

We want every child to be happy, caring and successful.

Cedars Primary School SEND Information Report – September 2017

Under the SEND regulations 2014, we have a duty to publish detailed information about the arrangements at Cedars Primary for the identification, assessment and provision for pupils with SEND.

This information should be read in conjunction with our revised SEND Policy (September 2017) and Cedars Primary school Local Offer (September 2017). These documents are available on our website and they will be reviewed and updated as necessary, and at least annually.

Paper copies of all of our documentation are available on request from the school office.

Cedars Primary School SEND philosophy.

At Cedars Primary School we aim to:

- identify pupils with special educational needs and disabilities as early as possible and ensure that their needs are met.
- have systems in place whereby teachers are aware of such pupils.
- provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- have high ambitions and expectations for pupils with special educational needs and disabilities.
- be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.
- ensure all pupils make effective progress and realise their full potential.
- ensure all pupils take a full and active part in school life.

The Special Educational Needs and Disabilities that we can provide for.

- ✚ We are committed to providing a full and rich education experience, equal to that of their peers, for children displaying any single or combination of the following needs;
 - communication and interaction
 - cognition and learning
 - social, emotional and mental health difficulties
 - sensory and/or physical and medical conditions
- ✚ We aim to support all children with SEND or children who have an existing EHC plan within Cedars Primary School.
- ✚ We will make our best endeavours to ensure that all children get the support that they need to participate fully in school life at Cedars Primary School.
- ✚ Where a child needs more specialist help or provision, we will work closely with families and external agencies to secure the provision that meets each child's individual needs.

How we identify that children need extra help.

- ✚ We liaise with a child's previous school/early years setting for children that are new to Cedars Primary School.
- ✚ We follow up concerns raised by parents/carers.
- ✚ We follow up concerns raised by a child's class teacher or Inclusion Leader relating to attainment or progress in learning.
- ✚ We follow up concerns raised due to behavioural changes or by evidence of lower self-esteem which is affecting performance.
- ✚ We liaise with external professionals (e.g. a speech and language therapist) and provide valuable contextual information for other agencies.
- ✚ We implement recommendations from a medical diagnosis.

The arrangements for consulting and involving parents of children with SEND

- ✚ Children's progress can be discussed informally at any point throughout the year by making contact with the school office and making an appointment with the relevant member of staff.
- ✚ The progress of all children is monitored by the Head Teacher, the Senior Leadership Team and the Governors on a half termly basis and the Inclusion Leader specifically looks at progress made by children on the SEND list on a half termly basis.
- ✚ Pupil progress meetings are held in school half-termly and at these, the class teacher, the Key Stage Leader and the Inclusion Leader ensure that children are on track to meet their targets.
- ✚ Two parents' evenings, one in Autumn and one in Spring, give the class teacher and the parents/carers the opportunity to review progress, share targets and deal with any other issues or concerns.
- ✚ For children with SEND, the class teacher will report on progress made towards their Learning Plan targets at additional half termly review meetings with parents/carers.
- ✚ Children with complex SEND or who have an Education, Health and Care Plan (EHC) plan will have an annual meeting which will include all specialist providers involved, to discuss a child's progress and a report will be written.
- ✚ Parents' advice and input will be used by the schools Inclusion team to form part of the application for top-up funding and external agency interventions.
- ✚ Each child has a home/school communication book and parents/carers should use this on a day to day basis to liaise with the class teacher.

What should a parent/carer do if they think their child has special educational needs?

- ✚ Speak to the child's class teacher in the first instance.
- ✚ Speak to the Inclusion Leader.
- ✚ Speak to the Head Teacher

If parents/carers prefer to write or email then they can address correspondence to any of the above using the school email address.

The arrangements for assessing and reviewing SEND children's progress

- ✚ In addition to the schools normal assessment and reporting system, children with SEND have an individual 'Learning Plan'.
- ✚ These plans are developed with the child as well as their parents/carers.
- ✚ Smart, measurable outcomes are agreed and form part of the Learning Plan.
- ✚ A detailed Intervention programme is put in place to deliver the outcomes.

- ✚ Half-termly Learning Plan reviews ensure progress is monitored, reviewed, evaluated and kept on track.
- ✚ Children with an EHC Plan have an additional annual review, which includes reports or attendance from Specialist support teachers and generates a report to parents/carers.

How is the curriculum matched to the child who needs extra support?

- ✚ At the beginning of each year, teachers look closely at information on the needs of individual pupils.
- ✚ The teacher plans the learning within the school's curriculum to ensure that all pupils are able to make progress, including those children with SEND.
- ✚ Cedars planning shows clear differentiation in all subjects to ensure that work can be accessed by all children dependent of academic stage not age.
- ✚ Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs, teachers may use simplified language and/or pictures to support them to understand new vocabulary.
- ✚ Where appropriate vocabulary may be pre-taught or additional support will be given to a child on a 1:1 basis.
- ✚ Other actions may also be considered and depend on the needs of the individual child; support for behaviour, support for health needs, grouping of pupils, specific individual support, specialist teaching groups, support for communication needs are a few further example.

What support is offered to ensure the well-being of children that require extra help or have SEND?

- ✚ The well-being of all of our pupils is our primary concern at Cedars Primary School.
- ✚ Children are supported with their social and emotional development throughout the school day, through the curriculum and in extra-curricular activities.
- ✚ Personal, Social and Health Education (PSHE) and Social and Emotional Aspects of Learning (SEAL) are integral to our curriculum and are also taught explicitly on a weekly basis.
- ✚ Additional support from specialist staff, for example the Learning Mentor, is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need.
- ✚ Children with complex PSED needs, are supported through a series of Social Skills groups coordinated by the Learning Mentor.
- ✚ Cedars Primary 'Attitudes and Behaviour Policy', which includes guidance on expectations, rewards and sanctions, is fully understood by all staff and is relevant to all children, though it may be adapted to meet the needs of some SEND children where appropriate.
- ✚ Attendance is regularly monitored and pupils returning to school after absence are fully supported. Cedars Primary takes the necessary actions to prevent prolonged unauthorised absence.
- ✚ Relevant staff are trained to support medical needs, and for some cases all staff receive training.
- ✚ A policy (Supporting Pupils at School with Medical Conditions) is in place which ensures that the needs of children are supported.
- ✚ Pupils' views are sought through school council, questionnaires and other forums and these views are acted upon so that children see the importance of their voice in the development of our happy, caring and successful school.

What specialist services and expertise are available at, or accessed by, Cedars Primary School?

Advice can be sought from, and referrals can be made to, MK Specialist Teachers:

- ✚ Behaviour support

- ✚ Social Communication
- ✚ Cognitive and Learning
- ✚ Hearing Impaired
- ✚ Sight Impaired

External Agencies:

- ✚ Speech and Language
- ✚ Occupational Therapy
- ✚ Physiotherapy
- ✚ School Nurse
- ✚ Educational Psychologist
- ✚ Charity organisations/support groups

What training are the staff having or going to have to support children with SEND?

- ✚ The Inclusion Leader's job is to support and advise the class teacher in planning the provision for children with SEND.
- ✚ The Inclusion Leader will develop a team of trained, expert individuals to provide support for specific children and in turn lead further staff development.
- ✚ The Inclusion Leader and members of the schools Inclusion team will attend courses over the year to widen and deepen pedagogy and strategies of supporting children with SEND.
- ✚ The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND.
- ✚ Regular whole staff training is used to disseminate knowledge, strategies and experience to staff and this helps ensure consistency of the schools approach for children with SEND
- ✚ Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Specialist Teacher team, or medical/health training to support staff implementing care plans.
- ✚ All teachers hold qualified teacher status and all staff members, including Teaching Assistants and Higher Level Teaching Assistants, receive regular training to best support our pupils with SEND, for example with medical needs, dyslexia, Autism, speech and language needs.

How children with SEND are included in activities outside the classroom including school trips?

- ✚ Children with SEND are encouraged to participate in all school activities. For example, they are allocated responsibilities around the school on an equal basis and may join the School's Council and become mentors to other pupils.
- ✚ Access to after school clubs is provided as a right and support is given by trained activity leaders to ensure their inclusion.
- ✚ It is a requirement that any independent provider of after-school clubs must cater for pupils with SEND.
- ✚ School trips are accompanied by a high ratio of adults to children. Specialist transport can be arranged if necessary. Parents/carers are invited to accompany school trips and may be asked to plan visits and discuss risk assessments with school staff.

Cedars Accessibility.

- ✚ There is a whole school Accessibility Plan.
- ✚ The school has a lift at the front entrance of the school for wheelchair access and the remainder of the school site, including the playground is wheelchair accessible.
- ✚ There are two disabled toilets large enough to accommodate changing.

- ✚ There are blinds in every room, along with lighting which assists children with vision difficulties.
- ✚ Steps and possible hazards in the outside have been highlighted with yellow paint.
- ✚ Individual workstations for children can be provided if needed.
- ✚ Liaison with EMAS (Ethnic Minority Achievement Service) assists the school in supporting families with English as an additional language.

Preparing and supporting children who need extra help or children with SEND to join the school, transfer to a new school or move onto their secondary education.

Careful consideration is given to preparing pupils with SEND for transition at all stages.

For children joining Cedars Primary School

- ✚ Initial contact is made, where relevant, with the setting previously attended and with the parents, as soon as notified that a child is transferring into Cedars Primary school.
- ✚ For children joining the Early Years setting, home visits, a visit to the child's current setting or a coffee morning at Cedars with the relevant people (class teacher, Inclusion Leader, Key Stage Leader e.t.c.) are organised to discuss transition and any related concerns.
- ✚ New children are encouraged to visit the school prior to starting so that they can meet their 'buddy' and be shown around the school. For children with SEND further visits are encouraged as necessary, to assist with the acclimatisation of the new surroundings.
- ✚ If necessary, children with SEND can be integrated into Cedars Primary School on an individually designed induction programme, negotiated with the parents, Headteacher and Inclusion Leader.

Pupils changing classes or moving to another school

- ✚ Teachers liaise together and with parents/carers, sharing information and preparing the pupil well in advance of the move.
- ✚ Pupils will have 'transition sessions' in their new class providing an opportunity to meet the new class teacher and new class friends.
- ✚ An individual Transition Plan will be created for specific children if needed. This may be in the form of photographic booklet/ social story.

The move to Secondary School

- ✚ In Year 5, the transfer options for secondary school are explained to parents/carers and they have the opportunity to visit secondary schools before making a decision and expressing a preference.
- ✚ Teachers and the Inclusion Leader pay particular attention to preparing pupils with SEND for transfer to secondary school, addressing both the learning and the well-being concerns that may arise.
- ✚ Transition visits to the 'feeder' secondary school, Ousedale Secondary school, are organised and a programme specifically tailored to aid transition for the more vulnerable pupils is put in place.
- ✚ If your child has complex needs or an EHC Plan the annual review before change of school will be used as a transition meeting during which staff from both schools are invited to attend.
- ✚ Extra transition sessions for SEND or vulnerable children can be arranged to ensure anxieties of parents and children are reduced as much possible.

How Cedars resources are allocated and matched to children with SEND.

- ✚ The school budget, received from Milton Keynes Council, includes money for supporting children with SEND.
- ✚ The Head Teacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- ✚ The Head Teacher, Deputy Head and the Inclusion Leader discuss all the information they have about SEND in the school, including the children already getting extra support, the children needing extra support and the children who have been identified as not making as much progress as would be expected, along with the resources which will be needed and they decide what resources/training and support is needed.
- ✚ All resources, training and support are reviewed regularly and changes made as needed.

Who can a parent/carer contact for further information at Cedars Primary School?

Any questions regarding the content of this Information Report, your own child's provision or any concerns you wish to raise about SEND at Cedars should be addressed to the Head Teacher, Mrs Lisa Munday or in her absence, the Deputy Head, Mrs Jane Mackie, who is also the Inclusion leader.

Contact Numbers:

School telephone: 01908 610561

School Email: cedarsprimary@milton-keynes.gov.uk

School Website: www.cedars.milton-keynes.sch.uk