



Cam Everlands Primary School

We Believe, Achieve and Celebrate

Cam Everlands Primary School is committed to keeping children safe.

Special Educational Needs & Disability (SEND) Information Report

The SEND policy can be requested from the school office or it can be found on the school website. The policy sets out guidance on; SEND teaching, identification, role of the Governors, responsibilities of the SEND coordinator (SENCo), admissions and monitoring and assessment.

Who is responsible for the strategic development for monitoring provision and providing support for children with special educational needs and disabilities?	<p>At Cam Everlands Primary School, we have two SENCOs.</p> <p>These are: Dominic Knill - head@cameverlands.org.uk Sally Latuszka - slatuszka@cameverlands.org.uk</p> <p>They fulfil the statutory obligations of the SENCO and work to support the children who have been identified as having SEND.</p> <p>Head teacher – Dominic Knill</p> <p>Special Educational Needs and Disabilities Coordinator (SENCo) – Sally Latuszka</p> <p>SEND Governor – Mrs. Hannah Savigar-Jones</p>
How we can be contacted	<p>Dominic Knill: head@cameverlands.org.uk</p> <p>Sally Latuszka: slatuszka@cameverlands.org.uk</p> <p>Hannah Savigar-Jones: hsavigar-jones@cameverlands.org.uk</p> <p>Telephone: 01 453545452 Fax: 01 453549778</p>



<p>How we identify children with Special Educational Needs within Cam Everlands</p>	<p>Cam Everlands is committed to early identification of Special Educational Needs and Disabilities (SEND) and adopts a graduated response in line with the new SEND Code of Practice 2014.</p> <p>All children within our school are monitored regularly to ensure they continue to achieve across the curriculum and to help early identification of any area of concern. A range of evidence is collected through our assessment and monitoring arrangements, including routine child progress meetings. There are regular discussions between the Head teacher; SENCo, Teaching Assistants, Parents/Carers, Class teachers and where appropriate the Parent Support Advisors.</p> <p>If any child is not making expected progress or their needs have changed, the Class teacher works with the SENCo in order to decide whether additional and/or different provision is necessary. In line with current best practice, early identification of needs is essential and this should include an open conversation with the child</p>
	<p>and his/her parents/carers to discuss these needs and ways of providing support to meet specific and agreed outcomes.</p> <p>In addition to normal reporting arrangements, there will be the opportunity for parents/carers to meet with their child's class teacher and SENCo to review the short term targets during My Plan and My Plan+ reviews.</p> <p>Obviously, we also encourage an "open door" approach whereby the SENCo and Class teachers are accessible at the beginning/end of the school day.</p>
<p>Outside agencies that may be involved in the identification of children with Special Educational Needs</p>	<p>For some children we may want to seek advice from specialist teams. At Cam Everlands we have access to various specialist services. Some services will be at an additional cost to the school. These include:</p> <ul style="list-style-type: none"> • Educational Psychologist • Advisory Teaching Service • Speech and Language Therapist • Medical advice from other Health Professionals • Outreach Behaviour Support • Education and Inclusion Service • Hearing Impairment Teacher • Visual Impairment Teacher • School Nursing Service • CYPS • Occupational Therapy • Early Help/Families First • Social Care



<p>We categorise SEND at three levels</p>	<p>My Plan - a holistic child or family-centred plan that draws together existing information and identifies additional needs, required outcomes and what will be done to achieve them. The needs are then met through additional and differentiated provision and or timetable from within the schools own resources A My Plan is developed by the Lead Practitioner, ensuring the child and family are central.</p> <p>My Assessment and My Plan+ - where a child, young person or family have more complex needs, My Assessment may be needed to aid understanding of the needs and inform effective planning. My Assessment focuses on listening to the family to understand what is happening for them and what they need to help them make positive changes. My Assessment also draws together information from a range of practitioners into one document so that a detailed analysis can be made and an action plan developed. The plan that is attached to My Assessment is called My Plan+ and the + denotes that it has been informed by a holistic assessment of need. My Assessment requires the Lead Practitioner to coordinate gathering all information together and arranging for a Team Around the Child (TAC) or Team Around the Family (TAF) meeting to regularly review the My Plan+. This will help the child, young person and his/her family experience a more coordinated and joined up approach. Information from My Assessment and My Plan+ will be used to inform decision making regarding the Education, Health and Care statutory process.</p>
	<p>Education, Health and Care Plan – Some children and young people with significant educational needs may require a higher level of support through a statutory Education, Health and Care Plan. If the child has an EHC plan, the plan will have clear guidance to what funding is needed, the expected outcomes for the child, intervention and timescales to reach these objectives.</p>
<p>How we adapt the curriculum and learning environment for children with special educational needs</p>	<p>If a child is identified as having a SEND need, we will provide support that is additional to or different from the differentiated approaches and learning arrangements normally provided as part of high quality, individualised teaching. This support is set out in the child's individual My Plan/My Plan+ and the whole school Provision Map, both documenting the support that is to be put into place.</p> <p>Cam Everlands value children of different abilities and supports inclusion. Within the school, staff and children will be constantly involved in the best ways to support the needs within the school. This approach is variable in order to find the best provision for every child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Differentiation to support children identified with additional needs will be part of this process.</p>



How we evaluate the effectiveness of provision for children with special educational needs

Monitoring progress and outcomes are an integral part of teaching at Cam Everlands Primary School.

Parents/carers, children and staff are involved in reviewing the impact of interventions for children with SEND. We follow the 'assess, plan, do, and review' model and like to involve parents/carers and children in each step of that cycle as much as possible.



Children, parents/carers and their teaching and support staff will be involved in reviewing progress, through regular My Plan or My Plan+ reviews.

If a child has an Education Health and Care Plan (EHC plan) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.

The Head teacher and SENCo will monitor the progress made by SEND children in their class work and any intervention that has been put into place.

Regular book scrutiny and lesson observations will be carried out by the SENCo and members of the Senior Management Team (SLT) to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How we prepare and support children in transition to a new setting.

Class teachers of children joining from other schools will receive information from the previous school. If required, the SENCo will telephone previous school to discuss individual pupil's needs.

Preparing for next steps

Transition is a part of life for all children, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time especially for children with SEND. Consequently, the SENCo will work closely with Class teachers, parents/carers, outside agencies and the receiving SENCo's to ensure these transitions run as smoothly as possible.

Arrangements for transition to Secondary School for children with SEND will be planned according to individual need.



<p>How we respond in the event of a complaint</p>	<p>The Governing Board at Cam Everlands Primary School have adopted the Department for Education (DofE) complaints procedure.</p> <p>We hope to resolve, any complaints you may have, which in the first instance should be directed to Mr Dominic Knill Head Teacher. In most cases, we find that complaints can be dealt with successfully at this level. However, if this is not possible, they can be sent to the Chair of the Governing Body for consideration at the next Full Governing Body meeting. Complaints that are still not resolved can be sent to the Local Education Authority.</p> <p>Please see the Complaints Procedure Policy on the school website for more details.</p>
<p>Useful links for parents of children with SEND</p>	<p>The following policies can be found on our website at: http://www.cameverlands.org.uk SEND Policy Behaviour Policy Anti-Bullying and Hate Policy Equality Policy Complaints Procedure Policy Safeguarding Policy</p> <p>The SEND Code of Practice (2014) can be found at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</p> <p>The SEND: guide for parents and carers (2014) can be found at: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers</p> <p>SENDIASS Gloucestershire provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old. https://sendiassglos.org.uk/</p> <p>Family Information Service:</p>
	<p>www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/home.page</p>
<p>This report details our annual offer to children with Special Educational Needs or Disabilities. To be effective, we welcome the views of all: Parents/carers, children, governors and staff. If you have any comments, please contact Mrs Sally Latuszka (SENCo)</p>	

The Special Educational Needs & Disability (SEND) Information Report

for Cam Everlands Primary School has been agreed by the Governing Body in September 2024



Chair of Governors (Ian Russell :
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Headteacher (Dominic Knill)

To be reviewed September 2025