



# **SEND Support Leaflet**

**An Information Guide for Parents**

## **Introduction**

The most important people in any child's life are their parents. You know your children best of all. What you as parents think, feel and say is important. You should be listened to and you need to be fully involved in decisions that affect your children. At Caldecote School we strive to help your children be the best they can and we believe in working in partnership with you to help achieve this.

Approximately one in five children will have special educational needs and or a disability (SEND) at some time during their school career. There may be a time when you feel your child needs some additional help or support and we hope this booklet helps you understand the types of support we can offer and how it can be accessed. It may answer some of your questions, but where it can't, it points you to where you can go for more help.

### **What is the SEND Code of Practice?**

The SEND Code of Practice is a national document which all schools must refer to when making decisions relating to pupils with Special Educational Needs (SEN) or disabilities. This helps to ensure that children have access to a similar system of support, whichever school they attend.

### **What are Special Educational Needs?**

A child may have a Special Educational Need (SEN) if they require additional or different provision to support them in their learning in order to ensure that they make progress.

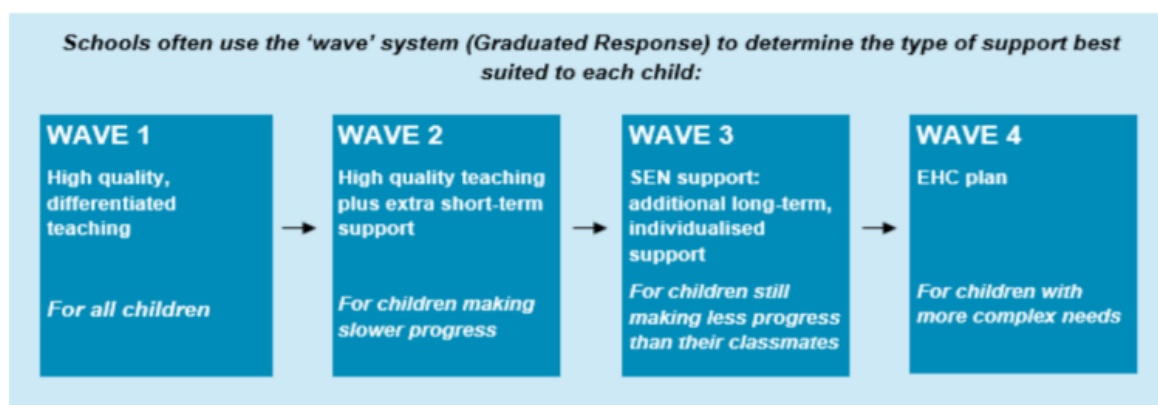
The Code of Practice says: 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made... A child of school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of the same age in local schools, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.'

There are four broad areas of SEN need. These are:

1. Communication and Interaction (including autism)
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

## What does the school do to help?

At Caldecote School we recognise that high quality first teaching, differentiated for individual pupils, is the first step in responding to children who have or may have SEND. Support is offered in a graduated approach which we call 'waves of provision'.



### Wave 1 - Inclusive quality first teaching for all

When class teachers identify that a pupil has difficulties, they plan interventions additional to or different from those provided as part of the school's usual personalised curriculum.

Within Wave 1 teaching some children may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are skilled at adjusting their teaching to suit differences in learning.

For children at this level the school will not write a learning plan but will record how we are meeting your child's needs in a different way, perhaps as part of the lesson plans, and will record your child's progress in the same way as we do for all the other children. This will be shared at parent consultations.

Where a child has difficulties that cannot be catered for within Wave 1 provision they can be given additional help and support at Wave 2 or 3.

### Wave 2 - Additional interventions to enable children to work at age-related expectations or above

Where a pupil struggles to make progress, despite quality first teaching, further investigation may be needed to put effective provision in place. Children chosen

for Wave 2 support are those who are slightly behind and can 'catch up' with the rest of their age group.

A four-part cycle would be initiated in order to explore fully the pupil's needs to progress – Assess, Plan, Do, Review (APDR)

1. **Assess:** The pupil's needs will be explored to form a picture of the current position.
2. **Plan:** The class teacher and SENDco will create a learning plan including strategies, for parents/carers and teachers to support the pupil in making satisfactory progress. Targets will be set and reviewed.
3. **Do:** The class teacher and teaching assistants or other support staff work together to plan and assess the impact of the extra provision and interventions.
4. **Review:** The effectiveness of the intervention and progress made will be reviewed and evaluated termly and shared with the parent and pupil. These will then feed into the next steps.

There is an expectation that there will be a minimum of 2 APDR cycles at Wave 2 before moving to Wave 3 and, at this point, the child may be moved onto the SEND register.

The outcomes of Wave 2 would be evaluated with the parents/carers and pupil. If the pupil has made progress, the cycle reverts to Wave 1.

### **Wave 3 - Additional highly personalised intervention**

If there continue to be concerns requiring more focused investigation or support, specialists may be contacted at this point e.g. educational psychologists, child and mental health service (CAMHS), speech and language therapist, visually/hearing impaired, etc. When the school has taken relevant and purposeful action and the pupil has not made expected progress, the school or parents/carers can make a referral for an EHC Plan assessment.

### **Wave 4 - Education, Health and Care Plan (EHC)**

Pupils on Wave 4 all have an EHCP. The SENDco holds responsibility for ensuring appropriate provisions are in place and support is provided to meet the pupil's needs.

The school will monitor and review the progress made by the pupil termly, holding an annual review meeting including SENDco, parents, class teacher, a local authority SEND officer and other specialists where these are involved with the pupil.

The school will send out a report of the meeting to everyone invited within two weeks of the meeting including any recommendations and amendments required to the EHC Plan.

Within four weeks of the meeting, the LA will decide whether it will keep the plan as is, amend the plan, or cease to maintain the plan. They will notify the parents and school or other institutions that attended the meeting of their decision.

The LA will notify the parents/carers or the pupil of their right to appeal, the time limits and the requirements for them to consider mediation, including support and advice and disagreement resolution services, should the EHC plan not be amended.

The waves of provision are fluid processes built on a cycle of interventions. A pupil moving into wave 2 for assessment and planning may return to wave 1 if the difficulties faced in accessing learning and making appropriate progress can be met with training, guidance and adaptation in the classroom through quality first teaching.

Those needing more specific interventions moving to wave 2 may undertake a targeted intervention of 6 weeks in length and return to wave 1. Alternatively, the needs identified through the wave 2 assessment process may be such that wave 3 interventions, which include referrals to external agencies or similar, need to be sustained and progress may be slow or difficult to identify. An application may be started at this point, after a minimum of two cycles of the APDR process with parental support for an EHC plan.

## **What is SEN support?**

At Caldecote, to support SEN children, we look at the individual child's barriers to learning and put the appropriate provision in place to remove those barriers.

A Learning Plan will be created by the class teacher for children at Wave 2 and above in order to target particular needs and difficulties. This plan will be shared with parents. Both pupils and parents are encouraged to share their views and contribute towards the plan.

The plan may say:

- What special help is being provided
- How often your child will receive the help
- Who will provide the help
- What the targets for your child are
- How and when your child's progress will be checked
- What help you can give your child at home

Learning plan targets are reviewed at regular points throughout the year and at least once a term.

## Who supports my child?

We have a highly experienced team of staff who may be involved in supporting your child at Caldecote.

These include:

Your child's teacher, who will always make sure that tasks set are appropriate and accessible for your child.

Teaching assistants, who support all pupils in class.

We have several additional TAs who help support groups and individual children with their learning.

The SENDco (Mrs Wicks) who manages the provision of SEND in school

The Senior Leadership team and School Governors who work with the SENDco in leading SEND in school.

As part of our support for all children in school we have regular opportunities to consult with different services and health professionals through a multi-agency approach which sometimes includes completing an Early Help Assessment to support the family as well as the pupil. Usually, we would arrange meeting with the family to discuss and plan together the best use of advice and support from other agencies.

Professionals who might attend this meeting include:

- Our Speech and Language therapist who can advise upon whether your child would benefit from this type of support or assessment.
- Our Educational Psychologist may give advice or complete an assessment for a few children.
- Behaviour Support Professionals who give advice if required.
- Outreach support from specialist schools.
- The Comberton Village College SENCo who liaises to support successful transition to Year 7.

## How can I help my child?

Research shows that children who make the greatest progress are those whose parents support the work carried out at school by:

- Making sure school knows about any major changes in your family or

worries you may have.

- Encouraging your child with reading, spelling and home learning.
- Continual encouragement and praise.
- Attending all meetings such as parents' evenings and arrange meetings with the class teacher if you have concerns. We will achieve the best results for your child if we work together!

You are always welcome to make an appointment with your child's class teacher to discuss their needs in the first instant. If deemed appropriate, an appointment with the SENDco may be arranged. Appointments can be made through the school office (01954 210263) or via email [office@caldecote.cambs.sch.uk](mailto:office@caldecote.cambs.sch.uk)

## Where can I go for more help?

If you want advice from professionals outside school you may find the following numbers helpful:

**Parent Partnership Service Telephone:** 01223 699214

**Email:** [pps@cambridgeshire.gov.uk](mailto:pps@cambridgeshire.gov.uk)

<http://www.cambridgeshire.gov.uk/education/parents/support/partnership>

**Family Support worker – Clare Merrington**

01954 286008

The **SEND Code of Practice** is available to view online at

<https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25>

IPSEA home

<https://www.ipsea.org.uk/home>

## Glossary of Terms

EHC plan - education, health and care plan

SEN - special educational needs

SENDco - SEN Co-ordinator

SEND - SEN and disability