

# SEND Parent Handbook 2024-25

Cottenham Village College



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# Who to contact at CVC?

## Form tutor

The first point of contact is usually your child's form tutor – they see your child every day and can support you and your child with the day-to-day aspects of school life, including both pastoral and academic concerns.

## Subject teacher

If you have a query about a specific lesson, please contact your child's teacher for this subject in the first instance.

## Head of year / Assistant head of year

Where additional pastoral support is needed beyond what the form tutor can provide, the assistant head of year or head of year is usually the next point of contact. This may include concerns around mental health support, behavioural support or SEN concerns.

## Lead TA / Keyworker

If your child is being supported through the SEN register, under SEN support (K) or an EHCP (E), then they will be allocated a lead TA or keyworker who will meet with your child 1:1 at least once per term, but usually more frequently than this. They will communicate with you around your child's SEN targets each term.

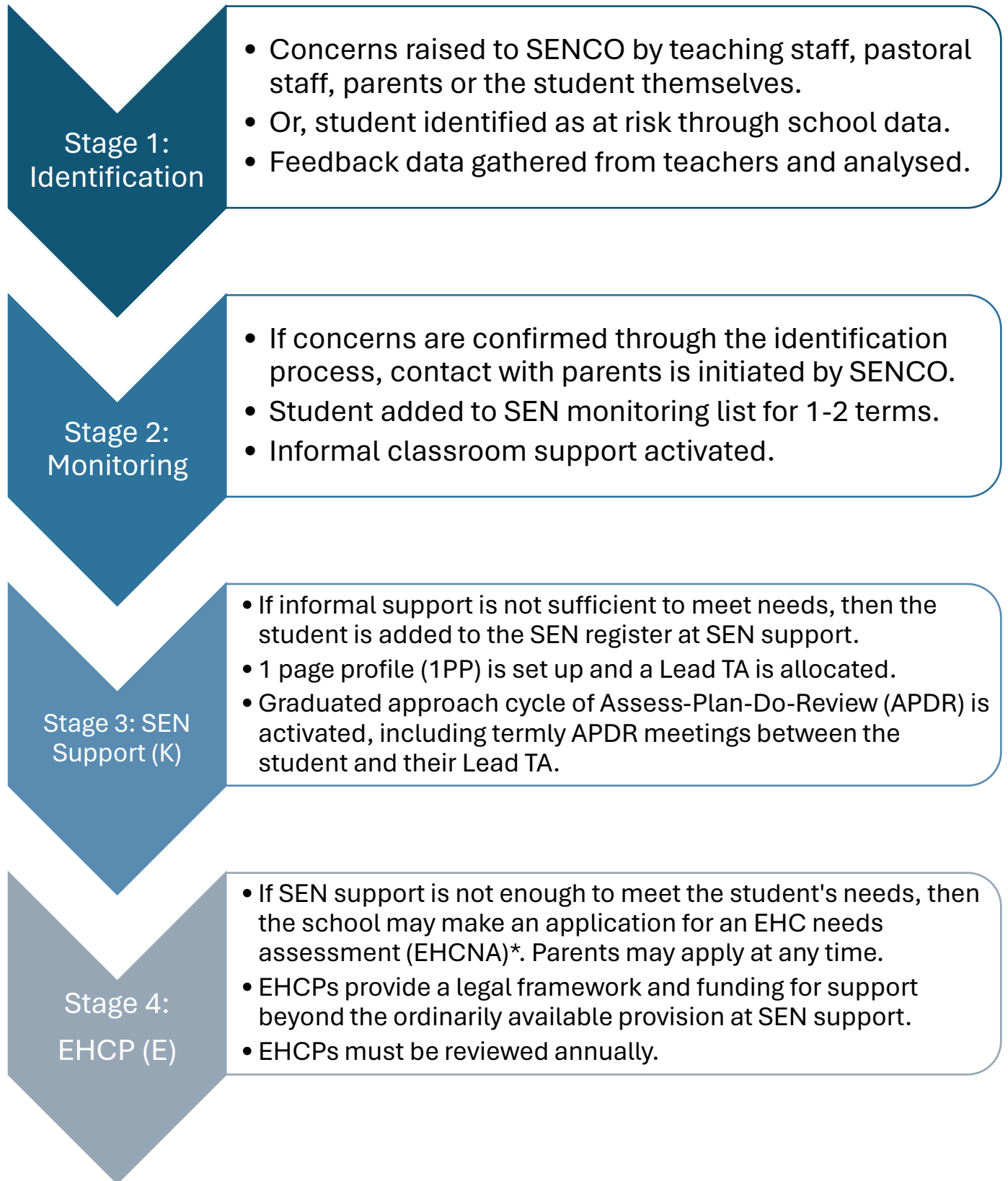
## Special Educational Needs Coordinator (SENCO)

If you have concerns that your child needs more SEN support than they are currently getting in and beyond the classroom, then please get in touch with the SENCO. You will also be able to book an appointment to meet with the SENCO on progress review evenings, and for children with an EHCP you will meet for your child's annual review. In addition to this, any parent can request an appointment through the SENCO appointment booking system at anytime – please scan the QR code below or use the link in the SENCO's email signature.



***Scan this to book an appointment with the SENCO***

# SEN Levels of Support



*\*More information about EHCPs and the EHC needs assessment process is included later in this handbook.*

# Identifying SEN

## Y6 Transition

Following the confirmation of places being allocated, initial information is gathered from the primary school to feed into our planning for the cohort. Detailed transition meetings are held in the summer term between CVC's SENCo and the SENCos of each of our main 3 primary feeder schools to gather information about students on the SEN register as well as those students with emerging needs as the transition to secondary school approaches.

## Teacher referrals

Teachers (and pastoral staff) are able to refer a student to the SEN team at any stage via an electronic 'learning concerns' form. Training is delivered each year to ensure staff are aware of when they might need to refer a student, including signs to look out for in their lessons. Teachers are trained to recognise a range of differing signs of potential SEN, including differences in the four broad categories of need: cognition and learning; communication and interaction; social, emotional and mental health; physical and sensory.

## Parental concerns

Parents are able to raise concerns of emerging needs by contacting school staff. You may be invited to attend a meeting to discuss these concerns in greater detail.

## Data analysis

Following a referral from a member of staff, or a concern raised by a parent, feedback is gathered from teachers working with your child to help us develop a clearer picture of their specific difficulties. The data gathered is then analysed to identify areas of concern that we need to support your child with. Further assessments may be carried out with your child to identify the difficulties they are having. They may be added onto our SEN monitoring list depending on the level of concern highlighted, alongside an informal plan of support – you may be invited to attend a meeting to discuss the next steps with the SENCo.

## 1 Page Profiles (1PP)

All students on the SEN register have a 1PP set up, in collaboration with parents/carers, which is shared electronically with all teaching and pastoral staff. This document provides a concise summary of the student's difficulties and support strategies to use in the classroom. It is also a chance for your child to share things that are important to them with all their teachers. 1PPs are updated frequently, as we are aware that student's needs and strategies will change over time. The electronic template is shown on the next page. Occasionally a student may have a 1PP set up without being on the SEN register, but if a 1PP is needed then this is usually an indication that they would need to be added to the SEN register.

# Cottenham Village College: SEND 1 Page Profile

## Student Details

NAME		Photo
SEN STATUS		
PP		
H/M/L PA		
READING AGE		
KS2 Eng		
KS2 Maths		
CATS		
EXAM ARRANGEMENTS		

## Summary of needs:

Summary –

### Student Voice

I would like you to know...

I am good at...

I find it difficult to... this means that...

Things I like...

Things that are important to me...

Aspirations...

**Difficulties:**

- 

**Strategies:**

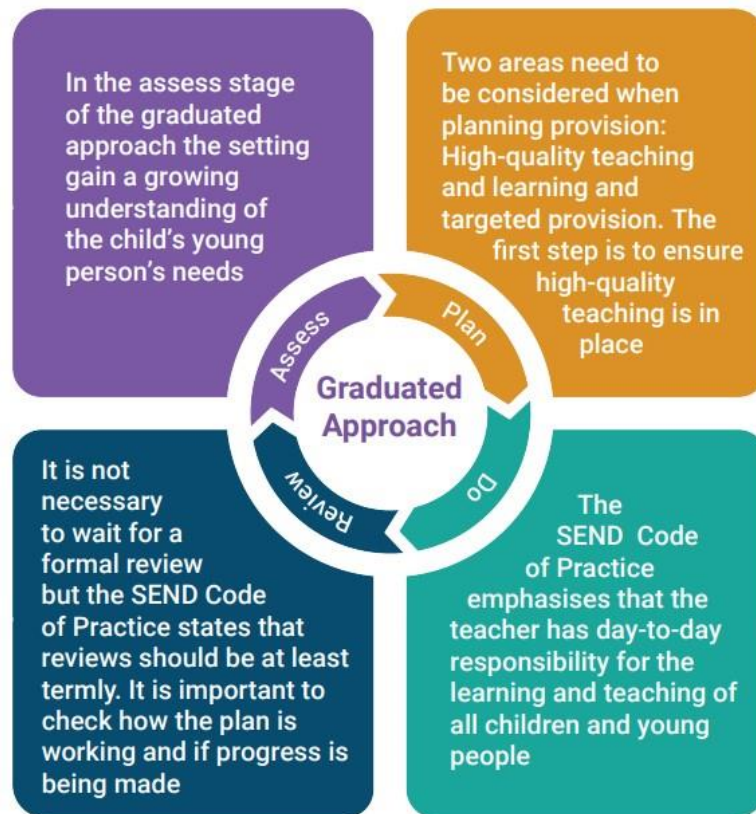
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\*New strategies added will be in green

1

# The Graduated Approach (APDR)

All students on SEN support are supported through the 'graduated approach' – this is a continuous cycle of four stages (Assess-Plan-Do-Review) that allow students' needs to be identified and targeted support to be put in place. APDR meetings are held termly, usually between the student and their lead TA, and a record of the meeting is sent to parents electronically to invite parental feedback. Two targets are agreed for the term, selected by the student (with guidance) from the individual targets suggested by their teachers and form tutor, as well as discussing any support the student needs to be able to meet the targets set.



## EHCPs

### When might an EHCP be suitable?

The majority of children and young people with SEN or disabilities will have their needs met through SEN support, but some students with more significant, long-term and complex needs require additional support through an Education and Health Care Plan (EHCP). Through the APDR cycle, students on SEN support are monitored closely. If the student is needing support beyond the Ordinarily Available Provision (OAP) and it is felt that SEN support is not enough to meet their SEN needs, then they may need the additional support that an EHCP can provide. Schools are not able to issue an EHCP – only the local authority is able to assess the need for an EHCP and issue one for a student.

Cambridgeshire County Council's SEND Information Hub (Local Offer) provides information for parents about EHCPs, the processes involved, and the roles of the Statutory Assessment Team: [SEND Information Hub \(Local Offer\) | Education Health Care \(EHC\) Plans \(cambridgeshire.gov.uk\)](#) (or scan the QR code to the right).



## What does an EHCP provide?

An EHCP describes a child's strengths as well as their special educational, health and social care needs and explains the additional help required to meet those needs (written as identified outcomes and provisions within the EHCP), as well as providing some additional funding to access this support. It defines how that help will support the child to achieve what they want to in their life. The EHCP is written with the needs and aspirations of the child at the forefront, and includes the following sections:

- A. The views, interests and aspirations of the parent/carer and the child/young person.
- B. Special educational needs.
- C. Health needs related to SEN.
- D. Social care needs related to SEN.
- E. Outcomes – how the extra support and provision will benefit the child/young person.
- F. Special educational provision (support).
- G. Health provision.
- H. Social care provision.
- I. Placement – type and name of school/college (this will be blank on a draft plan).
- J. Personal budget arrangements (if any).
- K. Advice and information – a list of the reports and information gathered during the EHCNA.

*Scan the QR code to watch an easy-to-follow, short animation developed by the Council for Disabled Children for parents who want to quickly learn about the EHC planning process:*



## The EHC Needs Assessment

An EHC needs assessment (EHCNA) can be requested by the school, or by parents. Information on this process can be found here: [SEND Information Hub \(Local Offer\) | Applying for an Education, Health and Care Plan \(EHC Plan\) \(cambridgeshire.gov.uk\)](#) or by scanning the QR code.

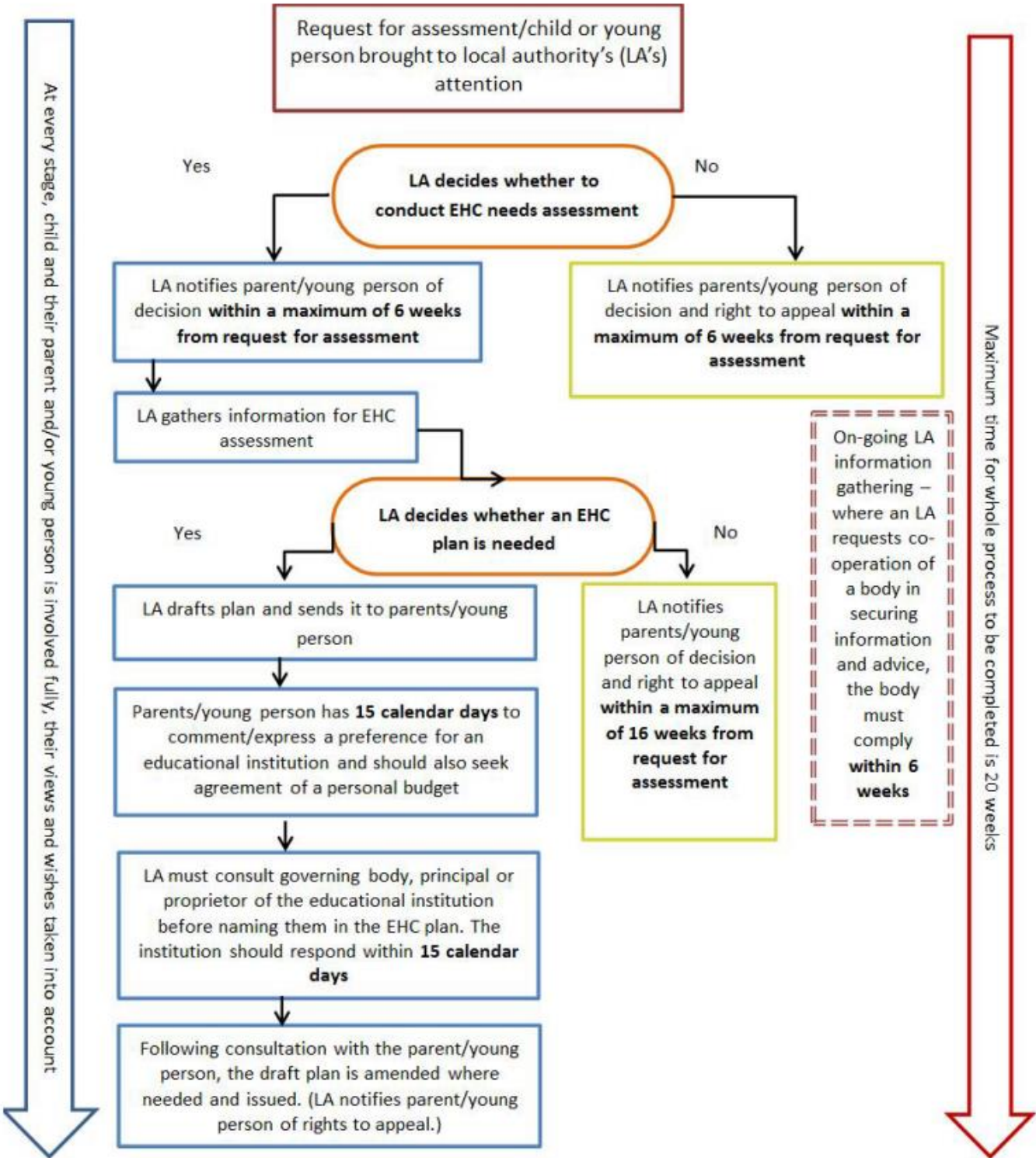


The legal test for local authorities to agreeing to an EHCNA is set out in s36(8) of the Children and Families Act 2014: "The local authority must secure an EHC needs assessment for the child or young person if the authority is of the opinion that – (a) the child or young person has or may have special educational needs, and (b) it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan."

An EHCNA will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child's needs without an EHC plan. The local authority must meet the statutory timescales for EHC needs assessment as set out below (extract from SEND Code of Practice, 2015):



# Statutory timescales for EHC needs assessment and EHC plan development



## EHCP Annual Reviews

All students with an EHCP will have a formal annual review, which must be completed within 12 months of the previous annual review date. We generally aim to complete annual reviews for each year group during the terms set out below, but we will deviate from this as needed:

- Year 7: Autumn & Summer term
- Year 8: Summer term
- Year 9: Spring term
- Year 10: Spring term
- Year 11: Autumn term – this will be a post-16 phase transfer review.

Prior to the annual review, feedback from teaching staff will be gathered, as well as student and parent views, as well as requesting reports from any external professionals working with the student (e.g. Teacher of the Deaf, or the NHS Speech, Language and Communication Needs team).

## Ordinarily Available Provision

Cambridgeshire County Council have set out the expected provision available in mainstream schools through their Ordinarily Available Provision (OAP) Toolkit: [SEND OAP Toolkit - Learn Together \(cambslearntogether.co.uk\)](https://www.cambslearntogether.co.uk)



## Cambridgeshire Local Offer

Alongside the OAP Toolkit, Cambridgeshire County Council have also provided a SEND Information Hub (often referred to as the 'Local Offer') where parents and carers can find out more information about SEND services in our local authority area: [SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk)



## External Professional Services

In cases where SEN support in school has not been enough to support good progress, and/or a student's needs are complex, schools are able to refer students to a range of external professional services linked to a student's identified SEN.

## Speech, Language and Communication Needs

The NHS SLCN team can assess students' language and communication difficulties and provide advice and support. They will only provide social communication support for students who also have language difficulties, not where social communication is the only difficulty.

The LINGO team (through Astrea Academy Trust) provide fortnightly speech and language support sessions for students managing a range of difficulties, including those whose only difficulty is with social communication.

## Occupational Therapy

The NHS OT service helps children and young people participate in normal everyday activities such as play, participations in school as well as managing personal care. They can support with a range of difficulties including co-ordination and motor skills, hand skills, toileting issues, sleep



and sensory differences. In addition to accepting referrals from schools, they also provide a wealth of information, advice and training on their website: [Cambridgeshire Children's Occupational Therapy \(cambspborochildrenshealth.nhs.uk\)](http://Cambridgeshire Children's Occupational Therapy (cambspborochildrenshealth.nhs.uk))

## Educational Psychology

As part of Cambridgeshire's SEND Specialist Services, educational psychologists (EPs) support children/young people who are experiencing problems within an educational setting. They aim to enhance their learning, development and emotional wellbeing. EPs might work with staff and parents, carry out classroom observations, talk to children and carry out psychological testing. EPs promote evidence-based practice when making recommendations to support children and young people. They also work closely with other services, including health and social care. EPs work with staff in schools and settings to help them have the skills and knowledge to meet the needs of children with SEN, particularly those who are receiving SEN Support and where there are significant and complex SEND difficulties which are affecting their access to learning and have not responded to the support already in place. EPs also complete assessments with students as part of the EHCNA process, and these statutory pieces of work always take priority.

Each school in Cambridgeshire is allocated a link EP (who will work with a number of nearby schools), who can provide support and guidance throughout the year.

## CAMHS (via YOUUnited)

CAMHS (Child and Adolescent Mental Health Service) provide assessments and support for children and young people experiencing mental health difficulties. Schools and GP services are both able to make referrals to request additional support for individuals needing more formal, tailored mental health support than the ordinarily available provision in schools can provide. Referrals to CAMHS are usually coordinated by the pastoral team.

## Referrals for Diagnostic Assessments

### ASD/ADHD

Schools are able to make a referral to CAMHS (through YOUUnited) for a neurodevelopmental assessment to identify whether a child/young person has ASD or ADHD. We will only be able to do this where the child/young person's difficulties are significantly impacting on their learning.

The threshold for these specialist assessments is very high and evidence needs to be submitted with the referral that demonstrates a number of interventions have taken place and have not proven to be enough to support the child/young person in their learning. These interventions often include a mixture of SEN and pastoral input. There are a number of additional steps required prior to a referral being possible, including opening an Early Help Assessment for family support and the completion of a "Triple P" parenting course and evidence that strategies from both of these interventions have been implemented at home.

Parents do have the legal 'right to choose' a mental health provider to carry out a neurodevelopmental assessment by requesting the 'right to choose' route from your GP – schools cannot refer to this service.

## Dyslexia, dyscalculia and dyspraxia

Primary schools in Cambridgeshire have access to Specialist Teachers who are able to assess students for Specific Learning Difficulties (SpLD) such as dyslexia, but secondary schools do not have access to this service. This means that we do not have a referral pathway for assessing a student for dyslexia, dyscalculia or dyspraxia. We focus on identifying specific aspects of learning that are causing difficulties, and providing targeted support in these areas.

More information on Cambridgeshire's approach to literacy difficulties and dyslexia can be found here: [Reading: Resources - Learn Together \(cambslearntogether.co.uk\)](https://www.cambslearntogether.co.uk)



## Independent Support for Parents and Carers

### SENDIASS

Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice, and support to parents and carers who have a child with SEN or a disability or have concerns that their child has special educational needs: [SEND Information Hub \(Local Offer\) | SEND Information, Advice and Support Service \(SENDIASS\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk)



SENDIASS can help you with:

- Confidential support and someone to talk to in confidence.
- Advice and information about special educational needs.
- Independent support for children, young people and families going through the EHCNA process.
- Preparing for meetings with your child's school or with professionals who are working with your child.
- Information on your rights and responsibilities as a parent, children's rights and SEN law and guidance.
- Get regular updates about local events and activities and other useful information by signing up to the Special Needs Community Information Point: [SEND Information Hub \(Local Offer\) | SCIP \(Special needs Community Information Point\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk)
- Get a SCIP card that can be used as proof that your child/young person has a disability if they need to use facilities for disabled people or need to ask for assistance when out and about.



### Pinpoint

Pinpoint is Cambridgeshire's Parent Carer Forum, which is run by parents for parents. [Cambs SEND Parent/Carer Support from Pinpoint Cambridgeshire \(pinpoint-cambs.org.uk\)](https://www.pinpoint-cambs.org.uk)



Pinpoint can offer:

- Information, signposting and support.
- Peer support groups.
- Information sessions and workshops.
- Training sessions.
- Seek and share views with the local authority, health and others.
- Volunteering opportunities.
- Social media channel Facebook groups.
- Pinpoint ADHD/ASD parent groups (monthly parent groups for parents and carers of children with ADHD and/or Autism – with or without a formal diagnosis).

## FAQs

### 1. My child was on the SEN register under SEN support at primary school – does this mean they will always be on the SEN register at secondary school?

This doesn't happen often, but sometimes a student who has been on the SEN register will come off the register at some point in their school career – this is a sign that they have made very good progress and are no longer needing the additional support that they needed when they were on the SEN register. If a child is removed from the SEN register, parents will be informed.

### 2. My child was not on the SEN register at primary school – does this mean they will never be on the SEN register at secondary school?

Students needs are not always apparent in primary school, and so SEN may not be identified in some cases until the child has started secondary school. It is possible to be added to the SEN register at any stage of development, as a child/adolescent's needs emerge.

### 3. My child has a diagnosed learning difficulty, disability or medical condition – does this mean they will automatically be added to the SEN register?

Not necessarily – being on the SEN register is determined by the need for additional support. Sometimes a student with a diagnosis manages well in school with the ordinarily available provision without requiring additional support.

### 4. How is the 1PP set up?

1PPs are produced in collaboration with parents/carers and the student themselves. These are overseen by the SENCO, but other members of staff may be involved in setting this up with you and your child.

### 5. What support is available to children on a daily basis if they are finding school hard?

Students are able to seek support from any member of staff in school, although many will choose to speak to their form tutor, assistant head of year or their lead TA. Students with a higher level of need for support to manage the school day will have additional check-ins planned in with a key trusted adult, which may be weekly or daily depending on their individual needs.