



Castle Camps Primary School

SEND Information Report September 2023

This information report aims to give parents information about how we support children's learning in our school. Please do arrange to come and speak to us if you wish to discuss any aspect of this provision.

High quality teaching for ALL children:

Our emphasis is on raising the attainment of all pupils, with high expectations for their learning and behaviour. Quality first teaching is adapted and differentiated in the class to meet the varied needs of the children; through targeted support, scaffolding of tasks, outcomes, targets and so on.

Children's needs are identified through ongoing formal and informal assessments, observations and discussions with the SENCo.

Class Teachers are responsible for the teaching and learning of **all** pupils within the class. The SENCo advises and supports Class Teachers and oversees the whole school provision.

Classroom Adaptations:

Appropriate and reasonable adaptations are made to enable all children to access the curriculum in an inclusive environment. Many of these strategies and supports can benefit all pupils within the class. These may include:

- Dyslexia friendly classrooms – provisions such as wordbanks, phonics mats, tinted overlays/paper, working walls...
- Physical adaptations – adapted cushions, chairs, tilted work stations, pencil grips, scissors/tools, computer aids, access ramps...
- Social communication aids – visual timetables, visual prompts, task breakdown sheets...
- Individual workstations, sensory spaces
- Scaffolding – writing frames, story maps, task plans...
- Accessible resources readily available – numicon, dienes, place value counters...
- Small group and individual support within the curriculum lesson
- Pre-teaching – vocabulary, strategies...
- Strategies to promote and develop independent learning, metacognition strategies...
- Behaviour systems – using school STEPS policy (Therapeutic Thinking) to promote positive, pro-social behaviour, individually adapted if required.
- Differentiated curriculum



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Strategies to support overall wellbeing:

We believe that children need to be happy and feel secure to make progress. Strategies to support their well-being include:

- STEPS behaviour policy
- Peer mediation system
- Buddy system (Reception/Nursery with Year 5/6)
- Weekly PSHE programme
- Golden time
- Forest School
- Individual/group social skills programmes to boost self-esteem
- Referral to outside agencies eg EHWS (Emotional health and wellbeing Service), CAMHS (Child and Adolescent Mental Health Service), School Nursing Team
- Individual strategies to reduce anxiety/worry (for example Hand of Friendship, incredible 5 point scale, home communication)
- Support during less structured times of the day
- Raised profile of mental wellbeing through focus days and weeks, in line with national events

Additional Support and Intervention Programmes:

If a child is identified as having a difficulty in a particular area of learning or behaviour, in spite of quality first teaching, then they may have the opportunity to participate in an additional intervention programme. These are time-limited, small groups or individual sessions. Where possible, these are linked to classroom practice and are monitored by the class teacher. We strive to follow well-evidenced and recommended programmes of support. Pupil and parent views should be considered at all stages. Provision is reviewed regularly, with entry and exit assessment to review progress for the individual. Termly APDR (Assess, Plan, Do, Review) cycles are monitored.

Examples of programmes which may be offered include:

- A to Z literacy (Reception)
- NESSY online reading and spelling programme (KS1/KS2)
- NESSY touch typing (KS2)
- Monster Phonics intervention programme (R/KS1/KS2)
- Monster Phonics guided reading programme (R/KS1/KS2)
- 1st Class @ Number (KS1/KS2)
- Numicon (KS1/KS2)
- TT Rockstars (KS1/KS2)
- Paired reading (KS1/KS2)

To be reviewed annually



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- Precision teaching/ERT/Cued spelling (KS1/KS2)
- Sensory circuits (R/KS1/KS2)
- Time to Talk (R/KS1)
- Speech and Language programmes (R/KS1/KS2 – as advised by SALT)
- Talking Boxes (R/KS1)
- Handwriting – write from the start (R/KS1/KS2)
- Comprehension support (KS1/KS2)
- Toe by Toe (KS2)
- Booster groups
- Pre-teaching
- Social skills programmes
- Lego therapy (KS1/KS2)

Access to Specialist Services:

A pupil with SEND will need provision significantly different from or additional to their peers. There are four broad categories of SEND: Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and Physical. Support or advice can be sought from external agencies, with the consent of the parents. Access to these services can vary depending on the home address of the pupil and location of their GP. An EHA (Early Help Assessment) may need to be completed with the parents to access services. Services may include:

- SEND specialist services (regular link planning meetings provide an opportunity to discuss needs and plan provision)
- Hearing support
- Speech and Language Therapists
- GPs, Community Paediatricians, CAMHS
- Educational Psychologists
- Occupational Therapists
- Physiotherapists
- SENDIASS – SEND information, advice and support service (Previously known as Cambridge Parent Partnership Service)
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>
01223 699 214
sendiass@cambridgeshire.gov.uk
- Transition with secondary schools



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Accessibility:

The school is fully compliant with requirements of the Equalities Act 2010. Access to the school includes:

- All buildings are at ground level, with a few steps from KS1 corridor up to the hall and between Nursery and Reception classes.
- Wheelchair access to the main school building is via reception and via the Nursery, Reception, the bridge from the playground to the hall and the KS2 entrance. There is also wheelchair access to Badger, Deer and Squirrel classes.
- There is a wheelchair ramp from KS1 corridor up the few steps to the hall.
- Sloped ramp provides access to Camps Island (additional outdoor area), playgrounds and fields are accessible.
- There are accessible toilets in the main building and in the Nursery classroom.
- There are hand rails at relevant locations.
- Specialist advice is taken from specialist teachers, EP, Occupational Therapist, Physiotherapist and implemented accordingly.
- Classroom adaptations where needed.
- Please see the school accessibility policy for more information.

Transition:

We recognise that transitions can be difficult for children, particularly those with SEND, and take steps to ensure that any transition is as smooth as possible.

Starting in Reception (Hedgehog Class)

- School staff communicate with parents and other Nursery settings.
- Several transition visits are planned in the Summer term, prior to starting in Reception. These can be adapted, in discussion with school staff, if required.
- In September, a part-time transition is offered to children in order to help them settle in.
- Individual phased transition timetables can be agreed between staff and parents if required.

Move to another school

- We will ensure that all relevant information is shared with the new school in order that they can be prepared, including liaison between the two SENCos.
- Support any additional visits.

Move from another School



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- We encourage visits to the school prior to starting, including meeting with school staff.
- We will contact the previous school to ensure the key information is passed on and we are fully informed about your child when they start with us.

Moving to the Next Class

- Classes have mixed year groups. The class groupings are carefully considered by the school staff, including consulting parents where appropriate.
- We have a 'move-up' morning where children move on to the next teacher and classroom and complete some activities.
- Information will be passed on to the new teacher in transition meetings about the children's learning, progress and pastoral needs.
- Some children may need further preparation to ensure a smooth transfer. This will be organised by the SENCo in a way that is appropriate to the individual child e.g. transition or moving up book. The SENCo will ensure staff are fully informed about any child's SEND.

Moving to Secondary School

- Class teachers and the SENCo will meet with staff from the schools for a transition meeting and where children have SEND needs additional meetings will take place if required.
- Visits are arranged to the schools in the summer term and transition activities are planned by the secondary school.
- Transition work (such as pupil-centred PATH workshops) will be completed to support children's understanding of the changes ahead.
- For SEND children additional visits to the schools may be organised either in groups or on a 1:1 basis. The SENCo will meet the staff from the secondary school with parents if requested.
- If pupils with SEND have an Education, Health and Care Plan (EHCP) school staff will be invited to review meetings in Year 5 and Year 6 if applicable.

For more information please visit Cambridgeshire's local offer:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

Please contact office@castlecamps.cambs.sch.uk if you have any questions.

To be reviewed annually