

Introduction

Cromwell Academy is a mainstream state school and our aim is to enable every pupil in our care to succeed as fully as possible and to promote individual confidence and a positive attitude. We will ensure that all pupils, with or without special educational needs, receive a full education through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning. We endeavour to give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is practicably possible.

Our school has a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities as most Local Authority (LA) maintained and Academy mainstream schools. We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school and that their needs are well met in the context of a mainstream setting.

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools were required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It is an important resource for parents/carers in understanding the range of services and provision that our school can provide for pupils with SEND. www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer

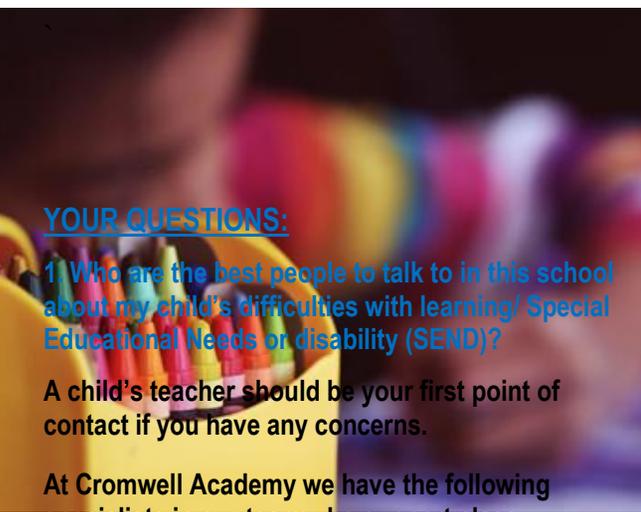
How do we identify Special Educational Needs?

There are four types of Special Educational Needs and Disabilities (SEND), decided by the Department for Education and Health:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory or physical

A school's provision for SEND is defined as support which is **additional to** or **different from** that which is available to all pupils. Many pupils' needs can be met through the Quality First Teaching they receive within the School curriculum and this is the primary aim of our School in line with our School ethos.





YOUR QUESTIONS:

1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

A child's teacher should be your first point of contact if you have any concerns.

At Cromwell Academy we have the following specialists in our team who support class teachers:

Mrs Rebecca Berton – ACES Trust Director of SEND
Reb@ACESAcademies.co.uk
01480 420548

Mrs Berton has a Master's in Special Educational Needs, holds the National SENDCo Award and is registered with the British Psychological Society.

Mrs Lauren Blyth –Deputy Head & SENDCO
lblyth@cromwellacademy.com
01480 437830

2. What are the different types of support available for children with SEND?

Class teacher input via excellent targeted classroom teaching (Quality First Teaching) with support from the SEND team to meet individual pupil's needs. Your child may have a **Pupil Profile** drawn up to outline their specific support needs.

Intervention or group support – some children are withdrawn from class for **targeted support** with specific areas of need. Some children have in class support with specific areas of need within the main school curriculum. These targeted support areas may be carried out by a teacher or a teaching assistant and may be in small groups or individual.

Specified Individual Support -this type of support is available for children whose learning needs are more complex and lifelong.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups and will involve support from external agencies such as SEND Services, SALT, Occupational Therapists or Educational Psychologists.

3. How are parents / carers and pupils' involved in the planning of SEND support?

The School as a whole operates an 'open door' policy and we encourage you to contact us whenever you have worries or concerns. We aim to involve parents / carers and pupils during every stage of planning SEND support and we do this in the following ways:

Regular meetings with feedback and discussion to involve you in the planning of provision for your child.

Sharing your child's **Pupil Profile** or '**Assess, Plan, Do, Review**' targets and provision with you.



At Cromwell Academy we recognise that pupils make progress at different rates and not always in a steady linear pattern. We will know that your child might need extra support if:

- Concerns are raised by a previous school or nursery, by you as parents/carers or by class teachers
- Your child is performing significantly below expected levels or is not making progress
- There is a change in your child's behaviour
- Your child asks for help
- An external agency makes contact with us.

We have strong links with external agencies such as Educational Psychologists, Speech and Language Therapists, SEND Services and Child and Adolescent Mental Health Services as well as many other specialist support providers.

4. How is Cromwell Academy accessible to children with SEND?

The school is fully compliant with DDA requirements. The school is on one level with easy access and double doors.

There is a disabled toilet

We ensure, wherever possible, that equipment used is accessible to all children regardless of their needs.

After school provision is accessible to all children including those with SEND.

We endeavour to ensure extra-curricular activities are accessible for children with SEND.

5. How do you support parents /carers of children with SEND?

The class teacher and SENDCo are available to meet with you to discuss your child's progress or any concerns/worries you may have. Please feel free to



Some support at this level is provided by external specialists (such as speech and language therapists). Support that is **additional to** or **different from** the whole school curriculum may be monitored with an 'Assess, Plan, Do, Review' cycle of monitoring to ensure that progress is being made.

How are the teachers in school helped to work with a child with SEND and what training do they have?

The SENDCo's job is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Speech and Language team

Who are the other people providing services to children with SEND in this school?

School provision

- Teaching Assistants / Learning Support
- Breakfast club / After school club
- School clubs
- Lunchtime Support

“Committed to Inclusion and Achievement”

How will we support children at transition points in their education?

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 another school:

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child and



Local Authority Provision delivered in school

- SEND Services
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service

Health Provision delivered in school

- Speech and Language Therapy
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHS

support transition.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance and where necessary, a planning meeting will take place with the new teacher and the SENDCo. If your child would benefit from a book to support them understand moving on then it will be made for them.

Further information on the Cambridgeshire Local Offer can be found

at:http://www.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities

