

SEND Information Report

Our Commitment to children with SEND

We believe that every child deserves the same chances and opportunities in life. Here at Jeavons Wood all staff are committed to ensuring that every child grows, learns, and enjoys school.

We are committed to inclusion and want every pupil to be fully included in every aspect of school life such as lessons, activities, after school clubs and trips.

We have high aspirations for all our children and want them to be independent, engaged learners who have high self-esteem. This is so important for our children with SEND and all staff consistently try their best to ensure that these children's needs are catered for in all areas of school life.

The staff at Jeavons Wood have very much supported my daughter and myself with her difficulties since starting there. More recently the SENDCo organised for us both to spend time with the Educational Psychologist to further assess her needs. The session and resulting feedback was of such use to us as a family. We really appreciate everything that has been done for our daughter to help her feel happy and confident in school. **Parent**



What is a Special Educational Need (SEND)?

- ★ A child or young person has SEND if they have a learning difficulty or disability which calls for some additional or different educational provision. The four general areas of special educational need are:
 - Communication and interaction
 - Cognition and learning
 - Social emotional and mental health difficulties
 - Sensory and physical needs.
- ★ These needs impact students' time at school in different ways and students learn to work with their needs at different rates. We adapt our teaching and structures to support them to flourish in our school.

What is a Disability?

- ★ Many children and young people who have SEND may have a disability.
- ★ This is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. ('Long-term' is defined as 'a year or more').
- ★ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy, and cancer.

How does the school know if my child needs extra support or has SEND?

We may already know that your child needs extra support or has a special educational need. For example:

- ★ If your child has come from a previous school or a pre-school who has passed on the information.
- ★ If your child has seen an outside agency such as a Speech Therapist who may have passed information to us.

It may be that we identify a SEND ourselves.

As the children are regularly assessed throughout the year, teachers may notice that a pupil is not making expected progress. This may highlight that the pupil needs extra support. If this happens, we have clear channels to follow:

- ★ The teacher will discuss the concern with you, the parent.
- ★ The teacher will raise a concern with the SENDCo.
- ★ The SENDCo may follow this up with an observation or further assessments.
- ★ The SENDCo and teacher will decide on a course of action e.g. smaller group intervention, different strategies or additional resources to be used.
- ★ This may mean that the pupil needs a Learning Plan which will be shared with you.
- ★ If, after a period of time, we find that this course of action is not making an impact on the pupil's learning, then we may decide to make further referrals to outside agencies, for example Specialist Teachers. This will be shared and discussed with you before this takes place.

How is my child's learning tracked, assessed and recorded?

All children are included in our assessments and tracking throughout the year.

We keep an SEND list of all the children who are receiving additional and/or differentiated support

Teachers keep track of all the children's progress through the school system. Key Stage leaders, the SENDCo, the Head, teachers and LA's (Learning Assistants) are kept aware of this progress throughout the year at Progress meetings.

Learning Plans. These usually have three specific targets around their area/s of need for your child to work towards in school and at home. These are updated every term and given to you at parents' evenings.

Children with an EHCP (Education, Health and Care Plan) will have all of the above as well as an Annual Review where all the professionals involved in supporting the pupil are invited to discuss and review their progress.



I love Jeavons Wood because it is a kind school. The teachers, the whiteboard and thinking help me learn. The learning is fun and clever. I really like doing Art, English and Maths. My favourite trip was when I went to London to see The Lion King!

Year 4 pupil

What support might your child receive?

It is important that ALL children take part in high quality teaching. Children at Jeavons Wood take part in carefully planned and differentiated guided groups with their teacher and a Learning Assistant on a regular basis. This means teaching can be tailored to individual needs.

If we feel that a pupil needs additional support, then we will implement interventions and additional resources. Group interventions are usually led by a LA and involve just a small number of pupils, usually no more than six. These groups can focus on any area of the curriculum such as Maths, English or personal and social development.

It may be that a pupil on the SEND list needs more focused one-to-one time to support them with specific targets or areas of need. This will usually be with a Learning Assistant or sometimes a teacher or the Inclusion and Family Support Worker (IFSW), Mrs Hubbard.

Interventions are intended to enhance children's learning and increase their progress; bearing this in mind, it is important to us that children do not miss out on high quality teaching in maths and English, so children are not usually taken out of class during these times.

Our interventions are not necessarily just for academic difficulties. We know that there are social and emotional special needs, and we aim to tailor learning to address the overall well-being of the children. Sometimes our interventions are aimed at those with social and emotional needs so that we can better support their learning.

Who are the staff who might support my child?

First and foremost, your child's **Class Teacher**. S/he will be your first point of contact if you have any concerns.

Learning Assistants. There are learning assistants attached to each Key Stage who are able to support your child in class, in interventions and one-to-one if this is what is needed.

The SENDCo (Special Needs Co-ordinator) is Abby Constable. She is responsible for the overall monitoring of education for children with SEND and ensuring that the SEND policy is implemented across the school.

The Headteacher, Mrs Em McMurray, is also responsible for the overall learning of pupils, including those with SEN.

The Inclusion and Family Support Worker is Lisa Hubbard and she is able to support children with SEND.

The **SEND governor** is David Clarke.

When an adult is with me it helps me learn and the teacher helps me learn when I look at her. I love Jeavons Wood because it is my favourite. All of the teachers are my favourites and the adults in the office. I learn maths and fun stuff. I like maths groups. We also write words and learn tricky words on the whiteboards. **Year 2 pupil**



What other information will be useful?

Our SEND policy is on our website.

Cambridgeshire County Council have a '**Local Offer**'. This is a 'front door' to information about education, health and social care and the provision that is available for children and young people with special educational needs and disabilities and their families.

What information is included in the Local Offer?

Through the web pages in the SEND section and across all the Children 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

- ★ Here is the link
http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer/549/about_cambridgeshires_local_offer

We have included some Local Offer information on our own website; you can find the Autism Pathway booklet here.

You can also find a link on our website to the **Parent Partnership Service** leaflet. They are able to offer impartial and confidential information and advice to parents of children with SEND or if you have concerns that your child has SEND.

Is the school site accessible for my child?

We ensure that the school site is fully accessible for wheelchair users and those with mobility issues. We are always willing to make adaptations for children with specific disabilities and ensure that these are in place as they go up the school, for example handrails. We take advice from the Occupational Therapist when needed.

Enquiries

If you think your child has SEND please speak to your child's class teacher in the first instance; s/he will have the best knowledge of your child and will be able to answer your questions.

Please feel free to contact the SENDCo at school if you have any further enquiries. Abby Constable is always happy to help



If you have any complaints about the school arrangements for SEND then please ask for a copy of the Complaints policy from the school office.

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