

# School Information Report



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SENCO

I have been teaching in Primary education 2014 and have been a SENDCO since April 2023. I have the NASENCO qualification.

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*This SEND Information Report has been written alongside the SEND Policy and Accessibility Plan and to comply with the revised SEND Code of Practice 2014, Children and Families Act 2014 and the Equality Act 2010.*

# How do we make the school inclusive and a positive environment for children with SEND?

- Unconditional positive regard
- Engaging learning
- Caring and therapeutic attitudes
- Part of the school community



# How do we identify that a child has special education needs or disabilities?

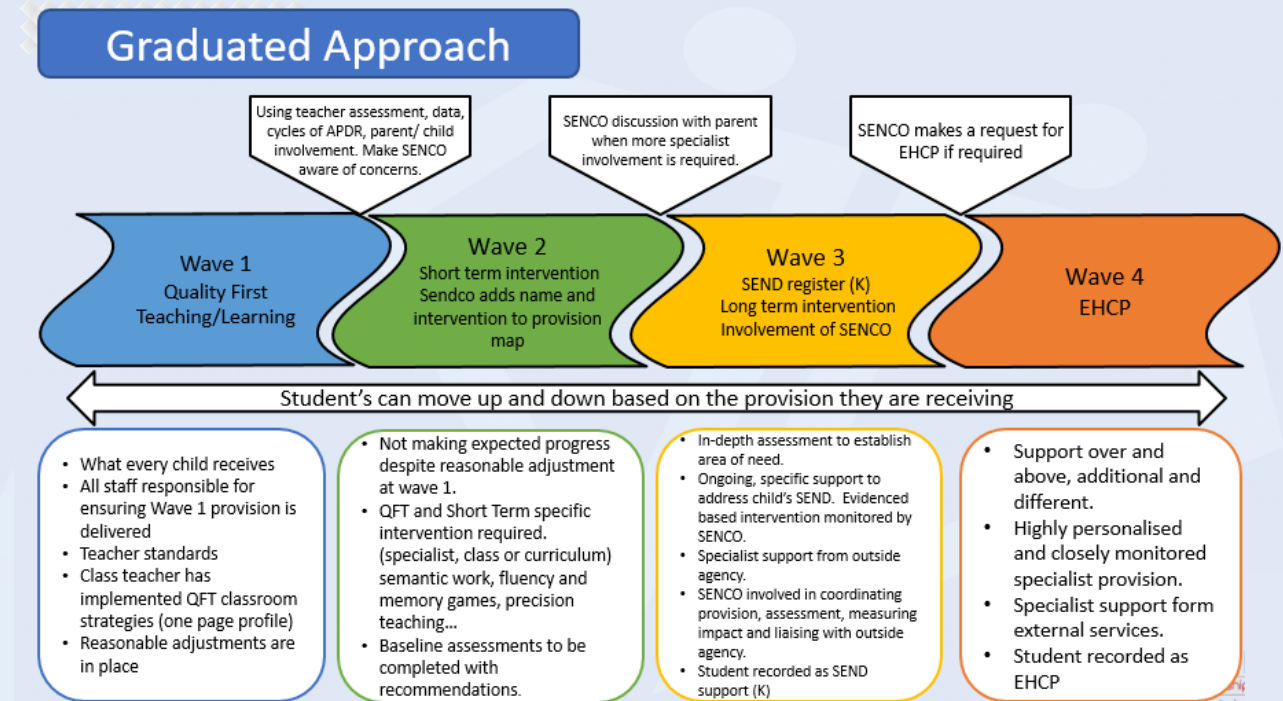
- Look at regular assessments and data
- Teacher and parent observations
- Talking to previous schools if they are new to the school
- Information from other services involved such as health



# How do we support children with SEND?

All children (with SEND or not) are supported by:

- Quality First Teaching
- Inclusive environment
- Reasonable adjustments
- Teaching adaptations
- Teacher or TA support
- Monitoring of progress



# How do we support children with SEND?

- Every child is different, so will need different adjustments or curriculum adaptations
- Targeted support may be provided 1:1 or in a group and may involve liaison within school or with external professionals
- APDRs
- Monitoring of progress - SEN support/EHCP



# What is an EHCP?

EHCP: Education Health and Care Plan.

The majority of children and young people with SEN and disabilities will have their needs met through SEND support. Those with complex needs that cannot be met by the ordinarily available provision support put in place by their school or college, an Education, Health and Care needs assessment may be required. This may lead to an EHCP.

Description
Family views & aspirations
Special Educational Needs
Health Needs related to SEN
Social Care Needs related to SEN
Outcomes
Special Educational Provision
Health care provision
Name of school or type of placement
Personal Budgets and Direct Payments
Advice and Information (Appendices)

# How do we monitor progress?

- Classroom assessments and observations
- Targeted Support baselines/end assessments
- APDRs
- Parent input
- Pupil voice



# How do you work with families to support children with SEND?

- Communication with parents
- APDRs
- Annual reviews
- Gathering pupil voice



My Target	1	2	3

# How do you work with families to support children with SEND?

- School Website – [insert link here](#)
- Education Inclusion Family Advisor
- [Early Help Assessments](#)
- [SENDIASS](#) and [Pinpoint](#)
- [Learn together](#) website and [OAP toolkit](#)
- [Cambridgeshire SEND information Hub](#) (Local Offer)
- [Cambridgeshire Children and Young People's Health Care](#)



# How does the school work with outside agencies?

- Health
- SEND district team
- Family workers and Educational Inclusion Family Advisor
- Social care
- SENDIASS and Pinpoint



# How do we support children with medical needs and disabilities?

- Discuss the needs of the child on an individual basis
- Take advice from other professionals where needed
- Agree a plan that meets their needs

The image shows a BSACI Allergy Action Plan form. At the top, it says 'BSACI ALLERGY ACTION PLAN' with logos for RCPCl, easytech UK, and AllergyUK. Below this, it asks for the child's name and date of birth (DOB). There is a space for a photo. The form is divided into several sections:

- Mild/moderate reaction:** Lists symptoms like swollen lips, face or eyes, itchy/ringing nostrils, hives or itchy skin rash, abdominal pain or vomiting, and sudden change in behaviour. It provides 'Action to take' instructions: stay with the child, call for help if necessary, locate adrenaline autoinjector(s), and give adrenaline. It includes a note to call 999 if needed or to phone the parent/emergency contact.
- Watch for signs of ANAPHYLAXIS (Life-threatening allergic reaction):** Lists signs: AIRWAY (persistent cough, hoarse voice, difficulty swallowing, swollen tongue), BREATHING (difficult or noisy breathing, wheeze or persistent cough), and CONSCIOUSNESS (persistent dizziness, pale or floppy, suddenly sleepy, collapse/unconscious). It instructs to lie the child flat with legs raised if breathing is difficult, use Adrenaline autoinjector without delay (Dose: ... mg), and dial 999 for ambulance and say ANAPHYLAXIS (A1A1 T1..JAX 11). It emphasizes: '\*\*\* IF IN DOUBT, GIVE ADRENALINE \*\*\*'. It also lists 'AFTER GIVING ADRENALINE' steps: stay with child until ambulance arrives, do NOT stand child up, commence CPR if there are no signs of life, phone parent/emergency contact, and if no improvement after 5 minutes, give a further adrenaline dose using a second autoinjectable device, if available.
- Emergency contact details:** Lists 1) Home and 2) School contacts with phone numbers.
- Parental consent:** A section for the parent to sign, stating they understand the child's condition and agree to the plan.
- How to give Jext®:** Includes four numbered diagrams showing the steps: 1. Form the arm and pull out the yellow safety cap; 2. Place black end against inner thigh (with or without clothing); 3. Push down hard with a click in hand; 4. Remove cap. It notes to hold the device in place for 10 seconds.
- Additional instructions:** States 'If unsure, GIVE ADRENALINE FIRST, then asthma reliever (blue puffer) via spacer'.

At the bottom, there is a section for 'For more info: advice about acute signs of anaphylaxis in schools and "spare" back-up adrenaline autoinjectors, visit: [sparejext.com/uk](http://sparejext.com/uk)' and a registration field.

# How do we support children's emotional wellbeing?

- PSHE
- Pastoral Support
- Targeted Social Support
- Outside agency involvement



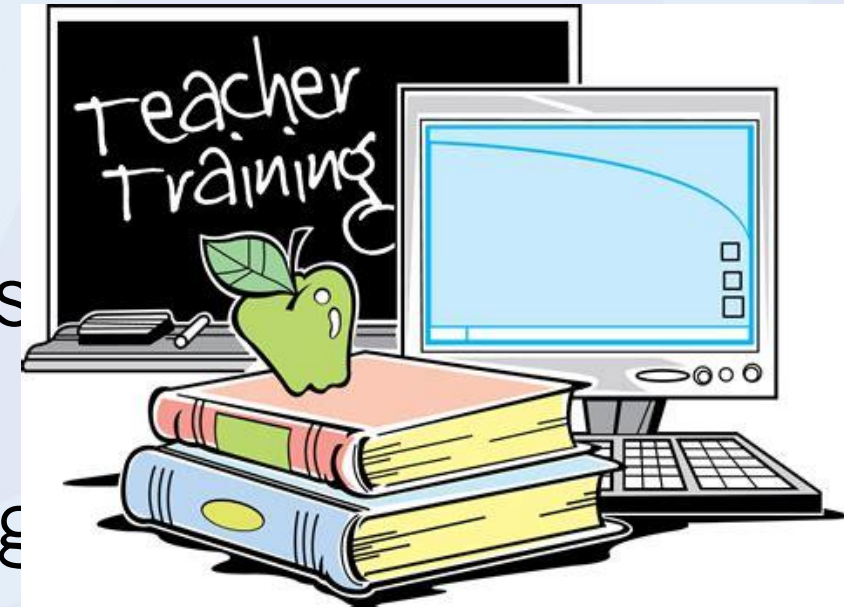
# How do we support children to access the wider curriculum?

- Reasonable adjustments to access trips and activities
- Some SEND or other additional need specific events
- Risk assessments
- Discussion with parents
- Visuals and social stories
- Pre visits where appropriate



# What training have had staff for supporting children with SEND?

- General SEND courses (school and external providers)
- Training for specific individual needs
- Observing, shadowing and modelling



# What will happen when my child moves class or school?

- Transition information shared with relevant staff in school
- Transition information shared between previous or next school
- Observations of child or meeting with previous or next school
- Social stories
- Stay and play sessions/ visits



# What if I am not happy with the provision for my child?

- First talk to the class teacher
- Next talk to the SENDCO
- Then contact the Headteacher or Deputy/Assistant Headteacher
- If you are still not happy, then follow the complaints procedure



# Testimonials



# Testimonials

