



Special Educational Needs and Disability (SEND) Information Report

The Vine Inter-Church Primary School

Special Educational
Needs and Disability at
the Vine.

Who works
with us?

What is
SEND?

How we
support
transitions?

How do we
identify SEN?

Interventions

SEND support at
The Vine



Special Educational Needs and Disabilities (SEND) at The Vine Inter Church Primary School.

At The Vine Inter-Church Primary School, we pride ourselves on our inclusive ethos and our commitment to providing an appropriate and high-quality education for all our pupils.

We believe that every child deserves the same chances and opportunities in life. We believe that all children, including those identified as having special educational needs and /or disabilities (SEND) have an entitlement to a broad and balanced academic and social curriculum.

For pupils with identified SEND needs we make adaptations to our educational provision and the school environment to ensure all pupils are fully included in all aspects of school life.

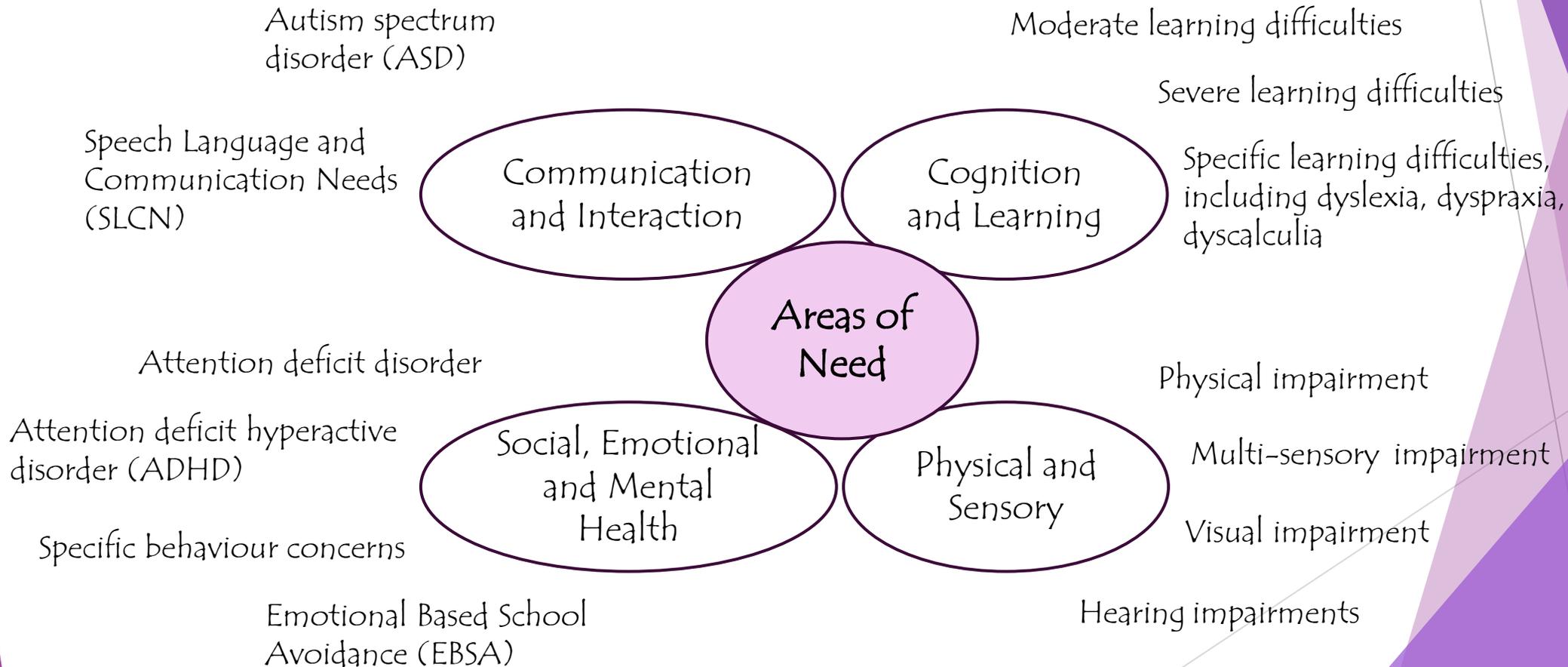
We identify barriers to learning as they arise and provide appropriate support to enable every child to achieve his or her potential.

At The Vine, staff are committed to ensuring that every child grows, learns, and enjoys school.

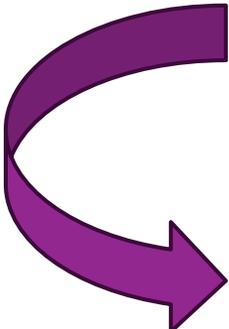
We have high aspirations for all our children and want them to be independent, engaged learners who have high self-esteem.

What is SEND?

- ❖ A child or young person has SEND if they have a learning difficulty or disability which requires additional or different provision to support them to make progress in the four areas below:



How does the school identify children with special educational needs?



We recognize the importance of identifying children with SEND at the earliest opportunity. Each child's progress is monitored closely by their class teacher and appropriate adaptations will be made to meet the needs of each individual. If your child joins The Vine and is already considered to have a special educational need or disability, professionals from the child's previous setting will liaise with the school SENDCo (Mrs Ruddy) to share information and appropriate strategies or advice. Information will then be shared with other staff working with the child eg: class teacher and support staff.

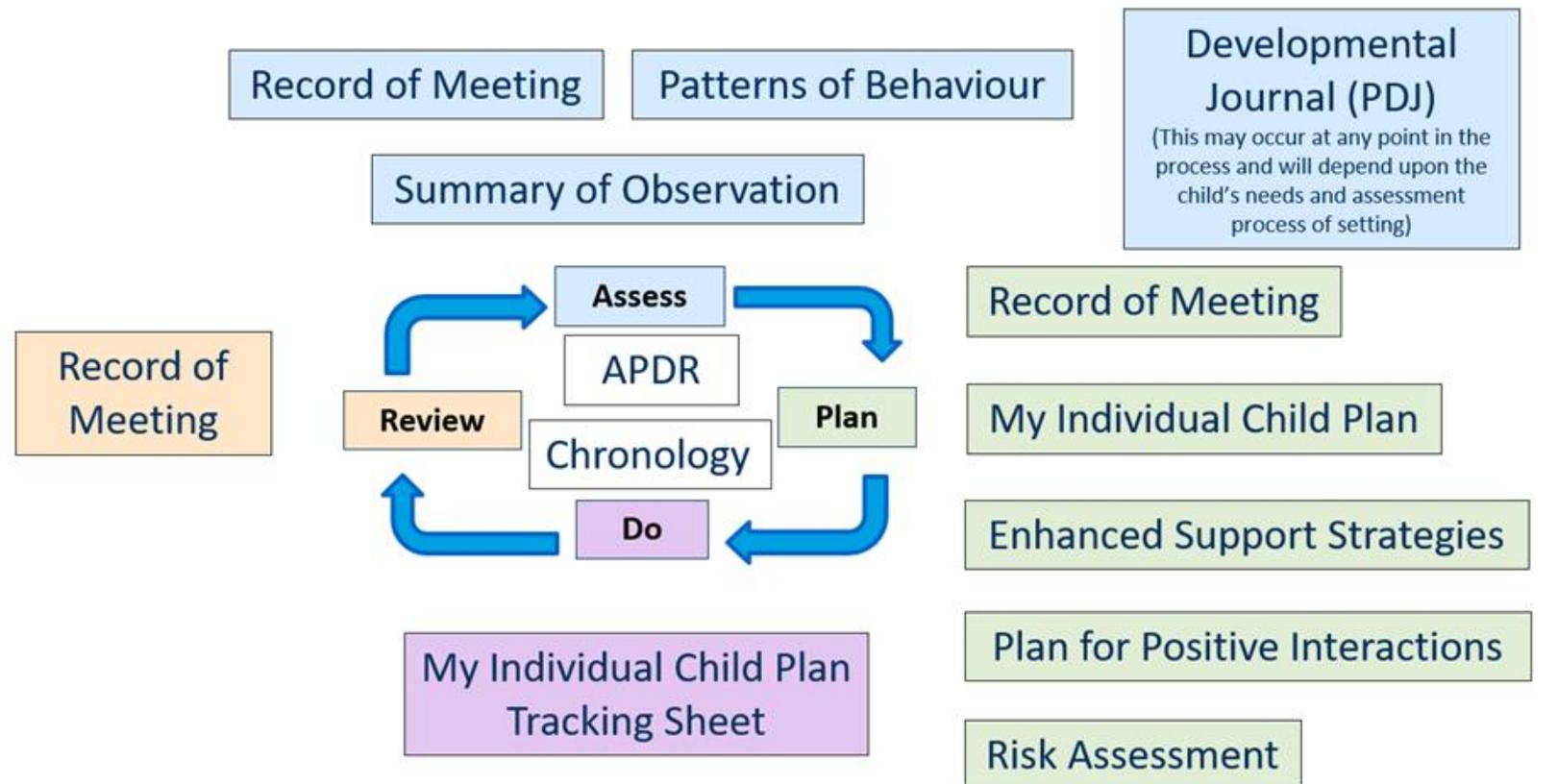


Where concerns are raised about lack of progress, we involve the Special Educational Needs Co-ordinator (SENCo)/Assistant SENCo in a discussion with the class teacher. We review the current support plan and identify any additional adaptations/ strategies/ resources/ interventions available to support your child.

Your child's progress will continue to be closely monitored to establish if the agreed support has resulted in accelerated progress, or if additional support is required. During this process we inform and work with you as parents to ensure a collaborative approach in supporting your child.

SEND support at The Vine Inter Church Primary School

When Assessing and reviewing your child's progress towards their outcomes.
We follow the graduated approach and the four-part cycles of **Assess, Plan, Do, Review (APDR)**



SEND support

Wave 1 Universal Provision:

- We provide all children with the opportunity to make good progress by making reasonable adaptations to the curriculum, taking into account different needs and abilities, for example modifications in teaching style, access to a range of resources, level of adult support and/or individual behaviour support strategies. At the heart of this is 'Quality First Teaching' whereby teachers draw on a wide range of strategies and resources that can be used to support learning.

Wave 2: Short Term Intervention

- If your child shows that they are not making progress at the same rate as their peers, or has stopped progressing in a specific area of the curriculum, even with wave 1 support, they may be supported for a time limited period in an intervention group. This intervention will focus on the identified area of difficulty to help them make accelerated progress. The support could also be in the form of a specific resource that the pupil is given to use.
- If the intervention works, then the pupil will close the gap and return to making progress.

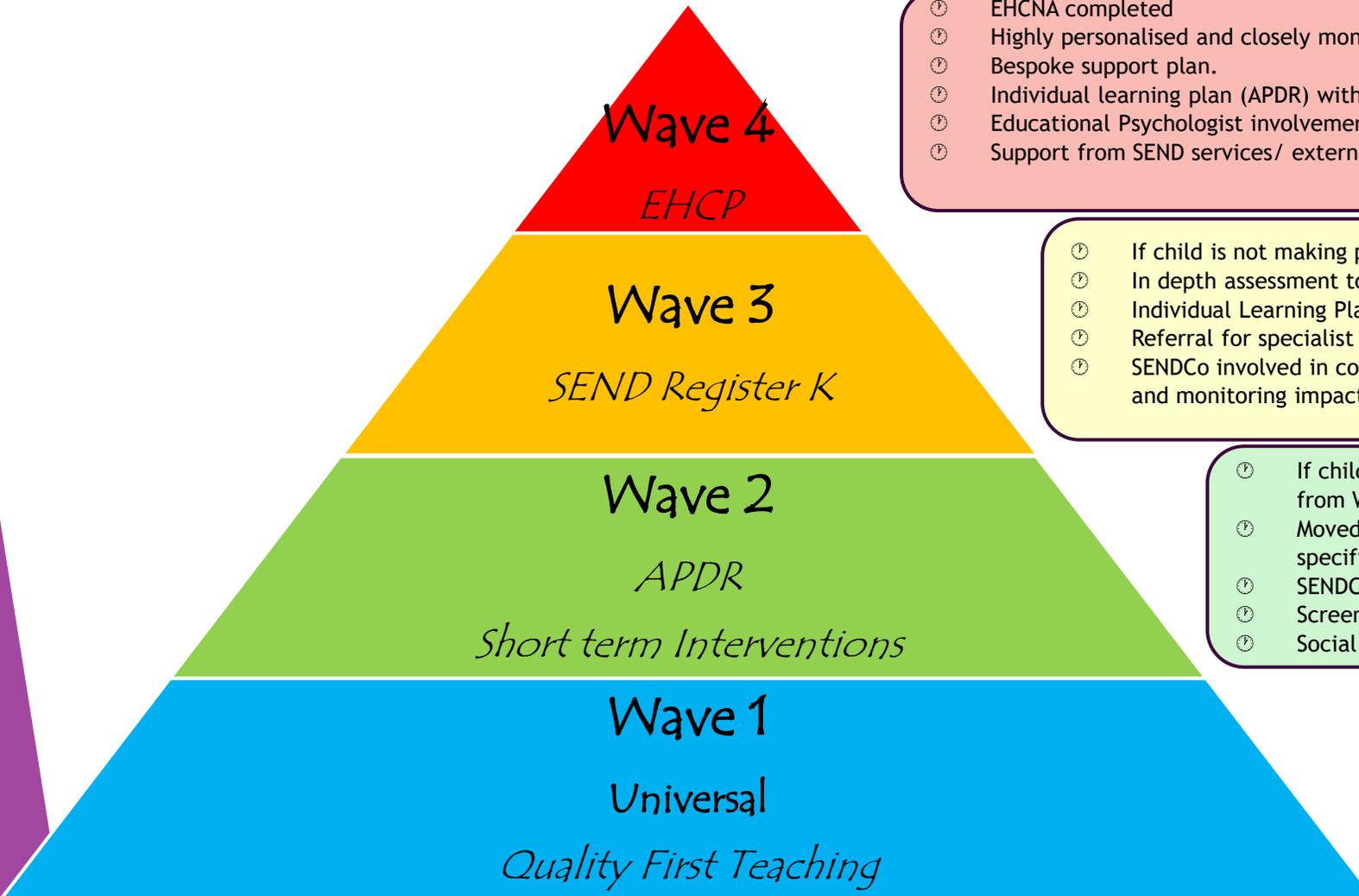
Wave 3: Targeted Support

- If, despite interventions and targeted support, there is still a significant gap between a pupil and their peers, then we move to the next level of support. We will complete further screenings and seek possible support from external professionals eg: Speech and Language, OT and SEND services.
- Following implementation of additional advice and recommendations from other professions, if there are ongoing concerns around pupil's progress, an Education, Health, Care Needs Assessment (EHCNA) may be requested.

Wave 4: EHCP

- Educational Psychologist Involvement.
- If EHCNA is agreed and written, specific outcomes and provisions created to provide specific support to be implemented by school to support pupil

SEND Graduated Support at The Vine



- 🕒 EHCNA completed
- 🕒 Highly personalised and closely monitored provision.
- 🕒 Bespoke support plan.
- 🕒 Individual learning plan (APDR) with targets linked to EHCP.
- 🕒 Educational Psychologist involvement.
- 🕒 Support from SEND services/ external professionals.

- 🕒 If child is not making progress with additional intervention in wave 2.
- 🕒 In depth assessment to establish area of need. - YARC/ Sandwell/ PhAB
- 🕒 Individual Learning Plan (APDR) with measurable targets and provision outlined.
- 🕒 Referral for specialist support from SEND services/ SaLT/ OT.
- 🕒 SENDCo involved in coordinating provision with class teacher, external agencies and monitoring impact.

- 🕒 If child is not making expected progress despite reasonable adjustments from Wave 1.
- 🕒 Moved up to Wave 2 for Ongoing Quality First Teaching and start short-term specific intervention.
- 🕒 SENDCo to observe.
- 🕒 Screenings to assess processing/ reading/ math ages.
- 🕒 Social Communication Descriptors

- 🕒 Teacher delivers quality first teaching.
- 🕒 In class adaptations are made to support child.
- 🕒 Specific strategies implemented to provide extra support
- 🕒 Using Ordinarily Available Provision Toolkit:
<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/primary-and-secondary-send-oap-toolkit>

Additional Interventions and Targeted support available for children with SEND at The Vine Inter Church Primary School

Pupils accessing interventions are reviewed every 6 weeks by intervention lead, class teacher and SENDCo, and discussed with parents in their support review meeting.

Communication and Interaction:

- Language Link
- 1:1 Speech and Language Intervention
- Small group social skills intervention
 - Forest school
 - Social stories
 - Lego Therapy
- Intensive Interaction

Social Emotional and Mental Health:

- Self esteem group
- 1:1 pastoral check-ins
 - Forest School
- Zones of Regulation
 - Lego therapy
 - Dog therapy
- Sensory circuits
- School counselling

Referrals to external professionals:

Speech and Language involvement
Specialist Teacher involvement
Occupational Therapist involvement
Community Paediatric- Neurodevelopmental
Mental Health -YOUnted

Cognition and Learning:

- Read Write Inc tutoring
 - Maths intervention
 - Dyslexia screening
- Pre and post teaching
- Processing, auditory and visual memory interventions

Physical and Sensory:

- Ready to learn circuits
 - Fine motor skills
 - Handwriting
 - Movement breaks
 - Forest school
- Specialist intervention following involvement from Occupational Therapist/ Physio/ Teacher of deaf or visually impaired.

Transitions.

We are aware that transitions can be difficult for children with SEND so, we work closely with other schools to provide smooth transitions for pupils with SEND to give them the best start at their new setting.

▶ What arrangements are there for supporting children who are moving between phases of education?

Transition support we offer for :

Preschool to reception:

- New EYFS parent information evening- an opportunity to meet the teaching team, SENDCo and Leadership Team
- Teddy Bears picnic
- Home visits
- Pre school setting observations- Where necessary EYFS lead/ class teacher and SENDCo will visit your child's current setting.

New starters and Mid Year transfers

- When children join us or transfer mid-year our SENCo/Assistant SENCo will arrange a discussion with the SENCo of the other school.
- New starters: we will offer you an opportunity to meet with your child's class teacher.
- We will keep you informed of how we /new school will be maintaining any provision already established to support your child.

Year 6 to secondary school.

- During year 6 there are opportunities for children to visit secondary schools and meet their teams to identify which one might be most appropriate for them.
- Once a setting is named, the SENCo and class teacher will share records and important information with the new school.
- We work with secondary schools to offer additional, small group visits to their new setting.

What should I do if I think my child has SEN?

Tell us about your concerns

If you think your child might have SEND, the first person you should talk to is your child's teacher.

You should arrange a meeting via the school office or at the classroom door, directly with your child's teacher.

We will invite you to a meeting to discuss them

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If necessary and additional advice is needed, class teacher will inform our school SENDCO, Gemma Ruddy who will be in touch to discuss your concerns further.

We will decide whether your child needs SEN support

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register

You can also contact the SENDCO via the school office:

Gemma Ruddy:
office@thevine.cambs.sch.uk

Helpful links for parents and carers:

[Cambs SEND Parent/Carer Support from Pinpoint Cambridgeshire](#) –

Pinpoint provide help and information to parents and carers of children and young people aged 0-25 with additional needs and disabilities in Cambridgeshire.

[Cambridgeshire Local Offer SEND Information Hub](#)

Cambridgeshire Local Offer.

[National Autistic Society](#)

Information and resources for Autism

[ADHD Foundation The Neurodiversity Charity](#)

Information and resources for ADHD

[British Dyslexia Association](#)

Information on Dyslexia and Dyscalculia

[YOUnited | CPFT NHS Trust](#)

Support to children and young people aged 5-17 with their emotional wellbeing and mental health.

[Cambridgeshire Children's Occupational Therapy](#)

Occupational Therapist advice

[Cambridgeshire Speech and Language Therapy Service](#)

Speech and Language advice

[Online Learning](#)

Parenting courses, as recommended on [Parenting courses | Cambridgeshire County Council](#)

[Cambridgeshire and Peterborough parents – Nessie](#)

Support for Parents and Children with Mental Health needs, including emotional based school avoidance (EBSA)

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

EBSA – Emotional Based School Avoidance

OT – Occupational Therapy

EP – Educational Psychologist

TAF – Team around the Family meeting

CAMHS – Child and Adolescent Mental Health Services

ADHD – Attention Deficit and Hyperactivity Disorder

ASD/ ASC – Autistic Spectrum Disorder/ Condition