

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

Cedars Primary School SEND Information Report – September 2022

This SEND Information Report is intended to provide the information needed to understand the dedication and commitment of Cedars Primary School to supporting children with a Special Educational Need or Disability, and their parents and carers.

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What are Special Educational Needs and Disabilities?

Special Educational Needs

The Code of Practice (2014) explains that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is due to a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of their age in schools maintained by the Local Authority, other than special schools, in the area.

Disabilities

The Equalities Act (2010) defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.” “Long term” means at least 12 months. “Substantial” means “more than minor or trivial.”

Children are disabled if they:

- Have a sight, hearing or speech impairment or suffer from a mental disorder of any kind
- Are substantially and permanently disabled by illness, injury or congenital deformity or such other disability as may be described
- Have a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Cedars Primary School is an inclusive school and offers provision for pupils who have Special Educational Needs and Disabilities in the following areas:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

What is Cedars Primary School SEND philosophy?

At Cedars Primary School we:

- Welcome and celebrate diversity
- Identify pupils with Special Educational Needs and Disabilities (SEND) as soon as needs become evident
- Have robust systems in place to ensure teachers meet the needs of children with SEND
- Provide all children with a broad and balanced curriculum that is differentiated to meet the needs of every child
- Have high ambitions and expectations for pupils with SEND
- Are sympathetic to each child’s needs by providing a strong partnership between children, parents and school staff

- Actively engage in support from the Local Authority and outside agencies
- Ensure all children take a full and active part in school life

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. It provides information about services in the local area and how these can be accessed. It lets parents, carers and young people know how schools and colleges will support them and what they can expect from these settings.

Milton Keynes' vision for children and young people with special educational needs and disabilities is the same as for all children and young people - that they achieve their full potential in early years, at school and at college to enable them to lead happy and fulfilled lives within a safe environment, where they have choice and control.

How are children identified as needing additional help?

Children are identified as having SEN and/or a disability through a variety of different strategies and assessments including:

- Liaison with previous school or early years setting
- Concerns raised by parents/carers
- Concerns raised by teaching staff
- Concerns raised by the SENCO relating to attainment or progress in learning
- Concerns raised due to behavioural changes or self-esteem which impacts on their learning or well being
- Liaison with external professionals (eg. Specialist Teachers, Speech and Language Therapist or Occupational Therapists) after a referral has been made with parental consent via contact with the MK Duty line or through attendance at walk in clinics.
- A medical diagnosis

What do you do if you think your child has Special Educational Needs?

- Speak to the class teacher in the first instance
- Speak to the SENCO, Rachel Alger

If parents and carers prefer to write or email then they can address correspondence to any of the above using the school email address: office@cedars.milton-keynes.sch.uk

How are the parents of children with SEND consulted and involved?

Partnership with parents and carers is central to all that we do at Cedars Primary School and we actively welcome all involvement from parents.

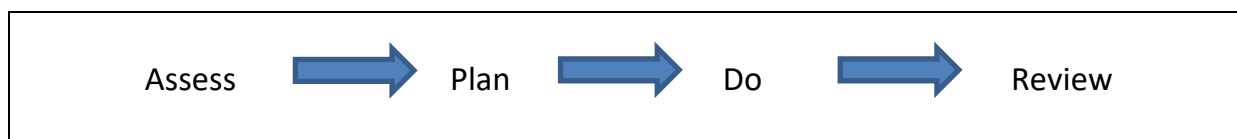
- Appointments can be made and conversations initiated at any point throughout the year by making contact with the school office and booking time with the relevant member of staff
- Parents can speak to staff on the door, send a note or phone to speak and liaise with the class teacher
- Two parents' evenings, one in Autumn and one in Spring, give the class teacher and the parents and carers the opportunity to review progress, share targets and deal with any other issues or concerns
- Each child receives an End of Year Report in the summer term
- The class teacher will report on progress made towards a child's Learning Plan targets at additional termly meetings with parents and carers
- Children who have an Education, Health and Care Plan (EHC) plan also have a Personalised Provision Plan, where targets are monitored on an ongoing basis.
- Parents are invited to attend and input into their child's annual EHC review
- Parents are invited to attend and contribute to the Positive Behaviour Support (PBS) plans
- Parents' advice and input will be used by the schools Inclusion Team to form part of the application for top-up funding, EHC applications and external agency interventions through SEN Support Plans

What are the arrangements for consulting children with SEND and involving them in their education?

- Children discuss with teachers and parents their strengths and areas of difficulty. These are then linked to their targets.
- Children with complex SEND will have a One Page Profile recorded by the SENCO or Special Educational Needs Assistant (SENA), Lorna Smith. A One Page Profile is created with the child. It captures key information to assist in understanding and appreciating that child's world. It often reveals information that may not be gathered in more formal contexts and is an effective way of considering provision from the starting point of the child.

What are arrangements for assessing and reviewing SEND children's progress?

At Cedars Primary School a graduated approach is used. This is coordinated by the SENCO and uses the following four stages:



This ongoing cycle allows the provision to be refined and revised and supports SEND children to achieve good progress and outcomes.

Some SEND children may have an Education Health Care (EHC) Plan. These plans are designed to support children with long term and complex needs that are impacting on their ability to access learning and develop independence. They set out the provision the child requires in order to make progress. A request for an Education, Health and Care Plan can be made to the Local Authority once extensive support has already been put in place through the graduated approach and school has used the services available through the Local Offer. The plans are reviewed annually and new targets generated in consultation with parents and all professionals involved.

Some children may have a Boxall Profile. The Boxall Profile is a way of assessing children's social, emotional and behavioural development. The SENCO and Learning Mentor review the Profiles and adjust the provision half termly. The full Boxall Profiles are shared at annual reviews and the key successes are shared at parent's evenings.

The progress of all children is monitored by the Head Teacher, the Senior Leadership Team, teachers and the Governors on a termly basis.

What approaches are taken to teach children with SEND?

- Quality First Teaching is in place in all classes and helps to ensure that children are able to access the curriculum.
- Dyslexia and autistic friendly strategies as advocated by the Specialist Teaching Team, are in place and communication-supportive environments are integral across the school.
- Work is differentiated. Differentiation is the process where teachers ensure that tasks are matched to each child's attainment. This might involve adult support, different resources, designing and presenting tasks differently or different outcomes being expected.
- Grouping arrangements are organised flexibly, with opportunities for children to work in similar attaining and mixed attaining groups.
- Adaptions are made to support specific needs, for example where more independence is required or alternative methods of recording are needed such as:

the TEEACH work system; word processing; use of mind maps; oral presentations; videos; drawings and use of scribes instead of writing; use of visuals to support the task organisation and independence

- Specific equipment is used, for example hearing loops, talking tins, coloured overlays, pencil grips, desk slopes, wobble cushions, Thera bands, weighted blankets and lap pads, personal iPads, workstations, physical break resources, sensory bags, sensory dens and emotions boards
- Additional 1:1 adult support may be allocated as needed

What additional support is available?

If a child requires additional support, they may be included in an intervention group. This may be run by a teacher or a teaching assistant.

Learning Mentor Provision

Jo Holman is the Learning Mentor. Learning mentor support is provided to those pupils who find it hard to access learning because of their social, emotional or mental health needs. Boxall can be used to inform specific and time limited interventions, such as a therapy dog, exploring feelings through playdough, nurture provision and protective behaviours. Highly personalised support for pupils going through bereavement, divorce, trauma and abuse is provided on an individual basis. The Learning Mentor provision is reviewed regularly with the SENCO and class teachers.

Speech and Language interventions

- 2 Elklan trained specialist teaching assistants; Sue Powell and Lorna Smith implement bespoke interventions including Lego Club.
- Support staff use programs such as PALS, School Start, Socially Speaking, Black Sheep Press Interventions and Time to Talk with both individual and groups.
- Where a child is under the NHS Speech and Language Service, school closely liaises with therapists and implements the programs and advice ensuring that individual needs are met.

Strategies to support/develop English

- Small group targeted intervention to support writing
- Small group teaching of phonics using Read, Write Inc
- Individual interventions using SEFT, Rolling Program, Toe by Toe, The Wasp, Nessy and Precision Teaching
- Additional targeted reading with a specific focus on Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing and Summarising (VIPERS)

- Beanstalk Reading and Beanstalk Story Starters
- Small group intervention to support handwriting and fine motor development using Speed Up, Fizzy and materials developed by Warwickshire Occupational Therapy Service
- Opportunities for pre-teaching and over learning

Strategies to support/develop Mathematics

- Small group intervention programmes are used to fill gaps and consolidate learning
- Children are taught by stage not age
- Opportunities for over learning
- 1:1 Tutoring

Strategies/support to develop independent learning

- Learning intentions clearly displayed or verbalised
- Steps to success clearly displayed or verbalised
- Visual timetables for class & individuals who require it
- Now, next and then boards for individuals who require it
- Work Schedules for individuals who require it
- Work stations for individuals who require it
- Highly personalised curriculums and timetables are put into place for individuals who require it

Tests and Examinations: Access Arrangements

For some children additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENCO will inform parents and carers about eligibility and applications for these arrangements. Only tests and assessors authorised by the school and recognised by JCQ (Joint Council Qualifications) can be accepted for access arrangements for public examinations.

How are adaptations made to the learning and school environment?

- The school has an Accessibility Plan (2020 - 2023)
- The school has a lift at the main front entrance for wheelchair access and the remainder of the school site, including the playground is wheelchair accessible.
- The school has ramps at specified fire exits.
- 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.
- Clever Touch Boards are used in all classrooms, which enable adjustable brightness and contrast which can be modified to meet the needs of children with visual impairment
- Steps and possible hazards in the outside have been highlighted with yellow paint.

- Individual workstations for children are provided when needed both in and out of the classroom
- The school has a consistent communication-supportive environment, which includes sensory dens throughout the school
- The Harbour is available for children to access as required. This is a dedicated low arousal room with small teaching spaces, workstations, sofas, a large sensory den.
- The Hut is a self-contained larger space for specified interventions to run in.
- Liaison with EMAS (Ethnic Minority Achievement Service) assists the school in supporting families with English as an additional language.
- Sensory circuits are part of playground marking

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

- The SENCO holds the National Award for Special Education Need Co-ordination
- The SENCO supports and advises teachers in planning the provision for children with SEND
- The SENCO leads a team of trained, expert individuals to provide support for specific children
- The SENCO and members of the schools Inclusion Team attend courses to widen and deepen pedagogy and SEND strategies
- Regular whole staff training is used to disseminate knowledge, strategies and experience to staff and to ensure consistency of approach across the school
- 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

What recent training has taken place?

Recent training has covered:

- Mental health first aid for children and young people
- Comic strip conversations
- Developing resilience and well-being
- Using Sensory Activity Breaks
- Understanding and Managing Challenging Behaviour in children and young people with Autism Spectrum Disorder and Social Communication Difficulties
- Dyscalculia
- Memory Difficulties
- Breaking Barriers with Numicon
- Using the FACT and FACT Plus
- Attachment
- Planning, monitoring and analysing for children with Social, Emotional and Mental Health needs
- TEACCH

- Bereavement
- Paediatric First Aid
- Epi-pens
- Diabetes
- Dyslexia

What specialist services are accessed?

Advice is sought from, and referrals are made to, MK Specialist Teachers regarding:

- Behaviour support
- Social Communication
- Cognition and Learning
- Hearing Impairment
- Sight Impairment
- EMA Network (Ethnic Minority Achievement Network)

External Agencies:

- Speech and Language
- Occupational Therapy
- Physiotherapy
- School Nursing Team, including the incontinence nurse
- Complex Needs Team
- Educational Psychologist
- Charity organisations/support groups
- Children and Families Practices MK
- Children's Social Care
- GPs
- Paediatricians
- Child and Adolescent Mental Health services (CAMHS)
- MK Sensory Team

What are the arrangements for supporting children who are looked after by the Local Authority and have SEND?

All looked-after children have a care plan, of which The Personal Education Plan (PEP) is a part. A PEP is ongoing record of what needs to happen for looked-after children to enable them make progress and fulfil their potential. The PEP reflects the importance of a personalised approach to learning to meet educational needs, raise aspirations and builds life chances.

How do we review the effectiveness of SEND support?

- Annual reviews for children with EHC plans
- Termly Learning Plan meetings
- Half termly review and reassessments of Boxall targets
- Teacher observations
- Learning walks
- Termly pupil progress meetings
- The SENCO specifically monitors the impact of support and interventions on the children's academic progress, as well as markers of increased participation, increased social integration and increased self-regulation. The SENCO evaluates the attainment and progress of children with SEND within all these areas is used to evaluate the overall effectiveness of our school SEND provision.

Achievement data for the academic year 2021-2022

Reception	Percentage of children attaining Good Level Development (GLD)*
All Pupils (29)	69%
SEN Support (0)	N/A

*A Good Level of Development is what children have to have achieved by the end of Foundation this includes: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; and Mathematics.

Key Stage 1 (end of Year 2)	Reading	Writing	Mathematics
All Pupils (41)	72%	58%	68%
SEN Support (4)	75%	25%	50%

*End of Year Expectations in Reading, Writing and Maths are set out in the National Curriculum Assessment Frameworks.

Key Stage 2 (end of year Year 6)	Reading	Writing	Mathematics
All Pupils (44)	82%	75%	77%

SEN Support (6)	33%	33%	50%
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*End of Year Expectations in Reading, Writing and Maths are set out in the National Curriculum Assessment Frameworks.

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

We offer a range of well managed support for children with SEND that enables them to be fully included in lessons and life of the school.

- 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 staff.

How is the well-being of children that have Special Educational Needs and Disabilities supported?

At Cedars Primary School we want every child to be happy, caring and successful. Well-being is nurtured by providing;

- A Cedometer and blob trees as tools to talk about emotions
- Reflection / wellbeing books
- Affirmation stars
- Protective hands
- Daily wellbeing session
- Jigsaw charter
- Respectful relationships between adults and children
- Opportunities to talk to any member of staff if they have any concerns they wish to discuss
- Opportunities to take part in groups to promote social skills
- Opportunities take part in small group sessions to promote confidence and self-esteem
- Opportunities to work with the Learning Mentor; a tailored personal plan may be put in place for pupils with complex needs.
- For pupils with complex needs, opportunities to take part in Boxall Led interventions
- Some children may receive play- time support such as a Play Buddy, Teaching Assistant or Lunchtime Supervisor to promote games and positive friendships
- Applications for young carers assessments

In addition

- Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught discretely on a weekly basis
- To foster an understanding of Inclusion, both the PSHE Jigsaw curriculum and Assemblies give children an understanding of the diverse needs of human beings
- Attendance is regularly monitored and pupils returning to school after absence are fully supported. We work collaboratively with parents to prevent prolonged unauthorised absence
- We provide a comprehensive, fully supported transition program
- A policy is in place which ensures that the medical needs of children are supported, including those who are unable to attend school due to medical conditions.
- Relevant staff are trained to support medical needs
- Pupils' views are sought through school council, questionnaires and other forums. These views are acted upon so that children see the importance of their voice in the development of our happy, caring and successful school.

Supporting SEND children with transition

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

What happens when a child with SEND joins Cedars Primary School?

- We liaise with the previous setting and with parents, as soon as we are 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 class teacher, SENCO, and Key Stage Leader are organised to discuss a transition plan
- All 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 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, in partnership with the SENCO and Headteacher

What happens when a child with SEND changes class or moves to another school?

- Teachers liaise together and with parents and carers, sharing information and preparing the pupil well in advance of the move.
- Children will have phased 'transition sessions' in their new class or school providing an opportunity to meet the new class teacher and new class friends. This may be in person or virtual depending on government guidelines and local lockdown restrictions.

- An individual Transition Plan will be created for specific children if needed. This may be in the form of photographic booklet, social story and additional visits.

What happens when a child with SEND moves to Secondary School?

- In Year 5, the transfer options for secondary school are explained to parents and carers by the SENCO and they have the opportunity to visit secondary schools before making a decision and expressing a preference
- Teachers and the SENCO pay particular attention to preparing children 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 individualised programmes are designed as needed. This can include extra visits supported by the class teacher, Learning Mentor or SENCO
- If a child has 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
- Where parents request a change of placement to special school provision, a Local Authority representative will also be invited to attend the EHC annual review

How are resources are allocated and matched to children with SEND?

Mainstream schools have funding specifically delegated to their budgets for Special Educational Needs. Top-up funding can be applied for children whose high needs, cost more than the nationally agreed threshold. To access this funding, schools have to show clearly the provision they have in place using their delegated resources. The Pre and Post 16 Top up Panel meet on the first Tuesday of the month and the allocations are provided at their discretion.

The needs of children who have SEND are met to the best of the school's ability with the funds available. The school SEND budget is used to:

- Provide specialist equipment
- Provide individual and group support
- Provide additional intervention programmes to help a child learn and progress
- Provide additional intervention programmes to support a child's social and emotional development
- Direct the work of additional support staff, including the Speech and Language specialists and the Learning Mentor
- Enable staff to access specific external training by specialist providers

The Head Teacher and SENCO decide on the specific allocation of funding for the above in consultation with the school governors, on the basis of SEND need. All support, training and resources are reviewed regularly and changes are made as needed.

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

Any questions regarding the content of this Information Report, your child's own provision or complaints you have about your child's SEN provision should be addressed to the SENCO, Miss Rachel Alger, the Deputy Head, Mrs Claire McGarragh or the Head Teacher, Mrs Lisa Munday (See Complaints Policy available on the school website)

School telephone: 01908 610561

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

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

Other Useful Contacts

SEN Team at Milton Keynes Council Telephone: 01908 253414

SEND Independent Advice Service

Telephone: 01908 254518

Emails: mksendias@milton-keynes.gov.uk

Website: <http://www.milton-keynes.gov.uk/mksendias>

Glossary of Terms

A lot of abbreviations and acronyms are used in schools. Below is a glossary of the most frequently used terms in the area of Special Educational Needs and Disability

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

AR – Annual Review (Statement)

ASD – Autistic Spectrum Disorder

BESD – Behavioural, Emotional, Social Difficulties

CAF – Common Assessment Framework

CAMHS – Child and Adolescent Mental Health Service

CFP – Children and Families Practice

COP – Code of Practice

CYPS – Children & Young People’s Services

DfE – Department for Education

EAL – English as an Additional Language

EHC – Education, Health and Care Plan

EP – Educational Psychologist

FE/HE – Further Education/Higher Education

HI – Hearing Impaired

LP – Learning Plan

LA – Local Authority

LAC – Looked After Child

TA – Teaching Assistant

MLD – Moderate Learning Difficulties

OFSTED – Office for Standards and Education

OT – Occupational Therapist

PMLD – Profound and Multiple Learning Difficulties

PRU – Pupil Referral Unit (short stay school)

SaLT – Speech and Language Therapy

SATS – Standard Assessment Tests

SEN – Special Educational Needs

SENCO - Special Educational Needs Co-ordinator

SEND - Special Educational Needs and Disability

SLD – Severe Learning Difficulties

SpLD – Specific Learning Difficulties

STS – Specialist Teaching Service