



OFFORD
PRIMARY
SCHOOL

SEND INFORMATION REPORT 2023

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SEND Information Report 2023

'A Parental Guide to Special Educational Needs and Disability (SEND) at Offord'

Introduction

Offord Primary School are committed to working together to provide an inclusive, happy, caring and stimulating learning environment where all children can achieve and be confident members of the wider community with respect for others and themselves. We are an inclusive school and want every child to be included in every aspect of life here such as lessons, after school clubs and trips. We want all children to be independent, engaged learners who can voice their opinions about their own needs and know these views are highly valued.

This guide outlines how Offord Primary School supports children with SEND.

SEND Contact

Special Educational Needs Coordinator (SENDCo): Hannah Mooring

Nurture Group Contact

Nurture Group Lead: Lynette Webb

1. What is Special Educational Need and Disabilities (SEND)?

A pupil has SEND if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

2. How does Offord Primary School know if my child needs extra help?

All staff continuously monitor children's behaviour, progress and learning through observation, assessment and communication. Any thoughts and concerns are shared and discussed with the Special Educational Needs and Disability Coordinator (SENDCo) and the class teacher. If we believe that your child has Special Educational Needs (SEN), we will talk to you and together put a plan of support in place. We may request the advice of outside agencies such as the specialist teaching team.

3. What should I do if I think my child may have special educational needs?



Please come and talk to us if you think your child may have special educational needs. The first person to speak to is your child's class teacher. They will pass on any information to the SENDCo and she will contact you. We will talk to you and if appropriate, together put a plan of support in place. We believe that a strong partnership between school and home helps children to be successfully supported.

4. How will the school support my child?

Your child's class teacher will assess, plan and review the support needed based on your child needs including resources, activities and lessons. The SENDCo will work alongside the class teacher to arrange any additional provision for your child. For example, if necessary, a relevant intervention programme. The SENDCo may also collaborate with the Head teacher to arrange additional provision for your child with special educational needs.

5. How will the curriculum be matched to my child's needs?

Teachers plan and teach activities and lessons for all children with SEND, supported if appropriate by teaching assistants. Teachers have guidance from the SENDCo. Offord Primary School ensures learning is inclusive. Through differentiated planning and teaching, scaffolded activities and resources will be pitched at the appropriate level for your child, based on their needs. Occasionally, a child's needs may be best met by taking part in an intervention programme or activity outside the classroom for a short time.

6. How will you and I know how my child is doing?

Your child's class teacher will use the 'assess, plan, do and review' cycle for your child's learning needs. The class teacher will ensure that engaging and challenging activities are pitched at a level appropriate for your child. Children have outcomes set in reading and/or writing and/or maths following assessments and discussions. These are reviewed at least three times a year and written in your child's learning plan. A passport includes information about what helps your child to learn, outcomes and resource ideas. Other relevant short-term outcomes may be included e.g. those linked to motor skills, emotional support or organisation skills. These support plan outcomes are reviewed regularly in collaboration with you and your child.

The progress of children with Educational Health Care (EHC) plans are formally reviewed at an annual review meeting and may involve other professionals from outside agencies that are involved in your child's care.

7. How will you help me support my child's learning?

We welcome working closely in partnership with parents. Opportunities to discuss ways in which you can support your child are frequent throughout the year e.g. through informal conversations with your child's class teacher, support planning meetings, and parents' evenings where you can talk to your child's class teacher.

8. What support will there be for my child's overall well-being?

We want all children at Offord Primary to be happy, confident learners. Your child's class teacher is the first point of contact for any concerns about their well-being. In addition to the support provided by your child's class teacher, we can provide, as needed, some individual 'nurture' sessions to support mental health and well-being concerns. These sessions are run by our nurture group lead. We may seek the expert advice and guidance



from outside agencies such as our link family worker, Child and Mental Health Adolescent Health Service (CAMH) and social services.

9. What specialist service and expertise are available at or accessed by the school?

We are able to meet the varied needs of the children at Offord through working closely with a range of external professionals that have the expertise to advise and guide us. These may include Educational Psychologists, a team of Specialist Teachers, health care professionals including Speech and Language Therapists, Occupational Therapists, Physiotherapists, Community Paediatrics, school nurses, parental support advisors and social workers amongst others.

Referrals to these external agencies and support services are subject to their own guidelines, criteria and time frames. Many referrals involve completing forms in collaboration with parents. Some referrals involve completing an Early Help Assessment (EHA).

10. What training are staff members supporting the children in the school had or having?

Many of our teaching and support staff have specific training to support children with SEND. All teaching and support staff extend, update and share their professional knowledge of supporting children with SEND during staff meetings, in-house training and their own continuous professional development (CPD). Training sessions by outside agencies relevant to the specific needs of children can be accessed by staff to update their professional knowledge.

11. How will my child be included in activities outside the classroom including school trips?

Activities, school trips and residential stays are available for all children. Risk management assessments are carried out, advice sought from outside agencies if necessary and procedures put in place to enable all children to participate.

12. How accessible is the school environment?

Our school is on one level with ramps to allow access to the school. We have a disabled toilet with wet room facilities and accessible areas where physiotherapy sessions can be carried out. Class teachers ensure that classroom equipment is accessible to all children. Individual needs are considered carefully e.g. seating location to support children with hearing difficulties, and table height and location for wheelchair access.

13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

For children with SEND, starting school, moving on to the next year, and leaving primary school to start secondary school can be difficult. We work with early years settings, our own teachers and secondary schools to ensure these transitions proceed as smoothly as possible.

If you have a child with SEND moving from another school to Offord:

You can speak to us about any key information you feel is important to pass on to us. We will always seek to make contact with your child's previous school or nursery/ pre-school to ensure key information is passed on to us. Transition meetings may be arranged, where key information will be passed to us, dates may be arranged for your child to visit their new



class on a number of occasions prior to their start date and transition activities discussed e.g. a photobook of the classroom and school is made to take home so the layout becomes familiar.

When moving classes within school:

In the summer term, each child has the opportunity to spend a session with their new teacher. If additional visits or resources are needed to support your child's transition then this will be arranged. Current teachers and support staff meet and pass on key information to the next class teacher. The SENDCo ensures all staff are informed about any child's special educational needs. Relevant records are passed on for the start of the new school year.

In Year 6:

We will liaise with a member of your child's secondary school's SEND team to pass over key information and discuss your child's specific needs. Transition visits to your child's new school may be arranged and the secondary school may also want to discuss your child's transition needs with you.

14. How is the decision made about what type and how much support my child will receive?

Special educational needs can be identified through a number of routes including parents raising a concern, teachers raising a concern or discussions during progress meetings with the head teacher. Pupils are assessed and monitored regularly by the class teacher and any concerns can be shared with the SENDCo and Headteacher. Provision for all children in the school with SEND is discussed termly by the SENDCo in collaboration with the Headteacher to map out provision for the year. Parents will always be invited to be involved in discussions about their child's needs and planning for their support. We strongly value working with parents together.

Special Educational Needs can be considered as falling under four broad bands:

- Communication and interaction
- Cognition and learning
- Social mental and emotional health
- Sensory and/or physical

Different children will require different levels of support in order to narrow the gap to meet age related expectations. This may take the form of targeted small group work, participation in a short intervention programme, additional resources to support access to the curriculum or personalised learning on a one to one basis.

15. How are parents involved in the school? How can I be involved?

It is important to us that we work in partnership with you and your child to meet your child's needs. We will work together to discuss and plan the support your child needs. This may be in the form of a passport with information about what helps your child to learn, short term targets and resource ideas included. As part of planning the communication passports, how you can support your child at home will be discussed. The passport will be reviewed and developed at least three times a year. If a child has an EHCP they will have targets to work towards which will be reviewed and developed in collaboration with you, any involved outside agencies, relevant school staff, and your child.



16. Who can I contact for further information and complaints?

If you have any concerns or questions about how to support your child or how the school is supporting your child's needs then please contact your child's class teacher. These discussions often provide additional information that can answer these concerns or questions. After that, if you need further information or still have concerns, then please ask to speak to the SENDCo. If you continue to have concerns after speaking to the class teacher and SENDCo, please make an appointment to see the Head teacher. The Head teacher will be aware of your concerns as all staff at Offord work closely as a team. If you still have concerns you may wish to contact the Chair of the Governing Body.

17. What is the Local Offer?

The Local Offer has information about provision in the local area for children with SEND and a wide range of information for parents. Cambridgeshire's County Council 'Local Offer' can be accessed via our website or using: www.cambridgeshire.gov.uk/SEND.

On the SEND section of the Cambridgeshire's County Council 'Local Offer' in the SEND section and across the Children's and Families web pages you can find:

- How educational settings support children with SEND
- Information about childcare and funding
- Information about health services
- Information about specialist services that support children and young people with SEND
- Information about Education, Health and Care assessments and plans
- Information about school and college transport
- Information about how schools and colleges are funded to support children and young people with SEND
- Information about leisure activities