

## SEND Information Report

### Trumpington Park Primary School

**Approved by: MS**

**Date:** July 2024

**Last reviewed on:** 20.07.24

**Next review due by:** 20.07.25

### Introduction

Trumpington Park Primary School in partnership with Meridian Trust and is an inclusive school committed to meeting the needs of all pupils including those with SEND.

Welcome to our SEND information report which is part of the Cambridgeshire Local Offer for learners with Special Educational Needs and Disabilities (SEND).

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of policy for pupils with SEND. This information is updated annually.

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#### 1. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCos) and the SEND information report.

## 2. Contacts

The SENDCo is **Mrs Joanne Crisford**

The SEND governor is **Mrs Louise Wakefield**

The Head Teacher is **Mrs Mel Shute**

The Inclusion team is **Mrs Crisford, Mrs Waterson, Mrs Boudali and Miss Doggett.**

All of whom can be contacted via the school office.

## 3. SEND information report

### 3.1 The kinds of SEND that are provided

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyscalculia and memory processing difficulties.
- Social and emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), specific trauma.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory regulation difficulties, epilepsy.
- Moderate and multiple learning difficulties, for example, global developmental delay.

This support can be provided in several ways both in school and by external agencies.

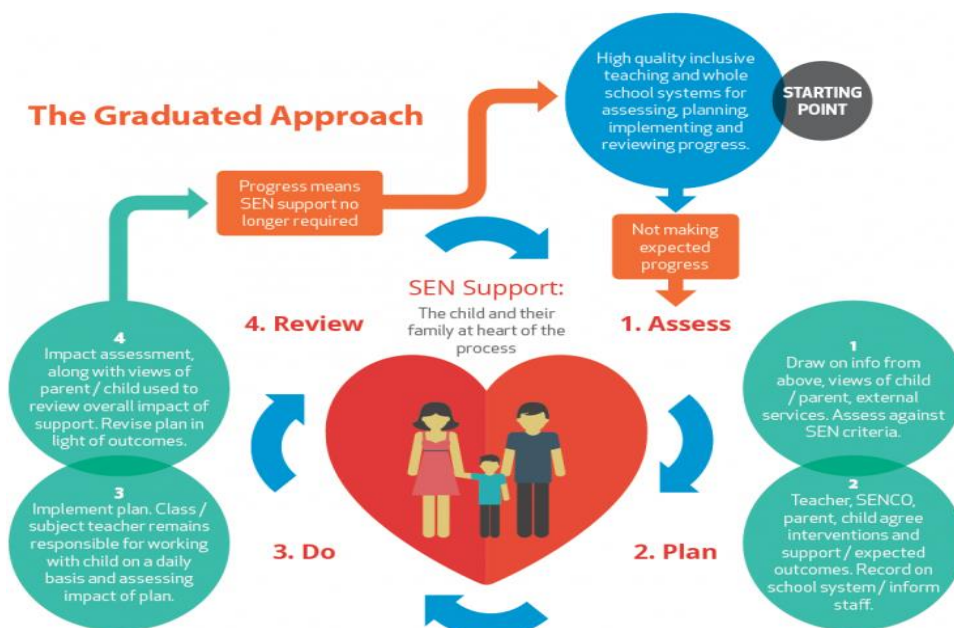
These can include:

- School Teachers, SENDCo and Inclusion Team
- Speech & Language Therapist
- Occupational Therapy
- Paediatrician
- SEND Specialist Services
- Visual Impairment Service
- Teachers of the Deaf
- Virtual Schools

- Early Intervention Family workers.

### 3.2 Identifying pupils with SEND and assessing their needs

At Trumpington Park Primary School we follow a graduated approach and response to individual's needs.



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### 3.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parents concerns are taken into account.

- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

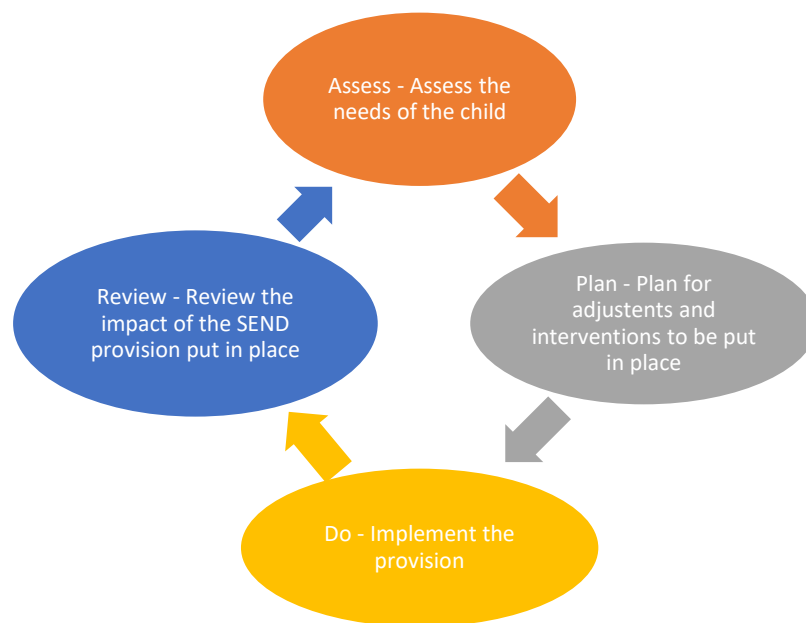
Notes of these early discussions will be added to the pupil's record.

We will formally notify parents when it is decided that a pupil will receive SEND support.

The child's name will then be added to a confidential record of pupils with SEND at the school and we are required to report this on the school census.

### 3.4 Assessing and reviewing pupils' progress towards outcomes

When a child is placed on the SEND register, we will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. At Trumpington Park Primary school this is called an 'Action Plan'.



The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.
- The individual's development in comparison to their peers and national data.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **3.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils will be offered induction sessions in new school settings. Additional introductory induction sessions will be arranged as necessary for pupils with SEND. The SENDCo of the transition setting will be invited to the Transition Annual Review where an EHCP is in place.

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENDCo or Inclusion team will visit pre-schools with the class teacher where possible/when appropriate and attend Family Support Plan meetings and annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them with information about their current placement and their new school.

If your child is moving to another school:

- We will contact the school's SENDCo and ensure he/she knows about any special arrangements or support that is needed to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition book/passport to support them in understanding moving on, then one will be made with them.

When moving classes within the school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. One Page Profiles will also be shared with the next class teacher.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 6:

- The SENDCo/Inclusion team and class teacher will discuss the specific transition needs of your child with the SENDCo of your child's secondary school. Where appropriate, a transition review meeting will be held.

- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child at Trumpington Park Primary School.
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made with them.

### **3.6 Our approach to teaching pupils with SEN: A Graduated Approach to SEND Support**

We use the graduated response to provide support for children with SEND. This is an approach which is recommended by the SEND Code of Practice (2015) under the Education Act (1993) as adopted by Cambridgeshire Local Authority.

This is an outline of those graduated response steps:

- Quality First Teaching within the classroom, including adapted and universal provision.
- SEND support – Targeted/Specialist
- Statutory Assessment
- Education, Health and Care Plan (EHCP).

#### **Quality First Teaching**

As per the SEND Code of Practice, all Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

For pupils this would mean:

- That the teacher has the highest possible expectations for all pupils in their class.
- That all teaching builds on what pupils already know, can do and can understand.
- That different ways of teaching are in place, so that all pupils are fully involved in learning in class. This may involve using more practical and visual resources to support learning.
- That specific strategies are in place to support pupils to learn (e.g. advice from the SENDCo; in-class support sheet strategies).
- Teachers will monitor pupils' progress and identify gaps in pupil's understanding/learning to provide additional support to help them make the best possible progress from their starting point.
- Teachers will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.

### **Targeted support.**

If the initial and appropriate differentiation has not led to adequate progress, then the graduated response may include:

- The Inclusion team discussing and advising appropriate targeted intervention or strategies with the class teacher, who remains responsible for planning and recording within the classroom. This information will be collated in an individualised 'Action Plan' and shared with parents three times per year.
- An 'One Page Profile' sheet that summarises individual pupils' needs and the support in place will be created by the class teacher, parents, pupil and SENDCo.
- Parental and pupil participation will be actively encouraged to support working in partnership to support the needs of pupils.
- The SENDCo may draw on the advice/assessment of outside specialists if pupils' needs meet the threshold for accessing their services and consider a range of different teaching strategies/approaches and resources.
- Support from the Early Help Hub maybe considered and an Early Help Assessment (EHA) may be jointly completed with parents to document a holistic picture of individual pupils. We will only share this information with outside agencies that parents have given permission. As a result of this, there may be an additional individual support plan written for pupils; that will be reviewed in regular Team around the Family (TAF) meetings.
- Care Plans will be devised for individual children who have multiple medical needs. This will be done by the SENDCo in consultation with parents, pupils, and outside specialists where appropriate.
- The SENDCo will consider whether a pupil meets the criteria to justify an application for Statutory Assessment, using evidence gathered through the graduated response process.

### **Education, Health and Care Needs Assessment (EHCNA)**

This will be considered if the child has not made sufficient progress using the graduated response process, as outlined above. The Local Authority (LA) will consider the need for statutory assessment following a request by the child's school and/or by the parent.

### **Education, Health and Care (EHC) plan**

The LA panel will consider the need for an EHC plan. If appropriate, an ECH plan will be drawn up and the provision will be monitored and reviewed regularly as per the SEND Code of Practice guidelines.

## **3.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting the delivery of our curriculum to ensure all pupils can access it, e.g. teaching style or content of the lesson.
- We provide a range of Alternative Augmented Communication (AAC) aids such as laptops and iPads with a range of programs and applications, sound buttons and Dictaphones that can slow speech down; as well as coloured overlays, visual timetables, different texts and sizes, sloping boards, foot

slopes and alternative writing implements. In addition, a range of sensory items for pupils that need stimulation to enable them to focus.

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary alongside visual glossaries, reading instructions aloud, the use of sound buttons, task breakdowns incentivized learning.
- We promote an environment that is rich in visual and physical resources to support learning and development.
- Adapting our resources, staffing and physical environments using an enriched environment/low stimulus approach. Teachers are supported to provide ideal learning environments, which accommodates the individual and variable need for high and low levels of stimulation.

### **3.8 Additional support for learning**

We have a growing number of Teaching assistants who are trained to deliver a range of research and evidenced based interventions, which include:

Little Wandle Keep Up

Little Wandle Rapid Catch Up

First Class at Number

Thrive Assessment Tool

SDQ

Drawing & Talking

Blank Level Questioning

Timetable Logs

Mastering Number

Zones of Regulation

SEND Gym

Sensory Circuits

SEND Pentathlon

Enrichment opportunities

Teachers and Teaching assistants will support pupils when there is an identified special need which requires additional support, as per the graduated response process as outlined above.

Other agencies are also included in providing additional support for learning where necessary to best meet pupil needs (see Section 3.1).



### **3.9 Expertise and training of staff**

The SENDCo manages the team of teaching assistants who are provided weekly inhouse and external training to deliver SEND provision. Our support staff have a wealth of knowledge, we also have some specialist staff who are trained to offer SEMH support to our children and families. The SENDCo is also able to call upon the expertise of the core SEND team within the Meridian Trust.

### **3.10 Securing equipment and facilities**

Personal equipment provided by county and relating to Special Educational Needs are kept securely in compliance with the school's GDPR policy which can be found on the school website or by request. Information is shared and kept only according to GDPR regulations. All SEND equipment is kept securely onsite.

In addition to EHC plans, the school provides resources, from the school budget to support children with SEND. This can include, sensory objects, wobble cushions, writing and foot slopes, fidget toys, magnification resources for children with visual impairment, ear defenders and other resources according to needs.

### **3.11 Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term, alongside pupils and parents/carers.
- Reviewing the impact of interventions after 6-8 weeks. Teachers record response to intervention on APDRs.
- Using pupil questionnaires.
- Monitoring by the SENDCo.
- Using assessment and teacher observation to track progress
- Holding annual reviews for pupils with EHC plans.

### **3.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All pupils go on school trips and any additional accessibility support will be discussed and agreed in advance with parents. Where a child has SEND, this will be considered when planning activities. If needed a Risk Assessment will be completed to help determine safety.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. Where a child has SEND, this will be taken into account when planning activities and making arrangements. Every effort will be made to provide support to enable all pupils to access these fully.

Admission of disabled pupils is accompanied by a transition meeting in which pupil needs are discussed and planned for. Specialist advice and guidance on the reasonable adjustments that can be made will be sought

to ensure the best possible provision. The school's aim is that disabled pupils access all aspects of school life as fully as possible and we are committed to ensuring that disabled pupils are not treated less favourably than other pupils. Physical disabilities will be supported by reasonable adjustments to the internal and external environment and appropriate additional support provided where required. Other disabilities will be similarly assessed and provided for on an individual basis, with reference to individuals' level and type of need.

More detail can be found in our [Accessibility plan](#) which can be found on our website.

### **3.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils, including those with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part school clubs to promote teamwork/building friendships etc.
- PSHE lessons promote inclusions and diversity.

We provide pupils with emotional support through a range of appropriate interventions such as:

- Drawing and Talking
- Socially Speaking
- Talkabout - Developing Self Esteem and Self Advocacy
- Volcano in my Tummy
- My Bag of Worries
- The Colour Monster
- Incredible 5 Point Scale / My Worry Book
- What To Do When You Worry Too Much
- Zones of Regulation.

We have a zero-tolerance approach to bullying and a clear procedure for identifying and responding to bullying-related incidents – please refer to our Anti-Bullying policy on our website.

### **3.14 Working with other agencies**

The school works within a wide-reaching multi-agency network. The Head teacher, Safeguarding DSL and SENDCo are responsible for ensuring active involvement of external agencies where this is deemed to be in the best interests of a pupil. The school has links with a variety of local authority and voluntary sector organisations which are called upon to help meet SEND needs when required.

We currently work with the following agencies to provide support for pupils with SEND:

- Social Care
- Education Welfare Service
- School Nursing Service
- Statutory Assessment & Resources Team

- SEND Specialist Services
- Cambridge Community Services-NHS Trust (Speech & Language Therapy, Occupational Therapy, Physiotherapy, Clinical Psychology, Community Paediatrician)
- Early Support.

### **3.15 Complaints about SEND provision**

Pupils, staff, parents, and carers are expected to listen carefully and respectfully to each other. Where an issue arises, you should, in the first instance, make an appointment to speak with your child's class teacher and seek to resolve any concerns. If you believe that your concern has not been resolved to your satisfaction or if it is of a more serious or sensitive nature, an appointment should be made to see the SENDCo, who will investigate the concerns. Where an issue is not satisfactorily resolved, you should then take up the matter with the Head of School. If needed, the Chair of Governors can be contacted if an issue remains unresolved. A copy of the school's complaints policy is available on our school website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

### **3.16 Contact details of support services for parents of pupils with SEND**

The Parent Partnership Service, providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEND) or a disability, or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEND) or a disability, or who have concerns they may have special educational needs. Please follow the link below for more information:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/SENDd-information-advice-and-support-service-SENDdiass/>

Parent Partnership: providing SEND Information, Advice and Support (SENDIASS)  
Cambridgeshire County Council, SH1212, Shire Hall, Cambridge, CB3 0AP  
Email - [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)

Confidential helpline open during term times: 01223 699 214

### **3.17 Contact details for raising concerns in school**

Where a parent, carer or member of staff has concerns, these should be made in the first instance to the Designated Person (DP) for Safeguarding:

Lead DP: Mel Shute

DP: Charlotte Yarrow

DP: Hayley Lett

DP: Angie Waterson

DP: Joanne Crisford

DP: Jon Windsor

DP: Gemma Boudali

DP: Becca Doggett

### **3.18 The local authority local offer**

Our local authority's local offer is published here:

[Cambridgeshire Online | SEND Information Hub \(Local Offer\)](#)

## **4. Monitoring Arrangements**

This policy and information report will be reviewed by the SENDCo and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **5. Links with other policies and documents**

This policy links to our policies on:

- SEND
- Behaviour
- Equality
- GDPR
- Accessibility Plan