

SEN Report 2022/2023

Special Educational Needs and Disability Co-ordinator;

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Head Teacher; Marie Graves

Special Educational Needs Governor; Elaine Sexton

Cams Lane is a fully inclusive school and we aim to meet the needs of all our children. This report outlines and states what we provide for our pupils with a special educational need including mental health and the facilities that we provide.

Provision for SEN Pupils

Early identification of children whose needs are additional to and different from their peers is crucial to ensure good progress and attainment.

Prior to entering Reception information is gathered from the pre-school setting. This is done in consultation with parents and through visits and information sharing with pre-school settings.

During a child's Reception years, Early Years Foundation Stage Data is used to continually assess children. Through teacher observations, discussion with parents and consultation with the SENCO, children who are not making expected progress in any area are identified and their needs met through appropriate intervention. At any stage additional support from relevant agencies will be sought by the SENCO, this will only be done in consultation with parents/carers.

From Year 1 to Year 6, class teachers will assess children in areas of academic learning. Progress meetings are held each term to identify attainment and progress of all children. Those who are not making expected progress are identified and following discussion with the class teacher, SENCO and parents, interventions will be planned if appropriate.

The school evaluates the effectiveness of provision using a range of assessment tools including formative and summative assessments in order to monitor pupil progress in an on-going basis. If adequate progress is not being made then appropriate provision will be put into place.

Parents will be informed about their child's progress on a termly basis through meetings with class teachers, parents' evenings and the Annual Report to Parents.

Any additional support for activities and trips is reviewed depending on need of the child.

All children have access to quality first teaching with appropriate targeted work.



Additional adult support will complement the work of the teacher. This may include small group work.



Further assessment may be carried out by the SENDCO and external agencies, working with the class teacher and parents.



After this, personalised provision may be provided through interventions and adapted resources. This will be reviewed on a regular basis. This may be one to one support or small group work.



Each child who has an intervention in addition to the class will have a Pupil Profile. This will have areas of strength, termly targets and interventions. The children will be involved in this process.



Some children may have additional shorter targets which will be recorded within the cycle of Assess, Plan, Do and Review

Children with an Education Health and Care Plan (EHC) will receive Annual Review Meetings.

Interventions at Cams Lane

All interventions are carried out by experienced and well-trained staff. Staff are given training for any new interventions. Interventions are carefully monitored before and at the end of programs. Informal assessment will take place mid intervention.

Five Minute boxes -Daily five minutes booster for Maths/English

Phonics Boosters -Additional support for Phonic Phases

Basic Maths Skills – Specific Key Skills depending on need

Sentence builder – Building up sentences with support

Rapid readers - Additional reading focusing on fluency

Bond builder - Number bonds

Times Table Trainer – Additional times table work

Active Learning Spellings – Different strategies for spellings

Writing – Specific Key Skills depending on need

Motor Skills United – Occupational Therapy course which focus on co-ordination

Speech and Language – Bespoke packages of support

Social and Emotional Mental Health;

Pastoral one to one support with pastoral mentor/senco

Lego therapy – pastoral mentor

Wishes and Feelings – 1;1 support with Pastoral Mentor

Nurture Groups (these include friendship and self-esteem groups and focus on social and emotional difficulties, social skills and relationship support, raising self-confidence including looking at worries and anxiety)

Conflict resolution – Working together, problem solving

School Counsellor – 1;1 sessions (parent)

Break and lunch time groups- Structured sessions

Plan and Evaluate

We plan for children with special educational needs using assessment data collected, smart targets on pupil profiles and information from parents and external agencies.

We evaluate the effectiveness of provision using a range of assessment including target tracker, formative and summative assessments, observations, motional assessment tool, emotional literacy and strength and difficulties questionnaires.

External Agencies

The Sendco has termly meetings with the SEN governor who has oversight of the sen needs and procedures within the school. A termly report is provided to all the governors.

School works closely with external agencies who can assess and advise. These outside agencies include;

- Additional Needs Team – Cognition and Learning and Social Communications difficulties
- SEN Team
- Sensory Team
- Educational Psychology
- Occupational Health
- Social and Emotional Mental Health Team
- Healthy Young Minds (HYM)
- School Nurse
- Early Help
- Early Break
- Bury Young Carers
- Paediatrics department

If school or parents feels that a referral would benefit a child then a referral would be made with the parents consent. This will enable a specialised professional to support school and often parents, in ensuring we are providing the best support we can for the child. They will support the child's class teacher in delivering recommendations in the classroom.

The advice received contributes to Pupil Profiles and the Assess, Plan, Do and Review cycle.

Social and Emotional Mental Health

Cams Lane Primary School values pastoral care for all children and there is an integral Well Being System in place. The needs of all children will be met including those who are, or become vulnerable, and those that experience a range of emotional social and behavioural difficulties. The school follows a whole year Mental Health Calendar that includes;

- Children's Mental Health Week
- World Friendship Day
- World Mental Health Day
- Anti – Bullying Week

During this, children will take part in whole school and class activities focusing on looking after mental health and well-being and focuses on pupil voice activities.

Alongside this school use the My Happy Minds Program which take place each week for each class, the children have lessons that promote a culture of positive well-being through building resilience. Individual classes also use mindfulness techniques and meditations.

School has termly pastoral meetings where the social and emotional needs of individual children are discussed.

Our Pastoral Mentor works alongside the senco with children on a one to one basis or in small groups with the interventions previously listed. The senco is trained in using the motivational assessment tool to measure and support semh needs in children.

All staff have been trained in Trauma informed practise and the senco is a designated senior leader for mental health.

Children with SEMH difficulties continue to attend lunchtime clubs if needed or morning or afternoon club.

During times of transition, additional support will be put in place for those children who may find these times challenging. This can be in the form of spending time with their new class teacher in the Summer term, photo books created and meeting between professionals from both settings to ensure a smooth transition for all. An enhanced transition will be planned on an individual basis dependant on the needs of the child.

We endeavour to develop our children's skills of independence, to prepare them for life beyond Primary School.

Staff Training

Staff have access to high quality specialist SEN training which is delivered by the SENCo and external agencies

Staff are kept up to date with any new relevant SEN policies and procedures by the Sendco.

The school's SENCO attends termly network meetings at the local authority to ensure school's practice is up to date with local and national requirements. When needed SENDCo also attendance SEMH panels for children who have a high level of social and emotional support.

Parental involvement

We value the importance of working in partnership with parents. Parental views are constantly sought during meetings, further work in the year will focus on parent and pupil voice.

Parents are kept up to date of any changes, assessments and advice through meetings and phone calls.

We offer one to one parenting support and parent counselling.

Involvement of children

There is a strong pupil voice in our school, pupils' views are actively sought before meetings when needed. We seek to listen to and value the views and opinions of children at every opportunity. Children are involved in contributing to their pupil profile and targets.

Children are fully involved in their annual reviews, this depends on individual age and needs of child.

Accessibility plan

Currently the school is accessible for disabled people and there is a disabled toilet. People with disabilities and buggies can access the school safely through the front of the school. Throughout the school adaptations are made on a needs-led basis for specific children and adults. The SENCO manages the allocation of equipment within school. Where more specialist equipment is required advice will be sought from relevant outside agencies.

Care plans are reviewed yearly with parents and any medical training or information is sought.

What to do if you are unhappy with the special educational needs provision

If you have any concern or complaint regarding the provision your child is receiving the order of people in which to raise these concerns with is:

1. The class teacher.
2. The SENCO – Ms Katy Rosario.
3. The Head teacher – Ms Marie Graves
4. The SEND Governor – Ms Elaine Sexton

Parents may seek advice on resolving disagreements with the LA and/or an Independent Mediation Service.

SENDiass; 01706 769 634

Bury2gether; bury2gether@gmail.com

For more information please see;

School admissions policy;

SEN policy;

Bury Authority Local Offer;