

Who should I contact if I think my child has Special Educational Needs?

How will the school know if my child has Special Educational Needs?

What kinds of SEN can the school help my child with?

What happens if my child has a disability or needs medical help in school?

If you see underlined text, you can click on it to find out more information.

Who will be involved with supporting my child?

What happens when my child moves from Reception to Key Stage 1 to Key Stage 2 or moves school?

How will the school keep me informed of my child's needs and the help they are receiving?

How does the school evaluate how effective the support is for children with SEND ?



Cavalry Primary School
SEND Information Report
January 2019

Where can I get extra help and advice?

What happens if I am not happy with the support my child is getting?

Who should I contact if I think my child has special educational needs?

[Back](#)

The first person that you should speak to is always your child's teacher. Your child's teacher knows your child really well and will be able to talk through your concerns with you. He or she will know your child's strengths and weaknesses, how they are progressing in school and whether this is in line with your child's classmates. You will find that if there are any concerns in school your child's teacher will usually approach you before you approach them.

You can also contact the school's Special Educational Needs and disabilities Co-ordinator (SENDCo), Miss Evans. She oversees the provision for children with special educational needs or disabilities in school and will speak to your child's teacher if you have any concerns.

How will the school know if my child has special educational needs?

[Back](#)

To make sure that each child in our school reaches their full potential, teachers are constantly assessing children and planning for their needs. It is a continuous cycle. There are regular reviews with the Head Teacher and the SENDCo to identify children who may need extra help. During the reviews they will look for children who:-

- are making slower progress than other children who started at the same point
- have changed their rate of progress, i.e. if their progress suddenly slows down
- do not catch up with their classmates
- are falling further and further behind their classmates.

As a first response, we will address any weaknesses through High Quality Teaching. For some children targeting these areas will see their learning improve. If your child continues to make less than the expected progress, we will gather further information and hold a meeting with you, your child's teacher and SENDCo to discuss if your child has SEN. Of course, we like to make sure your child is involved and so will gather their views before the meeting. If it is decided that your child has special educational needs, SEN Support will begin. Click the link for more information.

[SEN Support](#)

SEN Support in School

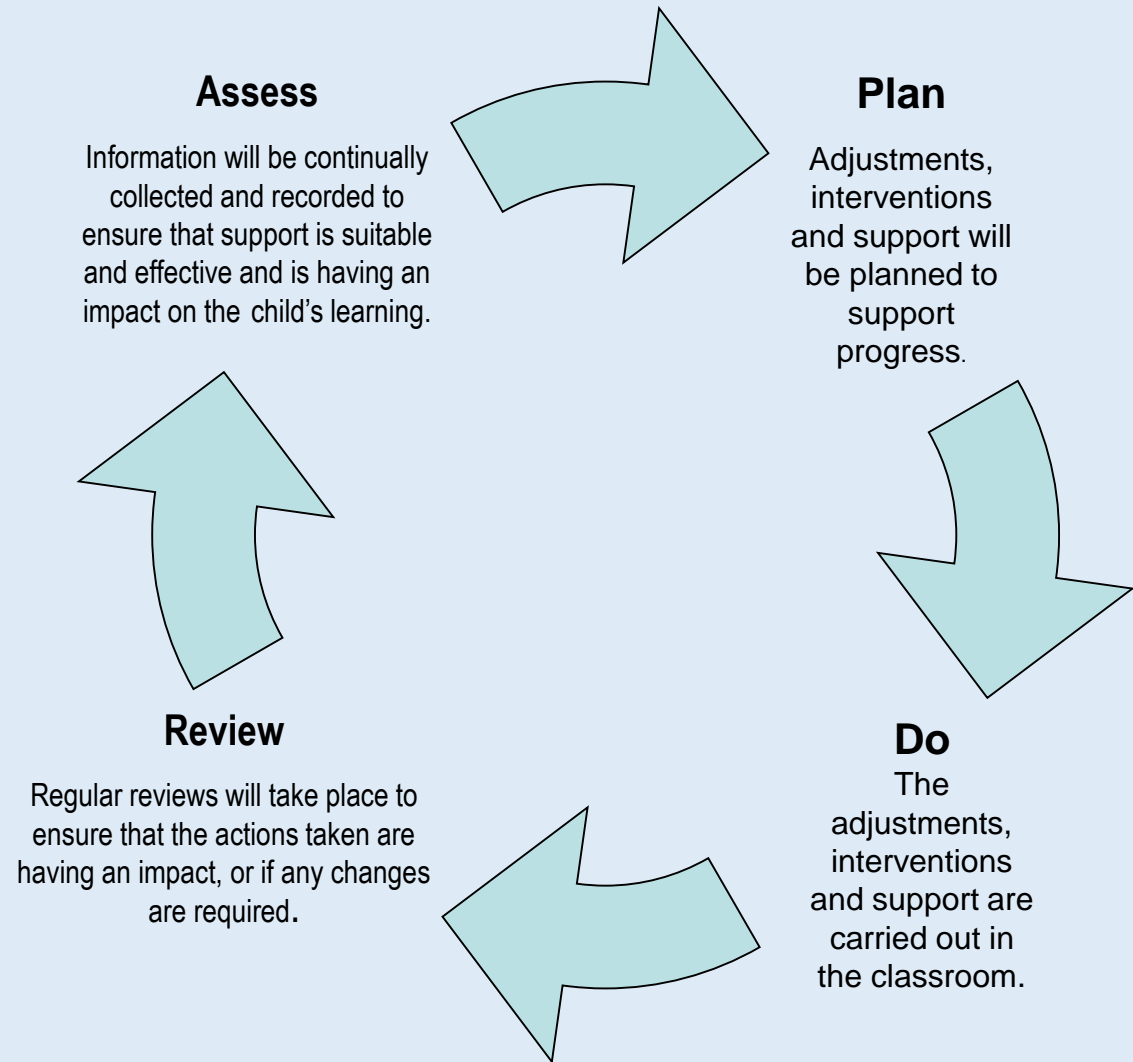
[Back](#)

Like all teaching, SEN Support takes the form of a cycle.

The diagram opposite shows the steps involved in providing SEN Support in school.

You are invited to take part in every review so that you always know how well the support is going.

We will also consider your child's views if this is appropriate.



What kinds of Special Educational Needs can the school help my child with?

[Back](#)

There are four main areas of support that the school provides for. These are in line with the guidance set out in the new SEN Code of Practice published in 2014.

Click on an area to find out how we support children in school.

[Communication
and Interaction](#)

[Cognition
and
Learning](#)

[Social, Emotional
and
Mental Health](#)

[Sensory
or
Physical](#)

Support for Communication and Interaction

[Back](#)

Q. What do we mean by communication and interaction?

A. Basically, this is anything to do with language and how we communicate with others. It could be that your child has difficulty in pronouncing sounds or words. It might be that your child finds it difficult to say what they want to, or to understand what others are saying to them.

Children who are on the autistic spectrum may face particular problems in understanding the subtleties of language and may need focused teaching in order to avoid misunderstandings when dealing with others.

If we assess your child as needing support in this area, the first thing we would ask you to do is to get their hearing checked. Once we know that their hearing is fine, we will do further assessments to find out what particular area of communication your child needs help with.

A large part of daily life in school revolves around communication so all of the time your child is in school their language skills are being improved. For those children who need a little bit of extra help, small group work may help your child overcome their difficulty or for those with particular difficulties this can be provided on an individual basis.

We work closely with the Speech and Language Therapist Services in Wisbech and may arrange for an assessment of their needs if we feel this is appropriate

Have you had your child's hearing tested lately? This can have a really big impact on their communication skills.

Support for Cognition and Learning

[Back](#)

Q. What do we mean by cognition and learning?

A. Cognition is the term we use for the mental processes of acquiring knowledge. These include thinking, knowing, remembering and problem solving. Some children may have difficulties with all of the processes whilst others may only struggle with one. Some children may have milder difficulties whilst others have more severe difficulties. Difficulties in this area can affect reading, writing, spelling, maths or any subject in school.

Your child may progress at a slower rate than their classmates due to one of the above processes and it will also take a lot more effort on their part to progress.

Children may experience difficulties in different areas of the curriculum if they have cognitive and learning difficulties. Click a link below to find out how we can support them in school.

[Reading](#)

[Writing](#)

[Maths](#)

[Across the Curriculum](#)

It may be necessary to refer your child to a Health Care Professional, such as the Community Paediatrician, to see if there are any underlying reasons which might account for your child's special educational needs.

Support for Reading

[Back](#)

Reading has an impact across the curriculum and at Cavalry School we see it as a priority to help every child in school to read to the best of their capabilities.

In school we introduce children to reading through a programme called 'Floppy's Phonics'. It is a phonics-based system which sees the children moving through stages as they master phonic skills (phonics are the sounds that letters or combinations of letters make). At the same time, children start to build their comprehension skills by talking about simple story books with adults at school and at home. For some children even this intensive phonic programme does not see them progress at the rate expected and they need extra support for their special educational needs. Here are some of the ways that we support these children.

Extra reading sessions with an adult or a buddy.

Precision teaching of the most common words your child will read to help with the fluency and understanding in their reading.

Focused reading activities in a small group.

Educational Psychologist involvement to request further assessment or an individual programme for your child.

Extra phonic sessions with a teaching assistant

Specialist Teaching Team involvement to request further assessment or an individual programme for your child.

A range of intervention programmes with a teaching assistant or teacher, including Reading Recovery, Phonics Programmes and Accelerated/Accelerwrite.

Support for Writing

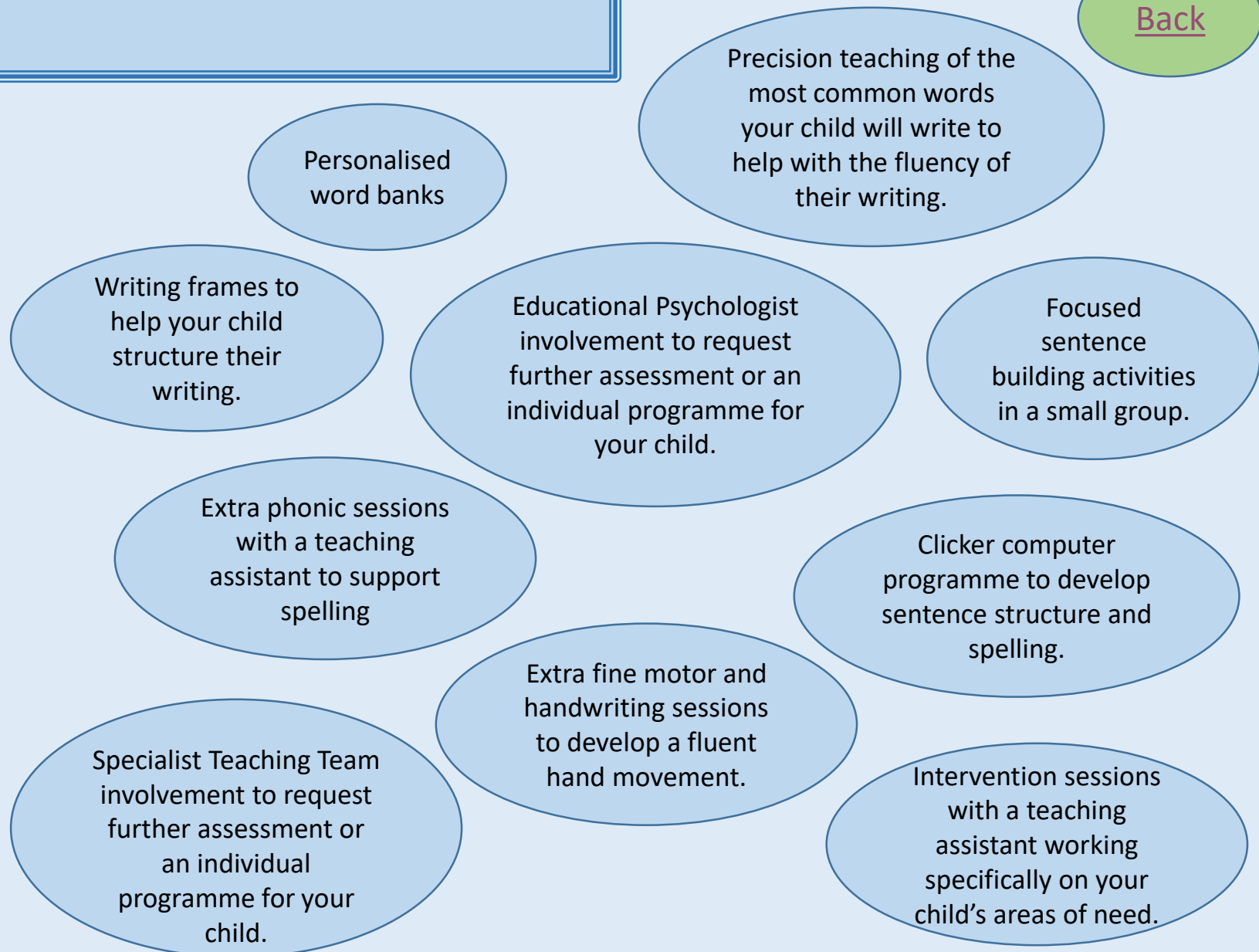
[Back](#)

Writing involves learning many skills before it can be mastered:-

- Developing pencil control
- spelling
- understanding of what a sentence is and the order the words go in
- understanding the structure of different pieces of writing i.e. letter, story, report
- organising all of the above to produce a fluent piece of writing.

Our English Curriculum helps to support all of our children's development acquiring the writing skills mentioned above, as well as developing a rich and varied vocabulary to give their writing the 'wow' factor.

Mastering all of these and then producing a piece of writing takes time and an awful lot of practise and for some children it takes longer than others. For these children we can provide support in some of these ways:



Support for Maths

[Back](#)

Our maths curriculum is designed to build children's knowledge and understanding whilst ensuring that they develop fluency, reasoning and problem solving skills. Children are encouraged to learn number facts, such as doubling and halving, to support their development of mental arithmetic skills.

Reasoning is built into our weekly maths curriculum to help children apply what they know and develop their investigative skills.

Some children find maths more difficult than others and we can offer support in these ways:

Precision teaching of the reading of numbers and number facts with an adult.

Maths language based activities

Extra support in learning number facts either in a small group or individually

Small group catch-up programme with a teaching assistant

Specialist Teaching Team involvement to request further assessment or an individual programme for your child.

Educational Psychologist involvement to request further assessment or an individual programme for your child.

Support across the curriculum

[Back](#)

Reading, writing and maths are important in all areas of learning so if a child is facing difficulties in any of these areas it can impact across other curriculum areas like history, geography or science.

At Cavalry Primary School, we make sure that your child will receive support with their difficulties whatever lesson they are doing.

On this page you will find just a few of the ways that we support your child.

Partner work.

Your child may be partnered with another child in some lessons .
This works both ways as your child might struggle with writing but be great at putting ideas forward. Children who are good at writing might not necessarily be an 'ideas' person.

Writing Frames

Writing frames can be provided for children across the curriculum. This helps them to record their understanding of the project in a manageable way.

Personalised word banks

Team Work

Similar to partner work. This works perfectly as each child has a specific job within the team.

Activities broken into small manageable steps

Computer Programmes

Either to reinforce learning or help with the recording of knowledge.

Strategies from Outside Agencies

If your child is receiving support from the Educational Psychologist, the Specialist Teaching Team or other professional, we make sure that their advice is followed in all lessons so that your child can have full access to the curriculum and maximise their learning.

Support for Social, Emotional and Mental Health

[Back](#)

Q. What do we mean by Social, Emotional and Mental Health difficulties?

A. Children may experience a wide range of social and emotional difficulties which will show themselves in many ways. For some children listening, following rules or instructions, sitting still, understanding their own feelings or taking responsibility for what they do can all be challenging. Some of these behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

There are many ways that school can support your child to overcome some of these difficulties:

Social skills group can be used to develop your child's understanding of acceptable social behaviour.

Provide clear structure, rules and boundaries throughout the school day.

Offer quiet places or special work tables for children who need a separate space.

One to one or small group work. This could include a focus on strategies that your child can use to help them cope

Use of visual timetables so children know what to expect each day.

We can ask for advice from the Specialist teaching team.

We can also make referrals to the community paediatrician or CAMHS (Children and Adolescent Mental Health Service) where this is appropriate.

Support for Sensory or Physical Needs

[Back](#)

Q. What do we mean by Sensory or Physical Needs?

A. Sensory needs can be broken into two areas. The first area is with hearing and vision. If a child has reduced hearing or vision then support may be needed to help them overcome the difficulties they face. The second area is sensory processing difficulties which is when the brain struggles to process all of the sensory information it is receiving and turn it into appropriate actions or behaviours.

Children with autism may struggle with noise, lights, smells or textures of food, whilst children with dyspraxia may struggle with some physical tasks.

There are many things we can do to help your child. Here are some examples:

Support for Hearing and Vision Impairments.

- ensure your child is in a space in class where they can hear and see well
- provide resources that will be easily accessible for them, i.e. large print books
- use special hearing devices provided by the Hearing Support Team

Support for children with Sensory Processing difficulties

- provide children with items to hold
- regular breaks for physical activity
- small physical exercises throughout the day
- fine motor activities
- provide wobble cushions/pencil grips
- referral to Occupational Therapist for an individual plan

How will the school keep me informed of my child's needs and the help they are getting?

[Back](#)

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEN will be treated as partners and supported to play an active and valued role in their child's education.

Children with SEN often have a unique knowledge of their own needs and their views about what sort of help they would like to enable them reach their full potential. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and transition process.

For some children it may be necessary to arrange for specialised assessments and support from an outside agency. **This will always be discussed with you before we contact any agencies.**

Steps of Parental Involvement

Your child's teacher will discuss their progress with you regularly. If you or the school have concerns about your child, we will arrange to meet with you.

The class teacher and the SENDCo will discuss your child's needs and agree how to provide support.

Together with you, targets will be set to support your child's needs. These are recorded in an IEP (individual education plan) and you will be given a copy.

At the review meetings we will assess how well your child has done against their targets and what their next steps are in their learning journey.

The cycle continues with targets and reviews.

The targets will be reviewed a minimum of three times a year or more if your child achieves them between reviews.

Who will be involved with helping my child?

[Back](#)

It depends on the needs of your child as to how many people will be involved. For some children, just the class teacher, the SENDCo and yourself will be the only people, whilst for other children there might also be outside professionals involved. These are some of the people that may be involved with your child:

Class Teacher

Your child's teacher is responsible for your child's progress in school and will always play a key role .

Teaching Assistant

Your child may work with a teaching assistant for small group work or individually. A volunteer helper may offer your child additional support too.

Specialist Teaching Team

The Specialist Teaching Team may work with the teacher and SENDCo to provide strategies to use with your child. They can carry out assessments to help identify the difficulties your child is facing. All members of the team come from a teaching background.

Educational Psychologist

The Educational Psychologist may work with the teacher and SENDCo to provide strategies or assess your child. Educational Psychologists have both a teaching and psychological background.

Sensory Services

Sensory services may be involved with your child if they have a hearing or visual impairment. This will involve regular visits to school to ensure that any barriers to school life are kept at a minimum. They can also work on a one to one basis with your child.

Occupational Therapist

School may refer your child to an Occupational Therapist if there are concerns about your child's sensory needs, fine motor skills or visual perception. They may carry out an assessment and provide strategies to use with your child.

Community Paediatrician

Some children may have a diagnosable condition which is affecting their learning, i.e. autism, ADHD. The Community Paediatrician may be able to diagnose these conditions.

Speech & Language Therapist

The Speech & Language Therapist may support your child's language development. This can be through direct work in school or they may provide a programme for the school to deliver in order to support your child.

Parents

You can make a big difference by supporting your child. The IEP (Individual Education Plan) you receive each term will give you some ideas and suggestions to work on at home.

What happens when my child moves between classes or moves school?

[Back](#)

Moving from Class to Class

As your child progresses from class to class, they will continue to receive SEN support in school. Teachers make sure that SEN records are passed from class to class. All children have opportunities to visit their new classroom and meet the new staff who will be working with them, and if your child needs additional time for this process, this will be arranged. Some children benefit from a transition booklet that they can refer to during the summer holidays.

The only time the level of support will change is if your child closes the gap between themselves and their classmates or if their gap widens. You shouldn't worry about these situations though as you will be part of the review process and will be well aware if school feels that your child's support needs to change.

Moving schools

If your child is leaving our school, we ensure that all records are transferred to the new school. For children moving on to secondary school, additional visits may be offered and we will liaise as closely as we can with the SENDCo at the new school.

If your child joins us part way through their school journey, the information received from their previous school will be used by the teacher to:-

- provide starting points for the development of their learning
- identify and focus attention on how to support your child within their class
- form the basis for planning the next steps of your child's learning
- involve you and your child in implementing a joint learning approach at home

Your child will continue to receive SEN Support in school and be part of the Assess, Plan, Do, Review process.

If your child already has a Statement or a new EHC, it will transfer with your child and any additional provision will continue along with the continued cycle of reviews.

What happens if my child has a disability or needs medical help in school?

[Back](#)

Disabilities

Some children who have SEN may also have a disability. Under the Equality Act 2010, a disability 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’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Our school is easily accessible for wheelchair users and has a disabled toilet.

If your child is diagnosed with a disability, we will work with a range of medical professionals to support your child in school. If your child needs physiotherapy or needs to follow a plan devised by an occupational therapist, then we can help.

If your child does not have an Education, Health and Care Plan, remember to speak to your child’s teacher about their needs.

Medical Conditions

Governing bodies of maintained schools have a duty to make arrangements to support children at their school with medical conditions under the Children and Families Act 2014.

At Cavalry School we endeavour to support your child so that they have full access to education, including school trips and physical education. Arrangements will be put into place depending on your child’s needs whether their illness is long term or short term. We will consult with you and any health and social care professionals to ensure that the needs of your child are met.

The guidance states that it is good practice to support and encourage children to take responsibility for managing their own medicines, if they are able to do so. In particular, older children with a long-term illness should, whenever possible, “assume complete responsibility under the supervision of their parents”. We will, of course, work with you in supporting your child with this. We will need to complete a care plan with you if your child needs to regularly take medicines in school. Medicine is always administered when a member of staff is present.

It is always best to speak to a member of staff if your child is diagnosed with a medical condition or is undergoing investigation so that we can help and support you and your child. Speak to your class teacher in the first instance or to the SENDCo.

You can find out more information about taking medicines in school in our ‘Administering Medicines in School’ Policy and the ‘Supporting Children with Medical Conditions’ Policy. Please ask at the school office if you would like a copy of these.

How does the school evaluate how effective the support is for my child and the effectiveness of provision across the school?

[Back](#)

How do we evaluate how effective the support is for your child?

As part of the SEN support cycle, your child's teacher and the SENDCo will regularly review your child's progress with both you and your child. We will look closely at how your child is progressing towards any targets that have been set to make sure that the provision is appropriate and effective.

If the Educational Psychologist is involved with your child you will also be asked to attend regular reviews with him or her. At these reviews we again look at how your child is progressing against their targets.

Each child has their own individual education plan (IEP) which is evaluated at least once each term.

If your child has a Statement or an Education, Health and Care Plan, an annual review is held to assess the your child's progress and the effectiveness of the provision.

How do we evaluate the effectiveness of the provision we provide?

The way that children are supported will be reviewed annually to ensure that we are meeting the needs of the children in school. This review is prepared by the SENDCo and discussed by the governing body. Factors which will be considered during the review process will include:-

- staff awareness of procedures for assessment, identification and provision for children with SEN
- early identification of children with SEND
- partnership work with parents and children
- academic progress of children identified with SEN
- how staff are deployed to meet the needs of children with SEN
- the involvement of children in reviewing their SEN needs
- the relationships with outside professionals and the effectiveness of their involvement.

What happens if I am not happy with the support my child receives?

[Back](#)

The school seeks to work in partnership with parents to ensure a collaborative approach to meeting your child's needs. Any complaints regarding SEND provision should initially be discussed with the pupil's Class Teacher or raised with the Head Teacher. If a satisfactory outcome cannot be agreed, you should follow the steps outlined in the school's Complaint Procedures and Policy document which is available in the school office and on the website.

Where can I get extra help and advice?

[Back](#)

There are many organisations that will provide support for families with children who have special educational needs or a disability. You might find some of the links below help.

Help and Advice understanding the new SEND Code of Practice 0-25

The document can be found at
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

Cambridgeshire County Council's
Local Offer which details services
available in the Cambridgeshire
Area

http://www4.cambridgeshire.gov.uk/info/20136/cambridgeshire_local_offer/549/about_cambridgeshires_local_offer



Pinpoint

A registered Cambridgeshire charity that provides help and support for parents with children who have special needs.

It is run by parents for parents and gives straightforward guidance on the services children are entitled to and how to access them.

<http://www.pinpoint-cambs.org.uk/home>

SENDIASS – SEND Information, Advice and Support Service

Offer impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs or a disability.

<http://www4.cambridgeshire.gov.uk/pps>

Family Worker

Offer help with challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships.

Our family worker holds a drop-in session at school every Wednesday between 2.30 and 3.15pm. She can also be contacted by phone using the main office number 01354 652814.

Common Assessment Framework

Sometimes it is difficult to know exactly what help you and your child need. In these cases, the Common Assessment Framework (CAF) is an ideal tool to help. It is a way of identifying whether a child needs extra support and working out the best way to provide that support.

School will lead the process for you either through the Family Worker or the SENDCo.

Find out more from the link below to a leaflet for parents.

http://www4.cambridgeshire.gov.uk/download/downloads/id/573/caf_leaflet_for_parents_and_carers