



Cubbington C of E Primary School

Achieving, Belonging, Caring

Special Educational Needs and Disability (SEND)

Information Report for Parents

September 2014

Cubbington C of E Primary school is a voluntary controlled school for children aged 4 – 11 years. We are proud to be a truly inclusive Church school and we aim to help our children develop as individuals, combining academic achievement with good pastoral care. Children of all abilities, backgrounds and cultures are welcome.

1. Curriculum

We aim to ensure that all our children are able to access our engaging and creative curriculum. It meets the requirements of the new National Curriculum for Primary Schools 2014, and has a foundation of ensuring all our children develop their personal abilities and attributes alongside subject specific knowledge and skills.

We have high expectations of all children and aim to help children progress as fast as they are able, as slowly as they need. Our team of experienced Teachers and Support staff enable curriculum access through 'Quality First Teaching' and differentiation to meet a range of abilities and needs.

We work in partnership with other professionals to ensure specific or more complex needs of children are met. Risk Assessments are carried out for some activities and experiences in order that measures are put in place for the safety and wellbeing of all.

2. Special Educational Needs, Medical Needs and Disability

We take pride in the inclusive ethos and positive relationships that are at the heart of all our work. We aim to fulfil our duties towards children with disabilities under the Equality Act 2010 and make reasonable adjustments, wherever possible, to ensure they are included in all we have to offer.

Cubbington C of E Primary School is situated on a hill and the main building has different levels. However, we are committed to providing an inclusive environment and endeavour to overcome any of the physical restrictions of our building where possible. There are toilets, and facilities to meet personal care needs, on both levels of the main building. The toilet in the Old School Building can be accessed by a wheel chair user.

Under the Children and Families Act 2014, we recognise our responsibility to make reasonable arrangements to support children with medical needs. We work in partnership with Health Care professionals to implement Health Care Plans. These specify the type and level of support required to meet the medical needs of a child. We aim to train staff as necessary to ensure that we fulfil these responsibilities.

3. New SEND Code of Practice 2014 (SEND)

From 1st September 2014 transitional arrangements are being put in place to support the changeover from the 2001 Special Educational Needs Code of Practice to a new system, under the 2014 SEND Code of Practice.

4. SEN Support

Children previously supported in school on the Special Educational Needs Register, defined as School Action or School Action Plus, will now be supported under a single category of 'SEN Support'.

5. Education, Health and Care Plan (EHC)

There will be no further assessments for statements of special educational needs. Over the next 3 years children with statements will be transferred to an Education, Health and Care Plan (EHC plan). The local authority will lead this process. Parents and schools are able to request a needs assessment for an EHC plan. An EHC plan is designed to support children who have needs that are severe, complex or lifelong.

Further information about the changes and how these will be put into place in Warwickshire can be found on the Local Authority's website: www.warwickshire.gov.uk/sen

6. School Responsibility for Supporting Children with SEN or Disability

Staff and Governors have different responsibilities that ensure the needs of all children are met in an appropriate way:

The **Class Teacher** is responsible for;

- Planning for, assessing and monitoring progress of all children in their class. They identify and plan for targeted or additional support (personalised planning). They will inform Special Educational Needs/Disabilities Co-Ordinator (SENCo) as appropriate.
- Writing targets that link to your child's personal or academic growth and where necessary Individual Educational Plans (IEP's). Sharing and reviewing these targets regularly with parents and carers and children and planning next steps together.
- Working in line with SEND policy for all children in school.

The **Special Needs Coordinator (SENCo)** Mrs Chris Lester is responsible for;

- Co-Ordinating all support for children with SEN or Disabilities (SEND)
- Developing and reviewing the school's SEND policy
- Liaising with families to ensure a) we share information and work together to support children's learning, b) families are kept informed about the support each child is having and the progress they are making.
- Liaising with other people who may come in to school to help support children's learning, e.g. Educational Psychology, Speech and Language Therapist, Teacher for the Deaf.
- Working in partnership with staff to update the SEND register and Provision Map to co-ordinate, monitor and evaluate provision for children with SEND.
- Working with the Head Teacher to organise support and training for Teachers and Support Staff to ensure the needs of all children with SEND are met..

The **Head Teacher**; Mrs Cathy Clarke is responsible for;

- The running of the school on a daily basis which includes liaising with the SENCo and class teacher to ensure appropriate support is provided for children with SEND.
- The monitoring and evaluation of the SEND Policy
- Ensuring the Governing Body is kept up to date about issues relating to SEND.

The **Governing Body** is responsible for;

- Ensuring Cubbington C of E Primary School meets all its Statutory Duties and the needs of children are being met appropriately.

- Ensuring that funding is used appropriately
- Monitoring the teaching and learning and the progress and attainment of children with SEND
- **The SEN Governor**, Mrs Theresa Saul, meets regularly with the SENCO to keep up to date with developments and any issues that may arise.

7. Additional Support and Provision

a) Sharing Information

The progress of all children is monitored throughout the term and this information is used by the class teacher to plan the lessons and next steps in all learning for all children. A combination of informal and formal assessments support teachers in their judgment of how well a child is progressing, their attainment level and any barriers to learning that are inhibiting progress. This information is scrutinized by the Head Teacher, Senior Teachers and SENCO at the end of each term in order that provision can be planned accordingly.

Class Teachers have termly meetings with the families of all children to share information about progress, attainment and next steps in learning. If they have concerns about any of these, or about the particular needs of a child, they will contact families at the earliest opportunity in order to:

- Discuss their concerns and reasons for them
- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

If families have any concerns about their child's progress they should speak to the child's class teacher initially. We will endeavor to work in partnership with families to address any issues in the best interest of the child.

b) The Allocation of Resources

The school budget, allocated on a formula basis from Warwickshire Local Authority, includes money for supporting children with SEND with a wide range of needs. Following comprehensive tracking of progress and analysis of needs, we plan the best way to meet a child's needs from the range of possible support available on our Provision Map. This is reviewed and updated regularly in order that the needs of children are met, and resources are deployed as effectively as possible.

The Head Teacher and Senior Leaders, in consultation with the SENCO, plan the deployment of resources on the basis of need. This includes the planning of additional adult support, training for staff and the 'buying in' of other professional services. The progress and needs of children, and the use of resources, are evaluated at the end of each term. This information is shared with Governors.

c) Education, Health and Care Plan (EHCP)

Children whose learning needs are severe, complex and/or lifelong may have a Statement of SEN, or Education, Health and Care Plan (EHCP).

A school or parent can request that **Local Authority Services** carry out a statutory assessment of their child's needs. This is a legal process which sets out the amount of support that will be provided for a child.

Some additional funding is given to schools for children who have a Statement of SEN, or Education Health and Care Plan. This funding must be used for specific purposes, as detailed in the Statement or Plan.

d) Training for staff

At Cubbington we have staff that are experienced and reflective in their practice. We aim to be proactive in the planning of training to ensure we are up to date with information, and reactive to ensure that we respond to the new or changing needs of our children.

The SENCO supports staff with the planning of provision for SEND children. She attends regular meetings and training with colleagues in Warwickshire, and particularly with colleagues at our Cluster of Schools in Leamington.

We provide training and support to enable staff to further improve the teaching and learning of all children, including those with Special Needs or Disabilities. Individual staff attend training courses run by outside agencies and professionals that are relevant to the specific needs of children in their class.

e) Additional Services

If a child has been identified as needing some extra support in school, or school needs additional advice regarding a child, other professionals may be contacted. We will always discuss our concerns with families and get their permission before contacting professionals from other services.

The services and professionals that we work with will depend on the needs of the child and include both education and health services;

- NHS Speech and Language Service
- NHS Hearing Impaired Service
- Educational Psychologist Service
- Round Oak School – Out Reach Support Service
- Integrated Disability Service
- Early Intervention Service
- Child and Adolescent Mental Health Service
- Snowford Grange Children's Counselling Service
- Occupational Therapy
- Physiotherapy
- School Nurse/ School Health Team

f) Children with Social and Emotional Needs

At Cubbington C of E Primary School we understand and value the importance of mental health in all our children. Our Personal, Social and Emotional Curriculum is comprehensive throughout school and is planned carefully to address the changing needs and emotions of children at different stages and ages.

We know that some children may have additional emotional and social needs that need to be supported, developed and nurtured. These needs can manifest themselves in a number of ways, including enhanced behavioural difficulties, heightened anxiety levels and children who may have difficulties in communicating with their peer group and adults. All of these will impact on a child's ability to learn or make the most of the opportunities that they are given.

These children may need additional support and we therefore plan a range of small group, or individual, activities and opportunities to build up children's emotional strength and skill base. Our aim is to enable all children to participate as fully as possible in school life. For some children who find it difficult to be with larger groups of children, alternative opportunities at break times and lunch times can be planned.

We also have a Children's Counsellor in school once a week and she works on an individual basis with children. If we feel a child will benefit from this we will discuss their needs with the family before making a referral.

8. Further information or Complaints

We aim to work closely with families to ensure that we meet children's educational, social and emotional needs. If families have any concerns regarding their child they should not hesitate to contact their child's class teacher in the first instance.

If it is appropriate meetings can be organised with the SENCO, Senior Teacher, or Head Teacher to discuss and solve any problems together. If the problem is not resolved, please see the Complaints Policy for further information and next steps.

9. Contact Details:

Head Teacher: Mrs Cathy Clarke

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Cubbington
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Tel: 01926 422967

Email: admin3144@welearn365.com

SENCO: Mrs Chris Lester contact admin3144@welearn365.com

SEN Governor: Mrs Theresa Saul (contact through school).