



Introduction

Godmanchester Education Trust ethos statement:

"To inspire and support the children to develop and achieve their full potential".

At Godmanchester Community Education Trust (GCET) we value and respect each other. We enable pupils to develop their potential and self confidence. Through positive teaching and learning we encourage independence and co-operation in a creative, secure and happy environment.

We have high aspirations for children with Special Educational Needs and Disabilities (SEND) and, like all children, want them to develop and achieve their full potential.

Children with SEN have learning difficulties or a disability which call for special provision to be made to him or her. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of the children of the same age;
- They have a disability which prevent or hinders them from making use of the educational facilities that are provided for other children of the same age. (SEND Code of Practice 2014)

1. What kinds of special educational needs does the school provide for?

Communication and Interaction

These are children who have speech, language and communication needs (SLCN) and have difficulty in communicating with others. Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

Cognition and Learning

Children who learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication. Specific learning difficulties affect one specific aspect of learning or more for example Dyslexia and Dyscalculia.

Social, Emotional and Mental Health difficulties

These difficulties may manifest themselves in many ways including being withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other disorders include Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Sensory, and/or Physical difficulties

Some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities provided. These difficulties can be age related. Some children with visual and hearing impairment or multi sensory impairment may need specialist support and equipment. Children with a physical disability require ongoing specialist support and equipment to access all the opportunities available to their peers.

2. What sort of help might my child receive?		
Universal	Targeted support for some pupils identified as needing help to achieve good progress	Specialist
<p>Quality First Teaching</p> <p>including; well differentiated work to match the needs of ALL learners; guided groups; dyslexic friendly classrooms; multi-sensory approaches; and accurate assessment and effective feedback.</p> <p>Training in special educational needs is ongoing and as required.</p> <p>You might run short-term interventions to plug a gap in the child's knowledge.</p> <p>Ongoing Assessments and Pupil Progress Meetings ensure high expectations for all, identify those in need of targeted support and ensure resources are used effectively.</p> <p>Communication with parents / carers,</p>	<p>In-class support, given by teacher or teaching assistant during specific lessons through whole class teaching or guided groups.</p> <p>Intervention groups, Interventions are put in place to meet the child's needs in one of the following four areas:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and/or physical needs <p>Usually led by a Teaching Assistant in close consultation with the Class Teacher, with the aim of making accelerated progress over a set amount of time.</p> <p>Some interventions may be carried out by the class teacher or SENCO where appropriate. The impact of these interventions is closely monitored through Pupil Progress meetings.</p>	<p>We aim to remove barriers to learning and ensure children participate in mainstream education.</p> <p>Children may now be considered to have Special Educational Needs (SEN) and will go onto the school's Assess-Plan-Do-Review One (APDRO) form. Targets on the APDRO must be reviewed and new ones set in line with the Assessment Calendar or sooner, dependent on the need of the child. All targets must be shared with parents and the child and reviewed with them at least termly. A pupil profile will also be completed to reflect the child's individual strengths, interests and learning styles. The APDRO and the pupil profile forms must be stored centrally so the SENCo and others can access them at any time.</p> <p>Support from outside agencies</p> <p>We may ask an outside professional to support us in identifying a child's needs and provide us with ideas/recommendations.</p>

<p>including daily teacher accessibility; parent consultations twice a year and annual reports.</p> <p>Involvement & inclusion of learners, through engaging learning contexts; individual learning programmes, encouragement of pupil voice; peer and self-assessment and personal targets.</p>	<p>The Pupil Development Leadership team collate and review the intervention records which informs the following term's provision map.</p>	<p>Recommendations will be fed into the child's APDRO form.</p> <p>Early Help Assessment (EHA) If we need to involve multiple agencies, or ones not accessible through the above route, we may need to write an Early Help Assessment. The EHA gets sent in to the Early Help Hub and the agencies requested. Decisions are made by the hub and the external agencies about whether the request meets the threshold for their services' involvement. There may be subsequent regular meetings (Team Around the Family/Child TAF/C). Teachers are expected to either attend these meetings or provide a report to be fed back at the meeting.</p> <p>Education, Health & Care Plans in line with the SEND Code of Practice 2014 and Equality Act 2010 an EHC Plan is created alongside the pupil, parents and professionals. It details the specific strategies, support, resources and targets in place for the child and is reviewed at least annually.</p>
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<p>3. How will both you and I know how my child is doing?</p>
<ul style="list-style-type: none"> • Formal assessments are made three times a year. • Teachers may post examples of your child's work on their individual feed on Class DoJo, as well as copies of homework tasks set and other ways you can help your child at home. • Parent consultations are planned twice a year though you are welcome to seek a time to discuss your child with the class teacher at any time. • An annual written report will be completed in July.

- If your child has an EHCP review meetings will be held annually or more often if required.
- The SENCo will check that your child is making good progress through regular monitoring.
- Regular book scrutinies and lesson observations will be carried out by members of the Pupil Development Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.
- Children on the SEN register will have personal targets recorded on an Assess, Plan, Do, Review One (APDRO) form which will be reviewed regularly and shared with you and your child.
- In Foundation Stage progress is broken into smaller steps which are assessed and monitored.
- At the end of Key Stage 2 all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the Government requires all schools to do and are the results that are published nationally.

4. How will the curriculum be matched to my child's needs?

Teachers are responsible for planning lessons that are accessible to and differentiated for every pupil. All children are entitled to participate in all areas of the curriculum and it is the teacher's role to differentiate resources and activities to ensure all children can access the learning.

This means that teachers plan:

- Visual, auditory or kinaesthetic activities to allow for different learning styles.
- Differentiated activities
- Pre-tutoring of specific vocabulary/concepts before the lesson.
- Mind mapping of concepts
- Word banks
- Dyslexic friendly classrooms
- Specific resources and strategies to support your child individually and in groups.
- Adaptation of Planning and teaching, on a daily basis if needed, to meet your child's learning needs.
- Teaching Assistants, under the direction of the class teacher, adapting planning to support the needs of your child where necessary.
- Any recommendations from other professionals e.g. Specialist Teaching Team are planned for and reviewed regularly with you.
- Alternative activities for homework
- Provide additional apparatus or materials
- Adapt and adjust resources and materials to make them accessible for children with specific learning difficulties

5. How will school staff support my child?

- All teachers will deliver high quality teaching for **all** children.

- Teaching assistants will support your child within lessons or by delivering targeted interventions. Your child will be encouraged to use self help strategies to promote independent learning.
- Appropriate resources will be provided.
- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

6. What are the different types of support available for my child with SEND?

Class teacher input, through excellent targeted classroom teaching (High Quality Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCO) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress
- Specialist equipment will be made available if necessary to support your child in class, e.g. writing slopes, pencil grips sensory equipment.

7. How will my child be included in activities outside the classroom including physical activities and school trips?

- After-school provision is accessible to all children, including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- School trips are accessible for all children, including those with SEND. Parents are invited to discuss provision prior to the trip.
- Physical activities are planned to ensure that children with SEND are able to access all activities where appropriate.

8. What support will there be for my child's overall wellbeing?

- The school has a Responding to Bullying Policy and Safeguarding Policy which are available on request from the school office or on the school website.
- The school is committed to providing a caring, friendly and safe environment for all children so they can learn in a secure atmosphere. Bullying of any kind is unacceptable. We are a TELLING school and anyone who knows that bullying is happening is expected to tell the staff. The school's behaviour policy is aimed at supporting vulnerable pupils in the school. All staff will agree on a consistent approach and ensure that appropriate sanctions are in place when school expectations are broken. The school will ensure that the pupil knows that some behaviour is unacceptable.
- We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.
- As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their ability and needs.
- Pupils who may have communication difficulties are vulnerable to abuse because they are unable to express themselves to others. Where necessary, the school will provide additional training to staff to use Makaton, or other communication systems.
- We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.
- If your child has any medical needs, please discuss these with their class teacher. They will then inform any members of staff who

need to be told, so they can care for your child in the most appropriate way. Please refer to the school office of any medication needs to be administered to your child.

- If your child needs extra support because of a special need or disability on a school trip, please speak to the class teacher who will do all they can to meet the needs of your child, so they too can enjoy a school trip.

9. What specialist services and expertise are available at or accessed by the school?

Social Care

Community Paediatrician

SEND Specialist Services (a team of Educational Psychologists, Specialist teachers and practitioners)

Speech and Language service

Occupational Therapy service

Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS, formally Parent Partnership Service)

Sensory Support Service (Qualified Teachers of the Visually Impaired, Hearing Impaired Specialist Teachers, Mobility specialists)

School Nurse

The District Team (family workers, Education Welfare Officers and Early Intervention Family Workers)

School Inclusion Worker

Trained Counsellor

10. What training have the staff supporting children with SEND had?

- All staff and support staff attend training courses as and when needed.
- The role of the SENCo is to support the class teacher in planning for children with SEND.
- Support Staff have had training at different times to support and meet the needs of the children they are working with e.g. Autism training, behaviour management training, dyslexia friendly classroom training etc.
- Teaching Assistants are deployed across the school according to their skills, knowledge and experience, and the needs of the children.
- Some staff and TAs are trained in Communication and language difficulties and how to overcome them.

11. How accessible is the school environment?

- The school is fully compliant with DDA requirements.

- The school is on a split-level with easy access, double doors, lift and ramps.
- The office front desk has a wheel-chair height section and is DDA compliant.
- There are 2 disabled toilets.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

12. How are parents and children themselves involved in the school?

- Parents are informed at the earliest opportunity by the class teacher if their child is experiencing any difficulties.
- Children are encouraged to be involved in their own learning.

13. How do you involve other agencies in meeting the needs of children with SEND and in supporting families?

- Other external agencies we can call upon to support the children include: Family support workers, Speech and Language Therapists, Occupational Therapists, Specialist teachers for children with visual and hearing impairments, Educational Psychologists, Specialist Teaching Team, Paediatricians, School nurse and Child Mental Health services.
- A child will be referred to an external agency if it is felt that all interventions have been used without as much success as usual or parents or school feel that expert advice is needed. The SENCo will refer a child in conjunction with the child's class teacher and parents.
- There are specific pathways to follow to access these agencies, but the Early Help Assessment (EHA) is the most common route to take, particularly where there are likely to be long-term needs and multiple needs within one family.
- Each agency has their own threshold for their involvement and their own allocation process.

14. Who can I contact for further information?

- A parent/carer's first point of contact should be the child's class teacher to share concerns
- Parents/carers can also arrange to meet the Special Needs Co-ordinator or the Head of School by making an appointment through the school office. 01480 276599
- The school liaises with and can refer parents/carers to SENDIASS who offer independent, free advice to parents of children with SEND.

15. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

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

If your child is moving to the Godmanchester Education Trust from another school:

- We will contact the SENCo from the other school and any previous school SENCo and ensure he/she passes on any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed to us as soon as possible.
- If possible and necessary we will invite your child over for extra settling sessions to help them become more familiar with staff and the school.

When moving classes in school:

- Information will be passed on to the new class teacher and a planning meeting can be arranged between the parents and teachers.
- If your child would be helped by a book to support them understand moving on then it will be made for them.
- There are opportunities for children to familiarise themselves with their new class and meet their new teacher.

In Year 6:

- We will discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- Your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.
- You and your child may visit the secondary school to observe lessons or even take photographs of key workers and staff.
- You and your child may want to visit to observe lunchtime arrangements or have a lunch together.

16. How does the school provide for children with Dyslexic tendencies?

Provision for children with Literacy difficulties

Introduction

Godmanchester Bridge Academy follows the Cambridgeshire Dyslexia Guidance, 2016:

“Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling.”

- *Characteristic features of dyslexia are difficulties in phonological awareness, verbal memory and verbal processing speed*
- *Dyslexia occurs across the range of intellectual abilities*

- ***It is best thought of as a continuum, not a distinct category, and there are no clear cut-off points***
- ***Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation, but these are not, by themselves, markers of dyslexia***
- ***A good indication of the severity and persistence of dyslexia difficulties can be gained by examining how the individual responds or has responded to well-founded intervention***

It is unlikely to be overcome completely, but strategies and targeted teaching can significantly improve weaknesses in areas of difficulty, enabling students to become confident learners.

Provision

When children are having literacy difficulties we will have a discussion with parents and explore in the first instance whether there is a potential sight or hearing issue. We would recommend a tracking test to be done by a recognised Ophthalmic Practitioner in addition to an eye test as this could be a potential difficulty preventing rapid reading fluency.

In addition, some of the following assessments may be carried out to provide a full picture of strengths and weaknesses, though will not provide a formal diagnosis:

- Language Skills Checklist
- Phonological Awareness Assessment
- Non-word Decoding Test – Turner
- Reading Miscue Analysis
- One Minute Reading Test
- Reading Profile
- Writing assessment
- Spelling Test
- Diagnostic Dictations
- Spelling Miscue Analysis
- Sequencing/Organising/Memory Assessment
- NFER New Reading Analysis
- Assessment of reading with coloured overlays.

Next Steps

We will consider the child's strengths and weaknesses in light of the assessments and will follow the SEND code of practice and Cambridgeshire guidelines in providing a graduated response to need.

1. In the first instance High Quality Teaching specifically addresses reasonable adjustments that need to be in place in order for pupils with Dyslexic tendencies or reading difficulties to achieve e.g. Alternative ways of recording and presenting information, multi sensory teaching, addressing self-esteem and encouraging high aspirations. Development of fluency and accurate literacy skills through systematic phonics teaching, vocabulary instruction, guided and shared reading and writing, as well as diagnostic listening to pupils' reading using miscue analysis.
2. Class teachers differentiate whole class learning and provide regular small group guided reading and writing sessions. With appropriate targeted support, for instance from teaching assistants (but being careful to avoid dependence), the aim is for all pupils to learn and make good progress.
3. In early literacy there will be systematic and structured teaching of phonics using Read Write Inc.
4. Teachers will be expected to provide 'Dyslexic Friendly Classrooms'
5. Additional small group work interventions will be planned for and reviewed regularly
6. If pupils are identified as needing additional individual support they may need a specific intervention examples of these are found below.
7. The Pupil Development Leadership team will monitor interventions and make adjustments accordingly.

The Cambridgeshire Dyslexia Guidance asks the big question: What is the nature of the dyslexic difficulties and what are the best interventions to support an individual's particular needs relating to reading, spelling and some wider areas of literacy? This is the approach that we also take-to look at the identified strengths and weaknesses and address those through high-quality teaching and appropriate intervention where necessary.

Interventions/ Strategies

Some of the interventions used to help literacy difficulties include the following:

- One to One Read Write Inc.
- Toe by Toe phonics programme. KS2
- Use of alternative methods for writing- e.g. Clicker 6
- Word Wasp – KS2

- Memory training
- Expanded Rehearsal Technique (ERT)
- SNIP spelling techniques
- Cued spelling
- Spell checkers

17. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Cambridgeshire web site: www.cambridgeshire.gov.uk/Send

or by contacting SENDIASS

http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer/633/information_and_advice_service