned at all about the development, progress or well being of your child, please do not hesitate to contact your child's class teacher. He/she will listen to your concerns and together you can decide how best to support your child. At times, the teacher may feel it is also appropriate to involve the SENCo in discussion, particularly where catch –up and interventions have been tried but progress is still not being made. Sometimes children do progress at different rates and sometimes they have missed a significant amount of schooling and a catch-up or targeted intervention programme is enough to address difficulties. At times, a child may have a specific need that impacts upon learning which is best addressed with advice from our SENCos and outside professionals.

Information about our approach and commitment to offering an inclusive curriculum that ensures the best possible progress for all pupils, whatever their need or disability, can be found in our SEND (*Special Education Needs and Disabilities*) Policy which can be found on the website, also in the SEND section.

3. Who are our SEND co-ordinators (SENCOs) and how can I contact them?

Mrs Carter is here on Monday and Tuesday and Mrs McGuinness is here on Wednesday and, Thursday. You can drop in first thing to see if they are available or make an appointment via the school office. Alternatively you can contact them on ACarter@elystjohns.cambs.sch.uk or AMcGuinness@elystjohns.cambs.sch.uk

4. When should I talk to them and who should I contact first?

While it is best to liaise first with the class teacher of your child, our SENCO's are also available to make an appointment with to discuss concerns about particular learning needs or disabilities.

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and the delivery of any additional support.
- Contributing to individual plans that prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEN policy.
- If you have concerns about your child's progress, talk to the class teacher first. You may then be directed to the SENCos.

The Special Educational Needs Co-ordinators (SENcos) are responsible for co-ordinating provision for children with SEND and developing the school's SEND Policy.

They ensure that parents are:

- Involved in supporting their child's learning and access
- Kept informed about the range and level of support offered to their child
- Included in reviewing how their child is doing
- Consulted about planning successful movement (transition) to a new group or school
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.

The Headteacher is responsible for:

- Facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- The day to day management of all aspects of the school, including the provision made for pupils with SEN

5. What expertise and training does the staff at Ely St John's have in relation to SEND?

Autism – 14.11.13 – all teachers and Teaching Assistants (TAs)

Gemstones – alternative strategies and therapies – 8.5.14 – all teachers and TAs

Level 1 Dyslexia Training – all teachers and TAs – 11.11.15

Level 2 Dyslexia Training – all teachers and TAs – 2.9.16

Level 3 Dyslexia Training – Anna McGuinness (SENDco) and Level 3 TA Allison Brown 21.3.18

Functional Behaviour Training – all teachers and TAs – 9.3.16

Asthma – 16.11.16– all staff

Specific Diabetic training – 3.10.16

Diabetes – 16.11.16– all teachers and TAs

Staff have the appropriate training to support children with medical issues including diabetes, asthma and allergies requiring Epipens – **most recent on Epipen, asthma, epilepsy, choking, anapylactic** – 16.5.18 all staff

Most of the TA staff also First Aid trained.

PDA training- Anna McGuinness (SENDco) – 3.1.18

Step On Therapeutic behaviour training 5.9.17 and refresher in September 2018 – all teaching assistants and teachers
Leading a Mentally Healthy School (Morris teaching School Alliance funded) – Head and Mental Health Lead, Kerry Tipping – Autumn term 2018

In-house training from SENDco on use of the new Sensory Room

Additional training for Teaching Assistants:

Handwriting – 18.9.13 and 4.12.13

Behaviour Strategies – 25.9.13 and 4.12.13

Numicon (maths) – 26.9.13 and 10.10.13

CLIC (maths) – 6.2.14 and 13.2.14

Guided Reading – 11.6.14

Precision Teaching – 19.1.17 Anna McGuinness (SENCo), Ann Pixley (Class Teacher/KS2 leader), Christine Harley, Debbie Cousins, Allison Brown, Karen Johnson, Carol Cousins, Mary Rose, Shellie Bailey, Karen Miller, Debbie Webb, Teresa Baker, Jacqueline Shooter, Teresa Draper

- **October 2018 – teaching assistants from Julie Symonds**

Expanded Rehearsal Technique (ERT) – Anna McGuinness

ELKLAN trained: Allison Brown, Julie Symonds, Teresa Draper, Debbie Webb, Carol Cousins, Christie Hooper (Teacher), Ben Killick (Teacher) Susan Cornwell, Shellie Bailey and Mary Rose

First Class @ Number trained: Allison Brown, Julie Symonds

Spirals (social and emotional programme) and/or social skills training – Allison Brown, Karen Johnson

Sensory Circuits trained: Julie Symonds

Principles in Practice training: - Shellie Bailey, Teresa Draper

First Class @ Writing: Allison Brown Bill Tharp and Debbie Webb

First Class @ Number 1: Julie Symonds & Allison Brown

First Class @ Number 2: Allison Brown

Project X Code reading Intervention: Jenny Stanford; Beth Hartland; Karen Johnson, Allison Brown – Autumn term 2018

Inference Training – Steve Preston (Class Teacher), Karen Johnson

Success @ Arithmetic – David Aston (Deputy Head), Karen Johnson

Early Bird ASD training – Beth Hartland – Autumn term 2018

Peer Coaching for TAs: – to share expertise in-house and across schools (Downham Feoffees Primary)

Team Teach Training (Staff authorised to use physical restraint)– Liz Bassett, David Aston, Marianne Halls, Karen Miller, Jenny Stanford, Teresa Draper, Alice Carter, Shellie Bailey and Jenny Powell, Tina Chamberlain, Anna McGuinness, Fiona Sutcliffe

Medical training – all staff May 2015

Our SENCos liaise regularly with appropriate outside services and arrange Team Around the Child meetings to help our parents become more informed and a part of the process of exploring and deciding upon the best provision for their child/ren.

6. What other outside agencies does the school work with to meet the needs of the children here?

The governors ensure the Head and SENCos make full use of finance and resources and require them to communicate with outside agencies where necessary. The school will seek specialist advice and support where the resources of the school alone are not adequate to meet a child's specific needs and where those needs are impacting significantly on their ability to learn. We will always involve the parents where other professionals are drawn on and we also give parents the opportunity to self-refer or to request meetings themselves through drop-ins held here in the school.

We help parents with the referral process to access advice and support from health and educational agencies such as **Paediatricians, Speech and Language Specialists; the Local Authority Specialist Learning Team; Occupational Therapists; Educational Psychologists; the locality team (including our Family Worker); School Nursing Team; and CAMH (mental health support).**

We host monthly drop ins for our **Family Worker, Michelle West** which parents can choose to attend to help with family issues at home including behaviour difficulties; social or financial difficulties.

We work closely with our **School Nurse, Sarah Taylor**, who is available to work with parents. The school nurse can support parents with issues such as bed wetting; medical conditions; she also helps us train our staff appropriately for conditions such as asthma, allergy related conditions and epilepsy.

Some of our children spend time at **Highfield Special Educational School**, as part of the Highfields outreach programme to enable the children to access resources and expertise we do not have on site here. It is extremely helpful where a child may be moving on to a Special School in the future.

7. How are equipment and facilities to support children with SEND secured?

While Ely St John's does not have a special unit, the Governing Body are committed to spending resources to ensure all needs are met and consults with the Local Authority where accessibility issues relating to structural alterations are required. Otherwise the school ensures resources are available according to need to ensure children can access the curriculum fully.

The school is wheelchair accessible and has three disabled toilets. Regular risk assessments are made of the site and hazards highlighted. The car park has a parking bay for disabled badge holders. Where children have access needs that are not currently available in school, we are able to liaise with the Local Authority and other professionals to ensure that facilities and equipment are secured. Professionals advise on physical programmes or adaptations to the school environment. We run Sensory Circuits before school, Mondays to Thursdays and these address the following needs:

gross motor skills; self confidence and a calm start to enable access to lessons and learning. This is one example of support given for those children who have needs not so clearly linked to academic development. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These can show themselves in a number of ways – behavioural issues, anxieties, or communication difficulties. We work hard through our EJWay (Behaviour Policy) to provide additional intervention and support where necessary to ensure the overall well being of your child.

8. Can all children with SEND attend trips?

All children are entitled to be included in all parts of the school curriculum and on all school trips. Risk assessments are carried out for any off-site activity and this may include advice from specialist agencies. We work alongside parents and providers to make reasonable adjustments to ensure all children can access facilities and activities available. As with any child in the school, it is important that the EJ way is being followed and where children are not able to follow instructions from staff and follow our EJWay, we would worry about their supervision and safety in any out of school setting and may consider the possibility of preventing them from attending a trip.

9. What arrangements does the school make for supporting children with SEND in a transfer between phases of education?

We take every opportunity to ensure a smooth transition for your child either into school from home or from a previous setting or school. We will invite you to tell us about your child, their strengths and difficulties; what works well and what not so well. We share this information with all staff in the school so they know how best to welcome and support your child.

Our Foundation Stage teachers and teaching assistants visit the nursery your child comes from if applicable; hold taster sessions and an Induction Evening in the summer term for children and parents to come into school together and home visits are carried out in the first week of the Autumn Term.

The SENCos set up Passport meetings at the end of each year to aid transition from the child's current class/teacher to their new one and to liaise with you the parents. Much work is done, including visiting new classrooms and teachers on our Changeover Day, and compiling social stories where helpful.

The school also works hard to liaise with secondary schools and some children have a greater level of transitional support where necessary either from nursery to school or school to secondary. This can involve additional visits and meetings with professionals involved.

10. How does the school consult parents and involve parents of children with SEND, in the education of their child?

We involve parents at all levels and will inform parents where there are concerns over progress or specific needs. Parents are able to voice their concerns and teachers are always available to meet with parents though an appointment through the school office may be necessary.

We also try to ensure parents of children with SEND have the chance to meet with our SENCos and each other and we hold coffee mornings and drop ins with outside professionals to enable parents to talk about their concerns and to gain advice.

We pinpoint parents to activities in the local area which may benefit their child. Parents are made aware of Locality Team parenting courses, Children's Centre activities and other opportunities in and around Ely.

Up and coming dates are sent on Parent-mail and included on the school monthly newsletter.

All children in the school have individual targets for literacy and maths and are involved in self-evaluation of the work they do. Additionally, children with their own individualised education plans will have the chance to talk about their

work and experience of school leading up to any review. Children have the opportunity to talk about their likes and dislikes and the work they do.

11. What do I do and who do I talk to if I have a complaint about the provision of the school for the SEND needs of my child?

Arrangements made by the governing body relating to the treatment of complaints from parents of children with SEND concerning the provision made by our school are:

The named Special Educational Needs Co-ordinators is **Anna McGuinness**

The Level 3 TA with special responsibility for Pastoral Care and SEND admin is Karen Johnson

A named member of the governing body, Rebecca Dennis, takes a special interest in SEND.

If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to the Special Educational Needs Co-ordinator, the head teacher, or to any member of the governing body.

If you speak to a governor, he/she will, in the first instance, refer the matter to the head teacher. The head teacher will investigate and then contact you within five school days.

If he/she has not resolved the matter to your satisfaction, it will be referred to the governors, who will consider the complaint, within the framework of the school's general Complaints Procedure (available in the policy section of the website).

12. What other information does the school's SEND Policy provide?

The SEND Policy includes information about the school's policies for making provision for children with SEND whether or not children have Education and Health Care Plans (EHCPs):

- a) How we evaluate the effectiveness of our provision
- b) Arrangements for assessing and reviewing the progress of pupils with SEND
- c) Our approach to teaching children with SEND
- d) How we adapt the curriculum and learning environment for children with SEND
- e) Additional support for learning available to children with SEND
- f) How we enable children with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND
- g) Support that is available for improving the emotional, mental and social development of children with SEND

13. Who else can I contact in and around Ely for support and advice?

Contact details of support services for the parents of children with SEND, including those for arrangements made in accordance with section 32:

SENDIASS (formerly Parent Partnership Service or PPS) offers impartial information, advice and support to:

- parents / carers of children and young people with special educational needs and / or a disability
- children and young people themselves (up to the age of 25)

You can contact the service in confidence, whatever the level of need of the child or young person. Each adviser (known as Area Case Coordinator) covers a group of schools, so you will normally speak to the same person each time.

They offer telephone advice and support on education, health and social care provision (if it relates to special educational needs and disabilities). On some occasions, and with your agreement, they can contact professionals / practitioners on your behalf and sometimes attend meetings with you.

Advice and support will be offered for as long as it is needed. There is not a waiting list, but it is not always possible to respond to calls immediately due to demands on the service. If you leave a voicemail message, you will be called back as soon as possible.

Telephone: 01223 699 214

Email: pps@cambridgeshire.gov.uk

Website: www.cambridgeshire.gov.uk/pps

Address: Shire Hall, Castle Street, Cambridge, CB3 0AP

Our Ely, Littleport and Witchford Locality team run a number of parenting courses that may be of interest to parents. More details of these can be found via Ely Children's Centre: High Barns, Ely, CB7 4RB Tel: 01353 611594. Parents can also contact a family worker through our school monthly drop in's with Michelle West (Locality Team Family Worker) or at

www.cambridgeshire.gov.uk/childrenyoungpeople/familyinformation/supportparentscarers/genparentsupport/parentsupportadviser.htm.

Information on where the Local Authority's Local Offer is published:

www.cambridgeshire.gov.uk/SEND