



UNIVERSITY OF
CAMBRIDGE
PRIMARY SCHOOL



SEND Information Report 2023/24

October 2023

RELEASING THE
IMAGINATION:
CELEBRATING
THE ART OF
THE POSSIBLE





'We hold that education has certain long-term goals, that it has a general point or purpose, which can be definitely, though generally, stated. The goals are twofold, different from each other, but by no means incompatible. They are, first, to enlarge a child's knowledge, experience and imaginative understanding, and thus his/her awareness of moral values and capacity for enjoyment.; and secondly, to enable him/her to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.'

(Warnock. p.5, 1978)

I think we in education have a particular responsibility to bring renewal to that conversation, to do what we can to include within it the voices of the silent or unheard in this country.....

(Maxine Greene, p 56, 1995)

October 2023



The University of Cambridge Primary School is the first primary University Training School in the UK. We are committed to **exemplary teaching and learning for children**. In our approach to learning we aim to be creative, bold, free thinking and rigorous. The academic achievement of our children will be underpinned by a commitment to values and developing compassionate citizens of the future.

The school endeavours to put into practice what matters to children and is also an **innovative, research informed , professional learning community** for all educators. We believe that every child has the right to achieve their full potential . We have high aspiration and expectations for all children, especially those with special educational needs.



In this booklet you will find out how we identify children with Special Educational Needs (SEND) and the provision that we will provide to help meet their learning differences.

We have a dedicated Inclusion Team internally and externally. Our Special Educational Needs and disabilities Coordinator is Lucy Bullen Smith. Other members of the Inclusion Team are Kat Bates , Maggie Miles, Jess Smith, Ali Machin and Aimee Durning.

Meet the team:

Lucy Bullen Smith: You, as parents and carers know your child the best. Therefore, a key part of my role as SENDCo (Special Education Needs and Disabilities Coordinator) is to get to know you and work in partnership with you to help your child reach their full potential.

In addition, my role is to support teachers and learning coaches to meet the needs of every child through planning, training, observation, organising specialist support and advice.

What qualifies me to do this? I have more than 20 years primary teaching experience and taught year 4 and 5 as a class teacher at UCPS since 2016. Alongside, I have continued on my own professional development journey. Recently, I have completed a Masters in Child Development, and I am currently finishing my National Award for Special Educational Needs Coordination.



Aimee Durning
Director of Inclusion and Community



Kat Bates
(maternity leave)



Ali Machin
Pastoral and Behaviour lead



Lucy Bullen-Smith
SENDCo



Maggie Miles
SEND learning coach



Jess Smith
SEND learning coach

Aimee Durning: At UCPS I hold the unique position of the Director of Inclusion and Community. My educational career began as a teaching assistant in 2007. During 2018, I established the University of Cambridge Primary School's Teaching Assistant Forum, which provided professional development sessions for teaching assistants in the local area. I was an MBE in the Queen's Birthday Honours List 2021 for my work with Teaching Assistants, Reading for Pleasure, and children with special educational needs. Together with Dr Bid-dulph, in 2021 we launched the UK's first Teaching Assistant Network Hub. I am finally in my last year of study, with the Open University, for a degree in Primary Education. My aim is to power up the TA profession so that children get the best possible support.

Jessica Smith : I've worked at UCPS since its 2nd year of opening. I studied Psychology at university in Leeds, where I completed a couple of placements working at the Ann Rowling Clinic in Edinburgh. After graduating I worked as a recruitment consultant in bio medical sciences. Shortly after I started working in a different primary school in Cambridge and discovered I loved working with children. After 1 year at that school I made the move to UCPS. I work across the school to support the team to provide the best possible education and resources for our children with special educational needs.

Maggie Miles : I joined UCPS in 2021, previously working at a residential centre for children with epilepsy, autism and other learning difficulties. This was one of the most challenging but giving jobs, where I am grateful for everything it taught me. Since then UCPS has only built on my passion for working with SEND children, exposing me to the beauty of individuality and the importance of inclusion. Prior to beginning my career, I studied English literature and film at the University of Leicester, graduating in the July of 2020. I would like to continue my studies to expand my knowledge on child development and SEND.

Ali Machin: (Awaiting Bio)

Kat Bates: (Currently on Maternity Leave)

What are special educational needs?

The definition of special educational needs and disabilities (SEND) is taken from section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: a) Have a significantly greater difficulty in learning than the majority of others the same age; or b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. The four main areas of SEND: as detailed in the Code of Practice (2014 p.86) are:

Communication and Interaction

Communication & Interaction

This includes children with speech, language and communication needs (SLCN) and those who have a diagnosis of autism

Cognition and Learning

Cognition & Learning

This includes children who demonstrate features of moderate, severe or profound learning differences or specific learning differences such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Social, Emotional & Mental Health

This includes children who may be withdrawn or isolated, displaying disruptive or concerning behaviour and underlying mental health difficulties e.g anxiety, depression. Other children may have hyperactivity, concentration difficulties or attachment issues.

Sensory and/or Physical

Sensory and/or Physical

This includes children with sensory impairments, visual impairments, hearing impairments or multi-sensory impairments and physical difficulties which may require ongoing support and specialist equipment.

Do disabled children have special educational needs?

The Equality Act (2010) states that a disability is:

‘..... a physical or mental impairment which has a long term and sustainable adverse effect on their ability to carry out ‘normal’ day to day activities.’

This definition includes sensory impairments such as those affecting sight or hearing and long term health conditions. Children with a disability which impacts on their learning and therefore will require special educational provision will be covered by this SEND definition.



Who can I contact to discuss my child's difficulties with learning, their special educational needs or disability?

In the first instance please ask to have an appointment with your child's class teacher. The class teacher will provide you with a pre-meeting form to complete, please state the purpose of the meeting, detailing your thoughts and wishes. The class teacher may invite a member of the inclusion team to the scheduled meeting.

If you are concerned your child may have educational special needs, such as autism or ADHD, the Inclusion Team will advise and provide information about the pathway for an assessment, which will be provided by a medical professional and/or the Local Authorities SEND services

You can call 01223 792440 to make an appointment, email enquiries@universityprimaryschool.org.uk or speak directly with your child's class teacher

Ordinarily Available Provision (OAP)

We aim to work in partnership with our parents/carers whilst your child is with us. Our hope is that the SEND services Ordinarily Available Provision is our first point of call when we consider the learning differences of the children we are educating.

Classroom teachers will refer to the Local Authorities OAP to support your child to reach their learning and development targets.

Sign posting : Parents/Carers could access and use this as a reliable source of provision for their child/ren.

<https://www.cambslearntogether.co.uk/cambridgeshire-send/cambridgeshire-send-oap-toolkits/send-oap-toolkit/about-send-oap-toolkit>



[Home](#) > [Cambridgeshire SEND](#) > [SEND OAP Toolkits](#) > [SEND OAP Toolkit](#) > [About SEND OAP Toolkit](#)

About SEND OAP Toolkit

YOU ARE IN

Cambridgeshire SEND

SEND OAP Toolkits

SEND OAP Toolkit

About SEND OAP Toolkit

Parent Information

Cognition and Learning

Social, Emotional and Mental Health (SEMH)

Autism, Social Communication, Speech, Language and Communication

Pupil and Family Voice

Leadership and Management

PAGE CONTENTS

Who is this for?

What is Ordinarily Available?

Why have we done this?

Glossary

SEND OAP Toolkit

Who is this for?

This resource is for schools and other education settings. The purpose of this is to define for Early Years settings, Schools, and Further Education providers in Cambridgeshire what provision should be (ordinarily) available for children and young people with SEND. We hope this will also support parent, carers and professionals to work with schools to support children with SEND.

The SEND Code of Practice 2015, links high-quality teaching with the ordinarily available provision:

SEND Code of Practice 6.15

'...higher quality teaching ordinarily available to the whole class is likely to mean that fewer pupils will require such support.'

Where else can I get advice and support for my child?

SEND Partnership Service:

The Parent Partnership Service providing 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 or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs.

https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=MR9QIFVa_9Q

What kinds of SEN do we provide for?

We adapt our provision to meet the needs of the children in our school. We are committed to providing high quality teaching so that all children make good progress in their learning, whatever their starting point.

In addition, we currently provide for children with the following special educational needs:

- Physical/visual Impairments
- ADHD, ADD
- Specific Learning Difficulties (SpLD) e.g Dyslexia, Dyscalculia
- Autism
- Social, Emotional and Mental Health Difficulties
- Mild to Moderate Learning difficulties
- Speech, Language and Communication Difficulties
- Global Developmental Delay



What does the school have in place to identify children with SEN?

The University of Cambridge Primary School follows a graduated approach to identifying SEN. More information can be found in our SEND policy or the NASEN mini guide SEN Support and the Graduated Approach. <https://nasen.org.uk/uploads/assets/7f6a967f-adc3-4ea9-8668320016bc5595/SENsupportpress.pdf>

Children with SEND are identified in a variety of different ways, including the following:

- Liaising with pre-schools and/or previous schools
- Concerns raised by a member of the team
- Concerns raised by Parent/Carer
- Teacher/Learning Coach (TA) observations
- Rigorous tracking of progress & development data
- Through the school's spotlight category
- Individual assessments in school or by external professionals. Such as, with parental permission, educational psychologists, specialist teaching team, speech and language therapists, occupational therapists and paediatricians.



How will school let me know if my child has Special Educational Needs?

You (Parents/Carers) are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/carers is the best way to support a child's learning and needs.

- Your child's class teacher may contact you, during the school year, to discuss the progress of your child in a specific area.
- The class teacher may also talk to you about any issues during our twice yearly Learning Conversations.
- The SENDCo, a member of the Inclusion Team or a member of the Leadership Team may contact you to discuss your child's learning trajectory.

What support is available for my child?

The curriculum is adapted to meet the special educational needs of the children at the University of Cambridge Primary School. Here are some examples of what we currently have in place.

Communication & Interaction

- Specialist advice from the Speech & Language Therapist (when applicable)
- Speech and Language Programmes
- Visual Timetables/Timelines/Now & Next
- Makaton (Foundation Stage)
- Oracy Framework
- Cherry Gardens School Communication & Language Branch Map





What support is available for my child? (Continued)

Cognition & Learning

- Technology, including access to iPad with programmes Clicker8 and Touch Typing
- Explicit approach to Learning- Meta-Cognition, Self-Regulation and Habits of Mind
- Oracy and dialogue rich classrooms
- Working Memory support
- Specifically designed curriculum to support retention of knowledge
- Teaching which supports multi-sensory learning
- Text Rich curriculum and Reading for Pleasure culture
- Additional resources in class and shared via the weekly year group blog, such as as: phonics mats, word banks, personalised dictionaries, Numicon and mathematical manipulatives.

Social, Emotional and Mental Health

- Emotional Literacy Support Assistants (ELSA)
- Blob Trees
- Meta-Cognition, Self-Regulation & Habits of Mind strategies (Learning How to Learn)
- Opportunities for children to voice their worries either in class or through the worry box
- Holistic approach to mental wellness
- Support from Ali Machin (Behaviour & Pastoral Senior Leader)



What support is available for my child? (Continued)

Physical & Sensory

- Support from the Occupational Therapy Service (when applicable)
- Dedicated Learning Coach delivering programmes, such as The Fizzy programme and individual programs.
- Sensory Circuits
- Specialist PE staff, providing a broad range of PE activities
- Write from the Start programme
- Pencil grips & Triangular Pencils
- Sensory toys
- Sensory space

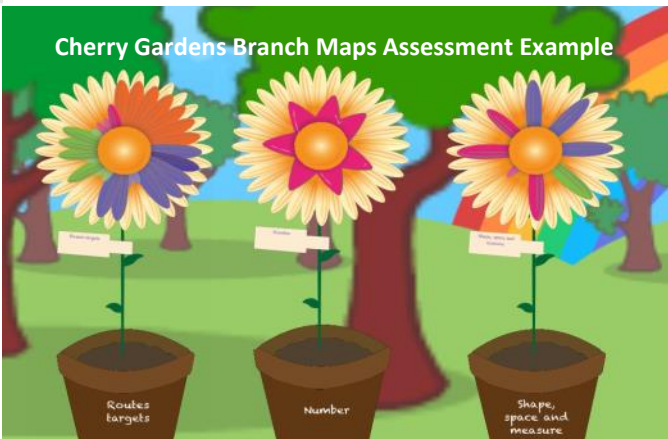


How will the University of Cambridge Primary School know that the additional support my child as received has made a difference to their learning ? How am I and my child included in this review?

In collaboration between the parent/carer, your child and the Inclusion Team/SENDCo an personalised independence plan (PIP) **may** be created. Personalised Independence Plans follow an Assess-Plan-Do-Review model. This means that we **ASSESS** your child’s strengths and identify their barriers to learning, whilst considering the four areas of SEND. This allows us to **PLAN** and for the teacher to set smart achievable targets. These targets will be shared with you and discussed. Please ask the class teacher if you are unsure of anything or if you have any concerns. The classroom team then look at what they need to **DO** to achieve this and what provision needs to be in place. Parents/Carers may be involved in the **Do** part of the cycle to reinforce learning at home. During the following term the parent/carer will meet again to **REVIEW** the progress made and start the cycle again by assessing what we need to do next and set new targets.

- Weekly your child’s progress will be monitored weekly through learning observation and assessments that help the team to **review** the Personal Independence Plan
- For some children working at pre-National Curriculum Levels a specific assessment tool will be used by the team. <https://eyfs.info/articles.html/teaching-and-learning/cherry-garden-branch-maps-a-different-approach-to-assessment-for-children-with-additional-needs-r270/> . This tool will assist the team in capturing progress and key developmental milestones.
- Some children will have their own personal Tapestry account where the UCPS team can upload videos & photographs which capture progress as it happens in school. Parents are able to access Tapestry and view the content.
- Your child will have time during the school week to reflect on their learning and the strategies they have used to meet their targets.
- Where children have not made adequate progress the Inclusion Team **may** decide to ask for specialist help from external agencies, if not already involved. Parents/Carers will be involved in this process.
- You and your child will be kept informed during the year, via Personalised Inde-

Communication, Language and Literacy Branch Map									
		Attention and understanding		Language and communication		Reading		Writing	
Branch 1	Branch 2	Branch 3	Branch 4	Branch 5	Branch 6	Branch 7	Branch 8	Branch 9	Branch 10
Follows simple routines	Responds to own name	Start to understand verbal instructions	Understands single verbal instructions	Understands 1 key word	Understands 'what' and 'where' in simple questions	Understands 'when' in simple questions	Shows understanding of pictures and text	Understands 'how' in simple questions	Understands 'why' in simple questions
• Tactile • Visual • Auditory • Vestibular	• Tactile • Visual • Auditory • Vestibular	• Within social routines • Using objects or props • Transition songs and symbols	• Using objects or props • Within social routines • In play situations • Follow simple verbal instructions	• Within social routines • In play situations • In structured situations (purposeful activities) • In unfamiliar environments	• In play situations • In structured situations (purposeful activities) • In unfamiliar environments	• In play situations • In structured situations (purposeful activities) • In unfamiliar environments	• In play situations • In structured situations (purposeful activities) • In unfamiliar environments	• In play situations • In structured situations (purposeful activities) • In unfamiliar environments	• In play situations • In structured situations (purposeful activities) • In unfamiliar environments
Needs to close contact with a familiar adult	Anticipates when social routines	Comprehends simple instructions	Comprehends simple instructions	Comprehends simple instructions	Comprehends simple instructions	Comprehends simple instructions	Comprehends simple instructions	Comprehends simple instructions	Comprehends simple instructions
• During social games • During social songs • Everyday routines	• During social games • During social songs • Everyday routines	• During social games • During social songs • Everyday routines	• During social games • During social songs • Everyday routines	• During social games • During social songs • Everyday routines	• During social games • During social songs • Everyday routines	• During social games • During social songs • Everyday routines	• During social games • During social songs • Everyday routines	• During social games • During social songs • Everyday routines	• During social games • During social songs • Everyday routines
Responds consistently to any stimulus	Responds to termination of an interaction	Responds to termination of an interaction	Responds to termination of an interaction	Responds to termination of an interaction	Responds to termination of an interaction	Responds to termination of an interaction	Responds to termination of an interaction	Responds to termination of an interaction	Responds to termination of an interaction
Responds to teacher voice or other person's voice	Contingency responding	Contingency responding	Contingency responding	Contingency responding	Contingency responding	Contingency responding	Contingency responding	Contingency responding	Contingency responding
• Familiar voice • Familiar person • Familiar object or sound	• Familiar voice • Familiar person • Familiar object or sound	• Familiar voice • Familiar person • Familiar object or sound	• Familiar voice • Familiar person • Familiar object or sound	• Familiar voice • Familiar person • Familiar object or sound	• Familiar voice • Familiar person • Familiar object or sound	• Familiar voice • Familiar person • Familiar object or sound	• Familiar voice • Familiar person • Familiar object or sound	• Familiar voice • Familiar person • Familiar object or sound	• Familiar voice • Familiar person • Familiar object or sound



How does the University of Cambridge Primary School support children with medical conditions?

Children at UCPS with medical needs/conditions are fully supported so they have full access to education, and enjoy the same opportunities as any other child.

Where children have physical or medical needs, the school will work collaboratively with parents/carers, healthcare professionals, community nurses and attendance officers. When necessary school will create an individual Health Care Plan to ensure the child's needs are met.

If you have any concerns regarding support for your child's medical needs please contact the Inclusion Team. enquiries@universityprimaryschool.org.uk



What is an EHCP?

For children that require a very high level of ongoing support the school will apply for an Educational Health and Care Plan (EHC Plan). Unfortunately this is a lengthy process. (see process chart p. 17)

This is a legal document which describes a child's or young person's special educational needs, the support they need, and the outcomes they would like to achieve during their time in each Key Stage.

When successful, it can provide support for a child or young person during their education and up to the age of 25.

What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEND?

Over a third of care experienced children (children who are in care, experienced care or recently fostered, or where a guardianship order is in place) have an identified special educational need. The University of Cambridge Primary School recognises that for care experienced children, many of whom may have difficult circumstances to overcome and are living with the effects of traumatic experiences (Physical, Emotional, Neglect and Sexual abuse), it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their socialisation, development and education is reduced to a minimum. At UCPS we liaise closely with the relevant professionals, listen to both the child's and their carer's wishes and support the Local Authority in implementing a Personal Education Plan (PEP). This plan contains focused outcomes as part of closing the knowledge, word, socialisation, development gap. The wellbeing and progress of the child is closely monitored and reported back during PEP meetings to inform future outcomes and support. We also acknowledge the positive impact regular contact between school and parent/carers can have for care experienced children.

At UCPS, we believe it is important to have high aspirations for all children including looked after children and those with special educational needs.

The Designated Teacher for Looked After Children is Ms Ali Machin



What is the University of Cambridge Primary School's approach to teaching children with SEND?

At UCPS, we challenge stereotypes, embrace the diversity of families, cultures, faiths and beliefs, understand and open possibilities of neurodiversity, empower vulnerable children and their families and in so doing create transformative communities. We aim always to recruit with a diversities mind-set. Therefore, we do not want children to be labelled and be defined by the limitations that labelling can bring. The child and their name always comes first. We will enquire with the child & their family about how they wish to be identified. For example, some children state that they have autism whilst others say they are autistic.

We want to create opportunities in which children will surprise us. This means we must work with children to develop their independence and nurture them so that they can engage meaningfully in life.

Our curriculum offer is broad and balanced and taught with an explicit and repetitive approach, to enhance the retention of knowledge for all children. We provide quality first teaching with a balance of experiences, vocabulary learning, visual models, worked examples and opportunities to support learning ensuring success for all children. Some children may find themselves on a journey which will be supported by specialist practitioners. This means that there may be times where they learn independently. We aim to keep this specific invention to a minimum during the school day. The UCPS Inclusion Team are a reliable source of information to the wider team. The Inclusion Team ensure that teachers and learning coaches are aware of children's individual needs, they advise and support teachers and Learning coaches to provide the necessary resources which will enable all children to access their learning. **Teachers adapt the curriculum for children with a special educational need.**



How does UCPS ensure that Teachers and Learning Coaches have the expertise and training to support my child's special educational need or disability?

It is a team effort at the University of Cambridge Primary School to educate your child. Your child will be supported by the class teacher and may be supported by a minimum of two Learning Coaches throughout the day. We decided to change the name of our supporting adults from Teaching Assistants to Learning Coaches. The Learning Coach Team receives ongoing professional development which enables them to coach your child to their full potential. Furthermore, our Learning Coaches receive additional professional development via our UK Teaching Assistant Hub, ranging from specific SEND sessions to Speech & language learning and Educational Coaching (provided by Jo Castro)

UCPS has a research informed* Learning Coach deployment strategy which fosters a sense of independence for your child. We strive to find ways of disassembling barriers to learning, the teacher, curriculum and friendships.

*<http://maximisingtas.co.uk/>

How does UCPS evaluate the effectiveness of the provision made for each child with a Special Educational Need or Disability?

The UCPS team map the provision & support for children in each class using all available baseline & assessment data (EHCPs, specialist teacher provision). This provision is reviewed half termly by the class teacher via the **Assess, Plan, Do, Review** graduated approach. This allows the team and senior leaders to not only monitor the progress of the children but also evaluate how effective the provision was overall, the impact of provision and make any necessary changes going forward. New targets will be set and shared with the parents/carers during Independence Plan Meetings and Learning Conversations. Targets will be shared with your child and discussed in class also.



What is the local offer and where can I find it?

The Children and Families Act (2014) requires Local Authorities to: “Publish a local offer, setting out in one place information about provision they expect to be available for children and young people in their area who have special educational needs”.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>



What are the arrangements for handling complaints from parents/carers regarding their child's SEND provision at UCPS?

UCPS works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting their child's needs & learning differences. If a parent or carer has any concerns regarding the care or education of their child, they should in the first instance talk with the class teacher. If the issue is not resolved they should arrange to meet with the Key Stage Senior Leader (Charlotte Bray EYFS, Ellen Miller KS1, Harriet Lang LKS2, Rob Drane UKS2). If still unsatisfied with the outcome an appointment can be made by yourself by speaking to the Director of Business Amy White, who will be able to offer advice on formal procedures for complaint if necessary.

All complaints are taken seriously and are heard through UCPS's complaints policy and procedure.



How will The University of Cambridge Primary School support the happiness and well-being of my child and what measures are taken to prevent bullying?

We believe the School has a key role in promoting children's positive wellbeing. At the beginning of a new academic year all class teachers will contact parents/carers to chat about the summer and their child's wellbeing. UCPS has developed a range of strategies and approaches including:

Value Awards

- children nominate their peers based positive work, behaviour or a kind gesture.
- Any member of the UCPS community can nominate a child for one of our values certificates

Citizenship and Ethics and P4C

- Health and Wellbeing; keeping safe, growing and changing, healthy lifestyles.
- Relationships; feelings and emotions, valuing difference, positive healthy relationships, acceptable and unacceptable physical contact, growing and changing, difference and similarities, others feelings, stereotypes, discrimination, teasing and bullying.
- British Values and Living in the Wider World; looking after the local environment, where money comes from and how to use it, respecting the needs of others, groups and communities we belong to, human rights, anti-social behaviour, cultural practices, British Law and human rights.

Whole Class

- Worry Box - children have the opportunity to write down any worries or concerns which will be confidential reviewed regularly by the class teacher.
- Wellbeing week – whole school focus on doing things which make us feel good
- Display area in school for information about school wellbeing, positive mental health and where to go for help and support.
- Through PSHE (Citizenship and Ethics and P4C) we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.



ELSA

We currently have 2 **Emotional Literacy Support Assistants** at UCPS who are available to provide intervention when a child has a particular wellbeing & emotional need.

Suggested Reading:

What is the Early Support Pathway? (Critical Reading for parents with children in Reception)

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-early-years-and-childcare-0-5/early-support>

Cambridgeshire Literacy Difficulties/Dyslexia Guidance

<https://www.cambridgeshire.gov.uk/asset-library/imported-assets/CAMBRIDGESHIRE%20DYSLEXIA%20GUIDANCE%20FEBRUARY%202019.pdf>

Understanding Neurodiversity: A Guide to Specific Learning Differences

<https://www.sendgateway.org.uk/resources.understanding-neurodiversity-a-guide-to-specific-learning-differences-2nd-edition.html>

SEND Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND Service 0-25

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/send-service-0-25>

Activities & inclusive sports for children and young people with disabilities

www.pinpoint-cambs.org.uk



'Life is a well of deep waters. One can come to it with small buckets and draw only a little water, or one can come with large vessels, drawing plentiful waters that will nourish and sustain. While one is young is the time to investigate, to experiment with everything. The school should help its young people to discover their vocations and responsibilities, and not merely cram their minds with facts and technical knowledge; it should be the soil in which they can grow without fear, happily and integrally. To educate a child is to help him/her to understand freedom and integration. To have freedom there must be order, which virtue alone can give; and integration can take place only when there is great simplicity. From innumerable complexities we must grow to simplicity; we must become simple in our inward life and in our outward needs.' (Krishnamurti, 1953)



UCPS Learning Coaches

In schools adults who support in the classroom are traditionally called Teaching Assistants. At UCPS we have decided to change the title to Learning Coaches (LCs). We believe that learning opportunities are in every aspect of the school day. Learning coaches at UCPS not only support and scaffold children's learning but also guide and coach them during the school day. This approach encourages optimum independence, develops habits of mind and self-regulation as well as metacognitive skills. Therefore, one to one support is only in place when stated in an EHCP. We hope for our children to be as independent as possible. Furthermore, we do not want our learning coaches to become a barrier to peer friendships or the class teacher. All children will experience high quality teaching alongside their peers.

Our practice is influenced by the research of Webster et al., (2016) Maximising the Impact of Teaching Assistants. Therefore, Learning Coaches have several roles: in class support or in the learning street (working with individual children, small or larger groups and whole class supervision) and during the school day they assist with break times and lunchtime.

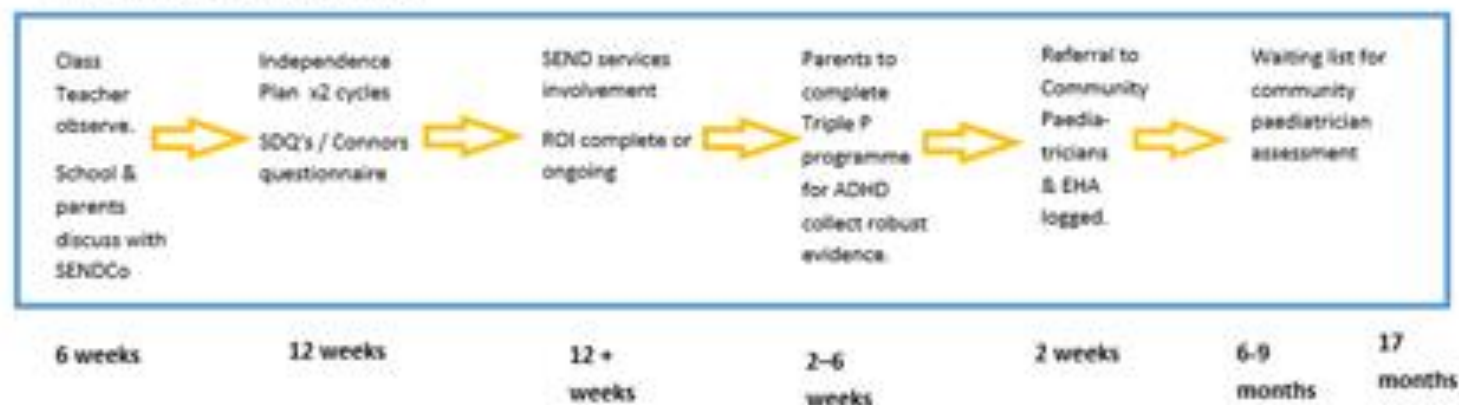
All children are encouraged to learn courageously with adults intervening only when needed, coaching the learner to find a way to progress in their learning, during those moments of challenge. All our Learning Coaches are working with an expert coach, Jo Castro, who has designed a professional development programme suited to our school, our values and vision.



Special Educational Need and Disability support process for UCPS Key stage 1 & 2

Start for diagnosis (ADHD/Autism)

Diagnosis



Start for EHCP

EHCP



Early Years Foundation Stage: Children in Early Years have access to the Early Support Pathway.

See link for more information <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-early-years-and-childcare-0-5/early-support>

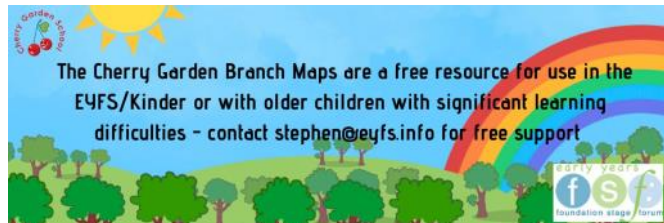
What other agencies does The University of Cambridge Primary School work with to meet the special educational needs of the children and also support families of these children?



UNIVERSITY OF
CAMBRIDGE



Cambridgeshire
County Council



Pinpoint
the voice of parent carers in Cambridgeshire





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RELEASING THE
IMAGINATION:
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THE ART OF
THE POSSIBLE

Golden Agreements:

- 1 Show empathy through kindness; think of others
- 2 Be respectful; care for the people and our school
- 3 Build trust; be honest and responsible, think before you act
- 4 Be courageous; stand up for others, learn brilliantly
- 5 Show gratitude; listen and act well, use good manners

Keep our school a happy and safe place to be.

If you are worried about anything and you need to talk to someone you can call ChildLine on 0800 1111

www.childline.org.uk



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Never be silent about anything that worries you. Your teachers and other adults are here to listen, believe and help.



**UNIVERSITY OF
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PRIMARY SCHOOL**



**We are committed
to improving
education
for all children,
everywhere...**

The University of Cambridge Primary School

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