Cayley Primary School

SEND Information Report

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What is SEND?

Special Educational Needs and Disabilities (SEND)

What type of special educational needs are provided for?

Cayley Primary School is an inclusive, mainstream school that aims to meet the needs of all pupils with SEND. Our pupils are aged between 3 and 11 years old and include those who have:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Working alongside our mainstream classes we have a class supported by Phoenix School, which provides additional support for children with Autistim

How does the school identify children with special educational needs?

We aim to identify children with SEND at the earliest opportunity. Each child is tracked termly for their progress in English and Maths. Following these assessments. class teachers meet with the SENCO to identify those children who are falling behind and may need additional support. Alternatively, teachers can use a referral form to alert the SENCO of their concerns.

In discussion with the class teacher, the SENCO will identify alterative methods of support to establish whether different teaching strategies, additional resources or more targeted support is needed.

Children will continue to be monitored to establish if the agreed program has resulted in the child's progress accelerating.

Throughout this process, we involve parents, asking them for their comments and support.

SENCO: Alice Winter
Deputy SENCO: Lisa Richman
SEN Governor: Laura Worsley

What are our arrangements for consulting the parents of children with SEND?

At Cayley, we value the input and collaboration that our parents give us to support their children in school.

- Parents who have concerns about their child's progress in school should raise their concerns with the class teacher in the first instance.
- Parents who still have concerns about their child after speaking to their class teacher are invited to make an appointment to speak to the SENCO via the school office.
- The class teacher will meet with the parents of all children who are on our SEND register each term to share individual targets.

What are the arrangements for consulting children with SEND and involving them in their own education?



- Children are involved in writing their Assess, Plan, Do, Review targets with their teacher. They have the opportunity to record their views on the form.
- Children's views are sought to complete their one-page profiles and these are shared with all staff working with the child.
- Children are able to self refer to a "Place2talk" intervention with our mentor Isobel.

How do we assess and review progress for our children with SEND?

All pupils are regularly assessed by their class teacher in line with the school assessment policy.

If additional assessments are needed the SENCO/Deputy SENCO will support the teacher in carrying out appropriate assessments.

Children accessing our Oak and Acorn classes will be assessed using the steps provided by the Phoenix School.



For some learners we may want to seek advise from specialist teams. We have access to the services provided by Tower Hamlets Borough Council, which are described on the local offer website.

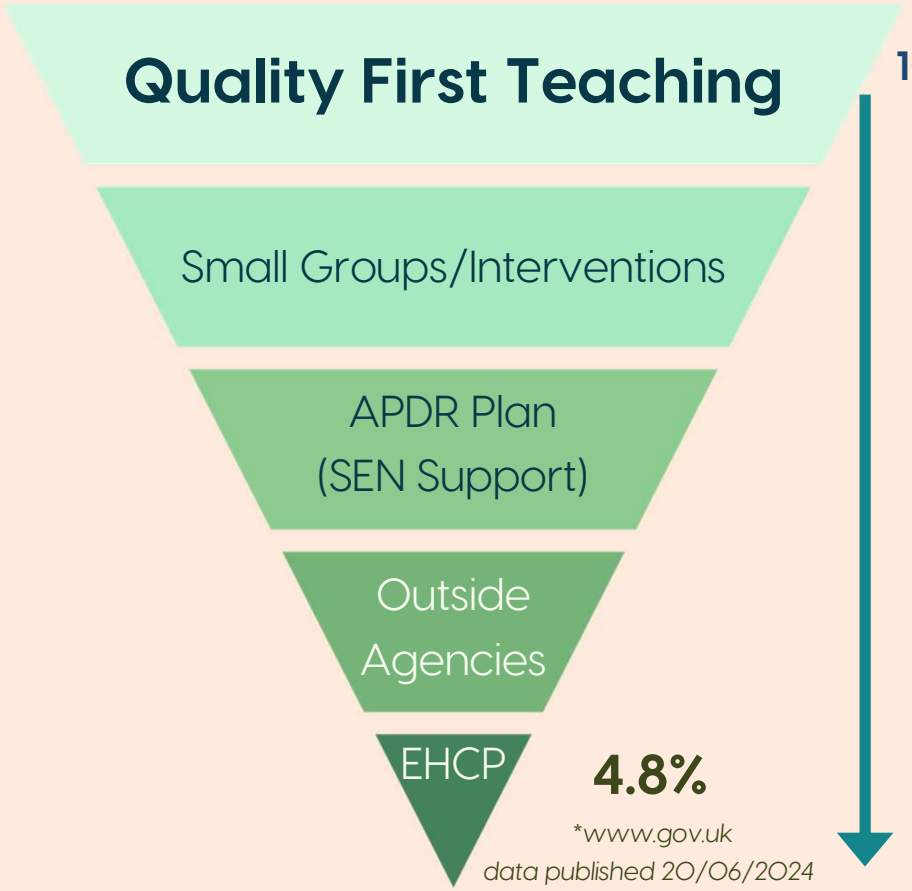
https://www.localoffertowerhamlets.co.uk/

How do we support transitions for children with SEND?

- We have a series of transition arrangements to support children and parents who are entering from neighbouring pre-schools and nurseries. The SENCO will visit any children with known SEN in their setting and organise additional transition visits.
- The SENCO will share records and important information with children's new school
- During year 6 there are opportunities for children with SEN to have additional visits to their new secondary schools.
- When new children arrive with SEND or transfer mid-year the SENCO will arrange a discussion with the previous or receiving SENCO.



How we support children and parents.



100% of children

Support for Parents

SENDIASS - SEND Information Advice and Support Service
https://www.towerhamlets.gov.uk/lgnl/education_and_learning/parental_support/SEND_IASS_PAC.aspx

Pastoral support staff in school

Tower Hamlets Emotional Wellbeing Service (THEWS)

Ordinarily available provision is made by class teachers. Support plans are in place for all children on the SEN register

What approaches do our teachers have for teaching children with SEND?

Our priority is to ensure that the quality of teaching is high throughout the school. We aim for all lessons to be either good or outstanding. Part of our criteria for a good and outstanding lesson is that children with SEND are catered for appropriately.

We expect that:

Teachers vary the strategies they use and the way they approach their lessons to address the different learning needs of the students in their classes



Each lesson is considered in relation to the needs of all the pupils in the classroom

Teachers and teaching assistants work closely together in targeting pupils whose assessments have indicated they are making less than expected progress.

Teachers support each other by sharing their areas of SEND expertise in order to meet the needs of all our pupils





Teachers have high expectations for what our pupils with SEND can achieve



How do we adapt our curriculum and learning environment for children with SEND?



All of our children are taught a broad and balanced curriculum, as outlined in our long-term plans, however, individual teachers plan for their classes, ensuring that learning is adapted to meet individual children's needs.



We aim to ensure that all our resources at Cayley are accessible to all our children, including those with SEN.

Some children may have specific adaptations to enable them to access the classroom more successfully. These will be carefully selected according to the child's needs. Where specific adaptations are made, parents will be informed.



Where appropriate we take advice from outside professionals on how to best adapt our curriculum and environment to meet individual needs.



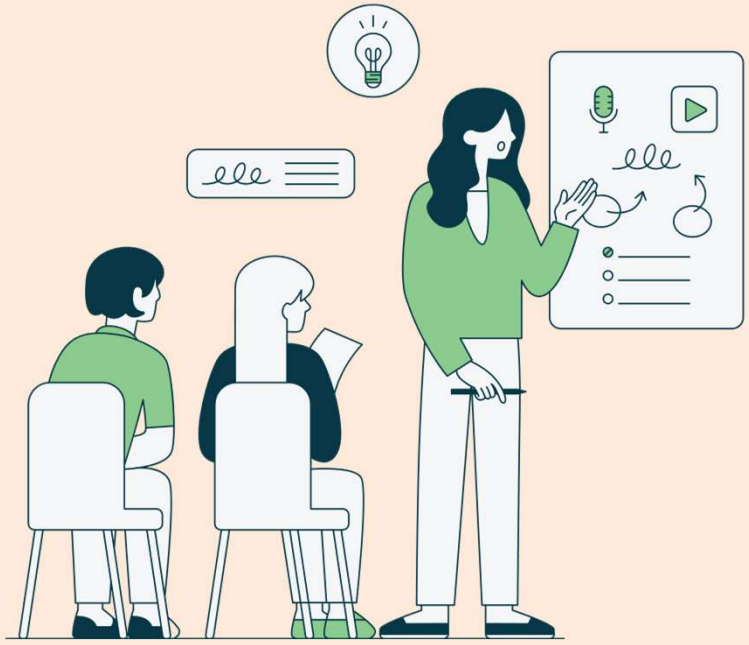






What training have our staff had?

Staff training is audited regularly to identify training needs and this is delivered through both internal and external providers. Where we are due to admit a child with a medical condition or SEND that we have not previously experienced, the SENCo/Deputy SENCo and person responsible for administration of medicines will organise training, with the support of our school nurse.



What is the impact of our SEND interventions?

- Regular meetings with class teachers and the SENCO monitor the effectiveness of the strategies being used.
- Pupils are monitored and tracked individually and as groups to ensure provision is allowing all children to make progress.
- Our provision map is continuously updated and reviewed.
- The impact of interventions is regularly monitored by the SENCO.

Our Governing Body is closely involved with monitoring the effectiveness of our SEN provision:

- Link SEN governor: Laura Worsley
- Regular meetings with the SENCO
- Governor involvement in the review of the SEND policy and writing of this information report.
- Regular monitoring visits



We are a fully inclusive school - how we enable all our pupils to fully enjoy school life.



After-school activities:

- Access to clubs
- Specialist invite clubs with SEND team



Outside visits:

- Specialist trips for intervention groups
- Specialist SEND swimming sessions



Working alongside other local schools:

- Para-sports activities with a cluster of 5 local schools

Occupational Therapy and Sensory Room access



Representation on school council

The SENCO works with class teachers and parents to ensure that any barriers to children being able to enjoy our wider curriculum are overcome.

How we support social and emotional development

Cayley Primary

Place 2Be — Improving children's mental health

Place2Be:

We have a dedicated Place2Be mental health practitioner – Isabel Lilly, who works in school 2 days a week.

Isabel works closely with staff, families and children to improve emotional wellbeing and provide mental health support for the whole school.

She provides:

- 1:1 counselling with specific children with identified mental health needs
- Place2Talk , a self-referral service for children to book appointments to talk about their problems and worries
- Group work – therapeutic groups exploring issues like friendship, self-esteem, transition and bullying



Tower Hamlets Emotional Well-Being Service (THEWS)

We are working in partnership with the service to support families who are worried about their child's mental health.

The service works 1:1 with families to give strategies to support their children with anxiety, friendship struggles and transitions.

THEWS also hold parent workshops and do group interventions for children in school around friendships, emotional regulation and anxiety.



Who works with us?

Cayley School works with a range of outside professionals, including:

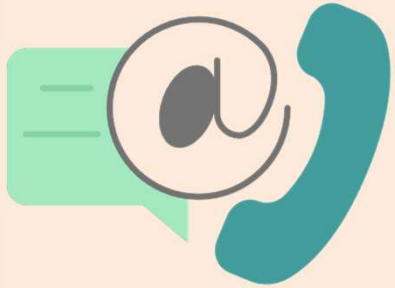
- Speech and Language Therapy - Blossom Tree
- Place2be and THEWS for SEMH support
- Phoenix Outreach
- Stephen Hawking Outreach
- CAMHS
- The Educational Psychology Service
- The Behaviour Support Team (BASS)
- The Occupational Therapy Service
- Visual Impairment Service
- Hearing Impairment Service

When necessary, referrals are made to relevant external agencies.

What are the arrangements for handling complaints from parents of children with SEND?

We aim to ensure that parents are closely involved in their child's SEND assessment, planning, provision. Throughout this process there will be opportunities to raise any concerns you may have with the class teacher or SENCO.

If you are still unhappy with the provision that is being made, the Headteacher, Tom Foster, will discuss these with you.



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Abbreviations of SEND Terms

SEND – Special Educational Needs and Disability

EHCP – Education, Health and Care Plan

EHA – Early Help Assessment

APDR - Assess, Plan, Do, Review

SALT – Speech and Language Therapy

OT – Occupational Therapy

SENDIASS – Special Educational Needs and Disability Information and Advice Specialist Services

EP – Educational Psychologist

TAF – Team around the Family meeting

CAMHS – Child and Adolescent Mental Health Services

