

What are Special Educational Needs?

We will endeavour to make changes to our provision where a child has a significantly greater difficulty in learning than their peers, or a disability that prevents or hinders them from making use of our facilities. In all cases, early identification and intervention is key. Pupils are identified as having special educational needs if they **continue** to make inadequate progress once they have experienced interventions, adjustments and good quality personalised teaching. The purpose of identification at our school is to work out what action we can take to remove barriers to learning, not simply to fit the pupil into a category.

Children's special educational needs are generally thought of in the following four broad areas of need:

- **Communication and interaction** (includes speech, language and communication needs, [autistic spectrum condition](#), social interaction difficulties)
- **Cognition and learning** (can include general learning difficulties or [specific learning difficulties](#) such as dyslexia)
- **Social, emotional and mental health** (includes challenging, disturbing or difficult behaviour, [attention disorders](#), attachment disorder, [depression and anxiety](#))
- **Sensory and/or physical needs** (can include [hearing or visual impairment](#), [physical disability](#), some medical conditions)

These areas give an overview of the range of needs that we plan for. However, individual children often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children with an Autism Spectrum Condition may have needs across all areas. The special educational provision that we make for a child is based on an understanding of their unique strengths and needs and we seek to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This will help to overcome barriers to learning and participation. We aim to provide family-centred support whenever this is appropriate.

Identifying and Assessing SEND

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. They identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs. The SENCo and staff at WCPS work together, with input from parents/carers to identify SEN as early as possible.

Cause for Concern

If concerns have been identified, the class teacher will inform you at the earliest opportunity to alert you to our concerns and enlist your help and participation. This does *not* mean that your

child has SEND but simply that we have some concerns about progress or attainment in certain areas. The class teacher may increase the level of support at school. This may take the form of differentiated work, an intervention or small group work, or simply some extra attention in the classroom.

Special Educational Needs Support (SENS)

Following a sustained period of support, intervention and high-quality teaching, we may decide to place a child on the SEND register if they continue to make limited progress. This is the official Special Needs Register and means that we will endeavour to make additional adjustments to further support their learning. In some cases we may apply for advice or assessments from outside agencies, including the specialist teaching team. We will also invite parents to meet either the class teacher or SENCo once a term in order to review progress against the child's learning plans. Some of these meetings may be an extended parents evening appointment, or they may occur at other points during the term.

In-house Assessments

We are able to use the following in-house assessments to help us understand more about a child's strengths and weaknesses:

- **Phonological Assessment Battery:** This is designed to assess children's awareness of phonology (the ability to process sounds in spoken English) which is crucial to the development of reading and spelling.
- **York Assessment of Reading Comprehension:** This assesses comprehension skills, reading fluency and accuracy.
- **Sandwell Early Numeracy Test:** Enables teachers to assess a pupil's ability with numbers, through exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language.
- **Renfrew Language Picture Test:** Assesses length and complexity of spoken sentence structure.
- **British Picture Vocabulary Scale:** Assesses a child's receptive vocabulary to help identify any delays in a child's vocabulary development.
- **Dyslexia and Dyscalculia Screening:** Tools which we can use to help us understand if a student is likely to have these disorders: please see the sections on Dyslexia and Dyscalculia for more information or click [here](#).

In addition to our in-house assessments, we host regular sessions with the Speech and Language Therapy (SALT) team. The SEND team are also available to discuss referrals to community paediatrics, occupational therapy, CAMH/Wellbeing Services and educational psychologists.

There are many other factors that are not SEND which may also impact on progress and attainment.

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of a Serviceman/woman

We therefore work closely with our Early Intervention Family Worker, the Education Welfare Officer, the locality team, the Emotional Health and Wellbeing Service, the school attendance team and the safeguarding team in order to be able to signpost parents to the most appropriate source of support.

Provision and Expertise

Universal provision at school includes modifications to teaching that many children benefit from during their time with us. This is very fluid and informal, taking advantage of our teachers' skills and expertise. Examples of universal provision may include small group work, differentiated work in class or some extra time with an adult. Teachers are expected to make such changes to their practice without input from team leaders or the SENCo and may not necessarily inform parents when such accommodations are made.

Targeted provision is usually a more formal style of support and may include an evidence-based intervention depending on the needs of the child. We will normally inform parents when children are beginning an intervention programme as we find that positive parental support makes even more difference. We review the effectiveness of our interventions with rigour and will not proceed if they are not fruitful with a particular individual. A list of available interventions is below (and can also be found in our SEND policy):

- Inference Training
- Expanded Rehearsal Technique (a daily 6–8-week intervention to improve speed and accuracy of reading)
- Daily Reading
- Guided Reading
- Cambugs Software
- Pocket Phonics
- Write from the Start
- Self Esteem Programme 'Happy in my Skin' (a 6-week programme)
- Physiotherapy (specific students, guided by NHS physiotherapists)
- Sensory Circuits
- On Track Maths
- Morning Maths Boosters
- Grammar Boosters
- Mindfulness activities to reduce anxiety
- Well-being nurture group (4-6 sessions)
- 'The Zone' lunchtime group
- 'Talkabout' Social Skills
- Wordshark
- Toe by Toe reading scheme

Details of additional provision for students with Education, Health and Care Plans can be found in the ECHP section.

Specialisms amongst our staff

Many of our teachers and TAs have had training to enable them to offer specialist support to individual students. Examples include ELKLAN language qualifications, 'STEP on' behaviour training, ERT training, Sensory Circuits training and Autism Education Trust level 2 qualifications. We hold regular sessions where teachers and TAs can cascade to each other

from recent courses, and the SENCo continues to provide training to staff as a regular fixture in the school calendar.

'High Incidents' Special Educational Needs

The below are known as 'high incidence' special educational needs and make up **80%** of all students with additional needs:

- Autistic Spectrum Disorder
- Moderate Learning Disabilities / Global Delay
- Specific Learning Difficulties (dyslexia, dyspraxia, dyscalculia)
- Anxiety or depression
- ADHD
- Sensory or physical needs (including physical disability)

ADHD and Attention Difficulties

Attention Deficit Hyperactivity Disorder (ADHD) is a neurodevelopmental disorder affecting around 5% of children. All children have periods of inattention and restlessness, but when these symptoms have been present throughout development and are having a negative impact on quality of life or progress at school, then it may be time to consider whether your child has ADHD. Children with this condition may be seen as fidgety, workshy, inattentive, disruptive and have low self-esteem. A child with ADHD will experience the world in the same way as a neurotypical child but has regulation problems, failing to pay attention to detail, sustaining attention, is easily distracted/impulsive and may forget things needed to complete a task. At Waterbeach, our staff are experienced in managing children with ADHD. We are aware that some children need movement breaks built into their day, a quiet corner to work on a task, regular prompting or task breakdowns. Children with suspected or diagnosed ADHD may sometimes be seated towards the front of the room to reduce distractions or may choose to work at one of our standing desks.

Parenting children with ADHD can be challenging and draining. Support groups exist in our county, organised by 'Pinpoint' who arrange frequent ADHD-specific workshops and seminars for parents of children with or without a diagnosis.

- [NHS Info on ADHD](#)
- Pinpoint events can be found [here](#).
- [Additude](#) - an ADHD magazine with associated website

Anxiety or Depression

For some children and young people, difficulties in emotional and social development can mean that they require additional and different provision in order for them to achieve. Some children and young people may have immature social skills and find it difficult to make and sustain meaningful relationships. We may identify changes in presentation such as becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. We have clear processes to support our students, including how we manage the effect of any disruptive behaviour, so it does not adversely affect other pupils. Our behaviour policy is implemented across the school.

At WCPS we have developed a well-being team which we hope will impact positively on the welfare of all our school community. As part of this initiative, we are developing an in-house referral protocol to help match students to provision in a timely and effective manner. We currently have the following provision available:

- 'Happy in my skin' Self-esteem course
- Sensory Circuits
- After school Yoga (there is a charge for this group)
- School Counsellor
- Friendship clubs (KS1)
- Peer mentoring and Play-leading
- Evidence-based targeted work with individuals
- Well-being nurture group (6 sessions)
- 'The Zone' lunchtime groups
- 1:1 mentoring

Work of this type in schools has been shown to improve behaviour, learning, emotional literacy and mental health.

We also work in partnership with our colleagues in the Children's Centres and the NHS. We are able to make referrals for appointments with Family Workers, the School Nursing Team, the Emotional Wellbeing Service, CAMH and Community Paediatrics.

Parents can get advice and make referrals for their children at [CHUMS](#) which is a great on-line resource for children, parents and schools.

Additionally, you may find these links useful:

- [Mental health \(CAMH\)](#)
- [Keep your head](#) - a mental health website for children and young people

Autistic Spectrum Condition (ASC)

This condition may also be described as Autistic Spectrum Disorder. It affects social interaction, interests, communication and behaviour. It is often apparent from quite a young age and can be diagnosed early. ASC includes Asperger syndrome.

Children with ASC may not always show an awareness of, or interest in other children. They may choose to play alone, or associate with children of a different age group to themselves. It is hard for children with ASC to read social cues which can cause difficulties in instigating or continuing conversations or playing games. Children with ASC sometimes show an unusual level of interest in a particular topic, which they can become very knowledgeable about. Rigidity of thought, and difficulties dealing with change are also common. Some children with ASC may display unusual body movements, such as flapping hands, licking or twisting which are usually more pronounced when anxious or excited.

The prevalence of ASC is around 1 in every hundred children. Currently, significantly more boys are diagnosed than girls. ASC does present differently in girls and may be more difficult to identify.

At Waterbeach, we are experienced in supporting children with ASC. As it presents in such a unique way for every child, it is important to look carefully at the needs of the individual and tailor our provision accordingly. Examples of support offered to Autistic children include visual

timetables, social stories, self-esteem groups and social skills groups. Teachers are aware that instructions need to be explicit and expectations made clear. Many of our Autistic children are able to succeed academically and enjoy school with only a low level of support.

NHS pages on Autism are [here](#).

[The Autism Education Trust](#) is a great resource for all things Autism. We attend AET training when possible and use their resources at school. There is lots of useful information on here for parents too.

The guide to provision for people with autism (by Cambridgeshire County Council and Cambridgeshire CCG) is [here](#).

Moderate Learning Disability / Global Delay

The general level of academic attainment of children with Moderate Learning Disabilities is significantly lower than that of their peers. Their cognitive ability and/or attainment levels will usually be at or below the second percentile. Children may have difficulty acquiring literacy and numeracy skills. Other difficulties may include associated speech and language delay, low self-esteem, low levels of concentration and underdeveloped social skills.

At Waterbeach we often support children with MLD with Teaching Assistants (TAs), who work under the direction of the classroom teacher and SENCo. Classwork is specifically designed to address the needs of the individual, whilst ensuring that they are able to participate in the same activities as everyone else as much as possible. Children with MLD are a valued and celebrated part of our school community and we work hard to support them as they make transitions through the key stages, and as they leave us for secondary education (special school or mainstream).

- [NHS on MLD](#)
- [Mencap](#) have informative pages on MLD

Sensory and Physical Needs

Students may come to Waterbeach School with a hearing (HI) or visual (VI) impairment (or both). We have a number of staff who have experience of working with HI and VI students and managing any associated equipment and aides that these children may use. Staff may teach using a microphone, and the school will be able to apply for assistive technology for use in class. The Visual Impairment team make regular visits and support students in touch typing amongst other things.

Specific arrangements are always in place for students with significant HI or VI to ensure their safety during day-to-day school life, fire drills, school trips etc.

We aim to provide a quality, integrated experience for all students, including those with a physical disability. Our school has lift-access for first floor classrooms, and well-placed disabled toilets, one of which includes a hoist and changing table. Staff have experience in implementing handling plans and managing intimate care needs.

If you are considering applying for a place at Waterbeach for a child with a significant sensory or physical needs, you are most welcome to arrange to meet the SENCo and/or Head in advance of your application for a tour of the facilities and a chat about specific provision. We have a duty to make reasonable adjustments to the school environment to be able to meet an individual's needs.

You may find more useful information using the links below:

- Waterbeach School: Equality Duty
- Access Information for Waterbeach School
- Information about Cambridgeshire's Hearing and Visual Impairment teams can be found [here](#)
- The Disabled Children's Team contact page can be found [here](#)

Specific Learning Difficulties

Specific Learning Difficulties or SpLDs include dyslexia, dyspraxia and dyscalculia. All of these conditions are thought to arise from similar neurophysiological features.

Dyslexia

Are you worried your child might be dyslexic?

If so, you might find this page useful! In the first instance, please discuss your concerns with your child's class teacher. As we progress through identification, screening and intervention you will also be able to meet with the SENCo, should you wish, either during a regular parents evening or at a separate appointment.

What is dyslexia?

Dyslexia is a specific learning difficulty that primarily affects the ability to learn to read and spell and it often runs in families. It can affect working memory, and can cause difficulty in processing the sounds of words. Unlike a learning disability, dyslexia does not impact on a person's intelligence, although it may present some significant barriers to learning. The current estimate for dyslexia prevalence is between 5 and 10%.

Dyslexia cannot be 'cured' and is a lifelong condition. Support is available to improve reading and writing skills, and we aim to give students the help they need to succeed at school.

How is it identified?

Parents and school staff may become aware of certain things that start to become apparent in the first few years at school. It is possible that your child did not make the 'required' score in the Y1 Phonics Screener, which can serve as a useful indicator for dyslexia. The list below is by no means exhaustive, and lots of children present with many of the quirks below who do not have dyslexia. We do not usually screen for dyslexic tendencies before Year 3.

- May read and write slowly
- Confuse the order of letters in words
- Reverse certain letters (commonly b and d)
- Have poor or inconsistent spelling
- Demonstrate a difference between understanding verbal information compared to written information
- Find it hard to carry out a sequence of instructions, or remember sequences such as the days of the week/months of the year
- Are disorganised and can't plan ahead
- Confused between left and right
- Takes longer than peers to learn to tie shoelaces

What does school do to help?

Here at Waterbeach School we follow best practice and aim to teach all our children in a 'dyslexia friendly' way. Teachers use specified fonts and layouts to make text as accessible as possible. We present text on the interactive whiteboards using pastel backgrounds and aim not

to give suspected dyslexic students white paper to work from when the pupil exhibits a preference.

Teachers are aware that all students have different learning styles, so make their lessons varied to suit a variety of learners. Dyslexic students can sometimes record their work in ways other than through writing text.

We have invested in some dyslexia-friendly reading books (sometimes called 'Hi-Lo' books) which provides our readers with age-appropriate material at a level which suits them. Students can look out for these in the school library as they are identified with an 'X' on the spine. They are fully compatible with the Accelerated Reader programme.

This year we continue to trial the Wordshark literacy program. We also offer a reading intervention called Expanded Rehearsal Technique (Y1-2) which aims to improve students' fluency and accuracy.

Patrick Murphy, our SENCo runs workshops for parents with suspected/diagnosed dyslexic children to discuss and explore ways to effectively support the students. She also attends training sessions to keep up to date with the latest research and methods which she cascades to staff.

It may be possible that dyslexic students require Access Arrangements for the KS2 SATs. These can include extra time, a reader, a scribe, using a computer, using assistive software, using coloured paper etc. These arrangements are usually made by the Year 6 Team Leader, the SENCo and the Head Teacher in collaboration (see [Exam Arrangements](#)).

Can we see a specialist for a formal diagnosis?

Unfortunately, dyslexia assessments are not funded by either the NHS or the Local Authority. We are able to offer dyslexia screening to a limited number of pupils in school, but it must be stressed that this is not a formal diagnosis and only provides us with an indication of dyslexic tendencies.

It is possible to pay for a diagnostic assessment privately: you can expect to pay between £400-600 for this service.

More information:

The Local Authority has published 'Dyslexia Guidance' as part of the Local Offer. This can be accessed [here](#). Page 24 has FAQs for parents.

Dyslexia Action has an [online shop](#) for dyslexia-friendly resources
[British Dyslexia Association](#) has a great parents' page.

Dyspraxia

Dyspraxia is a common coordination disorder probably affecting between 6-10% of children. Children may present with difficulties with self-care, writing, typing, riding a bike and play as well as other educational and recreational activities. There may be a range of co-occurring difficulties which can also have serious negative impacts on daily life. These include social and emotional difficulties as well as problems with time management, planning and personal organisation.

At Waterbeach we use a range of strategies to support children with Dyspraxia (or Dyspraxic tendencies). We are pleased to be able to offer Sensory Circuits three mornings per week for a small group of children. This helps them to improve balance and coordination and provides a

great start to the school day! Sensory circuits have been shown to help children develop greater body awareness and can improve concentration in classes, following a session earlier in the day. Our younger children practice letter formation and fine motor skills in a multisensory way, using rice trays, writing in foam and taking part in Dough Gym which all help to improve motor skills and dexterity. We encourage typing in addition to handwriting to help our older students complete some extended writing tasks on a laptop.

[The Dyspraxia Foundation](#) website is very informative.

Dyscalculia

Dyscalculia is a specific difficulty in learning or comprehending arithmetic, such as difficulty in understanding number or quantity, learning how to manipulate numbers, and learning facts in mathematics: it is not simply 'being weak at maths'. It has an estimated prevalence of between 3-6%, although diagnoses are much fewer than dyslexia (which is thought to have a similar prevalence). Research into dyscalculia is in its infancy compared to other specific learning difficulties.

At Waterbeach, we have trialled a screening test for dyscalculaic tendencies. We have also invested in the Sandwell Early Numeracy Test, which can give us an indication of particular areas of mathematical strength and weakness in a student. We use Numicon to support maths learning throughout Early Years, KS1 and into KS2 if necessary. Our teachers make sure that maths resources are always on hand to support a more hands-on learning style for those who need it. A number of our current intervention for maths aim to support students in acquiring basic maths skills that they might have missed first time around, in a small group setting. More information about Dyscalculia can be found [here](#) on the British Dyslexia Association website.

Education, Health and Care Plans

The majority of children and young people with SEN and disabilities will have their needs met by additional support provided by school (up to £6,000 per child). However, for those with complex needs that cannot be met without spending over £6,000, an EHC needs assessment may be required. This provides additional funding to enable an increase in the level of support. This may take the form of Teaching Assistant support, staff training, equipment, assistive technology etc. An EHC plan focuses on identifying individual outcomes and includes children and their parents/carers in the assessment, planning and review process.

An EHC plan takes into account a child's Education, Health and Care needs in one plan which brings together all the professionals involved in the care and support of that child. Professionals feed into an annual review which ensures that the plan and support offered remains relevant. An EHC plan may be terminated if it is felt that the child no longer needs such a high level of support. Alternatively, the plan may continue as the child moves to secondary school.

At Waterbeach, the SENCo is responsible for ECHP applications and maintaining current plans. Parents of children with EHCPs can expect (in addition to usual parents' evenings) an invitation to the EHCP annual review, and two Steps to Success meetings (autumn and summer terms).

Information about EHC plans in Cambridgeshire is [here](#).

Independent support for families is available from:

- The Parent Partnership Service providing Cambridgeshire's Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)

[SENDIASS](#), [Pinpoint](#) (the local parent carer forum) and the local authority will work together to ensure Independent Support is available to parents, carers and young people in Cambridgeshire around the issues of EHCPs.

Exam Arrangements

This section is most relevant to parents of students in Year 6. Although we do currently have to test students lower down the school (KS1 tests, Phonics Screening) we are able to integrate these into the students' day so that many of them do not even realise they have been tested. The class teacher will make any additional arrangements for KS1 testing in response to need. At KS2, Mr Smith is responsible, in discussion with the class teachers and the SEND team for organising any SATS exam access arrangements. A student does not need to have an EHCP, be on 'SEN Support' or even have a diagnosis of anything specific, to gain access arrangements. It is the identification and effect of any difficulty, not the application of a label that makes a child eligible.

Arrangements may include:

- Additional time
- Reader (human or computer)
- Word processor
- Scribe
- Prompter
- Enlarged papers
- Modified paper (colour, font size, braille, language etc)
- Smaller/individual room
- Read aloud
- Rest breaks

The arrangements must be appropriate to the exam and the student. It would not be appropriate to have a reader for an exam testing reading skills (although a computer reader may be allowed if this is the student's normal way of working).

If we believe that a child falls within this remit, we will inform parents and make the necessary arrangements. At primary school, it is within our power to identify children and arrange the changes. In secondary school however, the rules are different, and your child may need further assessments.

In very rare cases, we may choose to disapply a child from KS2 tests. In this circumstance Mr Smith or Mr Lloyd would contact you before any decisions are finalised.

Transition Arrangements

For all students, moving class, Key Stage or School can be stressful, but many of our students with additional needs find it particularly so. We support students around transition time in a variety of ways. All students have the benefit of 'Jump Up' week in July where they spend time in their new class for September. This gives children a chance to get to know their new teacher (and classmates), find out where toilets, coat pegs and resources are, and to practice other changes to their day (playground changes, tuck shop, lunch timings). Students moving to

Cottenham Village College or Impington Village College also experience 'Jump up week' around this time too.

In school: we may choose to take your child on a few extra visits to their new classroom at a quiet time. We may take photos and make a transition 'social story' for your child to take home over the summer holiday. This will give you the opportunity of looking together at pictures of your child in the new classroom, their new teachers and assistants, and any other features that are relevant to your child. If you are concerned about transition for your child in school, please make this known to your class teacher and request a transition social story.

Through meetings in the summer term, SENS plans, and EHCP documentation are all shared with your child's new teacher along with any other reports relevant to their additional needs. Teachers also have regular meetings with the SENCo to review children of concern.

Moving to secondary school: Moving to secondary school can be a time of great excitement, but also a time of great anxiety. For students with additional needs, we take care to schedule in some extra visits. Depending on the school and child, they may be accompanied by their Teaching Assistant, the SENCo, or other students from their year group. These visits usually take place before 'Jump Up' week to help your child feel confident about attending this. We may also choose to make a transition social story if appropriate.

The SENCo meets with the Secondary SENCo in the summer term to discuss children with additional needs. Our SEND records are always forwarded during this term, giving the new school time to arrange provision for September.

A move to a special secondary school will involve a bespoke programme of visits, supported by the SEND team. In some circumstances, a phased transition is appropriate.

Moving to another primary school: We take the utmost care to ensure that our SEND records are always forwarded promptly to your child's new school. Depending on the location and level of need, the SENCo may also choose to contact the new school's SENCo either by phone or a visit to ensure that provision is maintained.

Contacts, Comments or Complaints

School Contacts: In the first instance, please email your child's class teacher regarding your child and their needs. They will aim to respond to you within 3 working days. The format for staff emails is initialsurname@waterbeach.cambs.sch.uk

Patrick Murphy (SENCo) can be contacted on inclusion@waterbeach.cambs.sch.uk

If you want to contact the SEND school governor (Lisa Wakley-Davies), please email her via the clerk to governors clerk@waterbeach.cambs.sch.uk

We aim to build on best practice through regular communication with all our stakeholders, so please do get in touch with feedback and comments. We will aim to resolve any disputes in a fair and transparent manner, taking into account the views of parents and students. If there is an issue that you don't feel has been resolved following discussion with the relevant staff, you are entitled to make a complaint using the procedure described in the Complaints Policy.

Local Offer: The Education department at the County Council would like as many people as possible to be involved in shaping the [Local Offer](#). They welcome the involvement of parents/carers, young people, partners and voluntary/community groups.

OFSTED: [Parent View](#) gives you the chance to tell Ofsted what you think about Waterbeach School. The survey can be completed at any time; you don't have to wait until the school is being inspected.

Useful SEND Contacts:

- Cambridgeshire Community Paediatrics: [click here](#)
- SENDIASS: The [SEND Information, Advice and Support Service](#) provided by the Parent Partnership Service can also help with impartial and confidential information and advice.
- [Pinpoint](#): a local parent support group
- [Little Miracles](#): a local charity for families of children with additional needs
- [Special Needs Jungle](#) a great site for parents with regular articles and advice around all aspects of SEND.
- Dyslexia: Useful sites include [Dyslexia Action](#) and [British Dyslexia Association](#).
- Cambridgeshire's dyslexia guidance can be downloaded [here](#).
- Autism: You can find out more from the [Autism Education Trust](#) and the [National Autistic Society](#).
- The [Cambridgeshire Neurodevelopmental Service](#) (NDS) is an integrated multi-agency service for school-age children and young people with known or presumed neurodevelopmental difficulties.
- Cambridgeshire's Autism provision can be found [here](#).
- Attention problems: An online magazine called [Additude](#) often has interesting articles. The [Cambridge Neurodevelopmental Service](#) would be relevant for attention problems.
- Mental health: [Keep Your Head](#) brings together reliable information on mental health and wellbeing for children, young people across Cambridgeshire & Peterborough.

If you come across websites that you have found particularly helpful, feel free to forward these on to the SEND team and we will share them on here!

The Local Offer

All local authorities working with their partners must publish information about how children and young people aged 0 - 25 who have special educational needs and/or disabilities (SEND) are supported in their area. This is known as the Local Offer. It is a 'front door' to information on SEND provision from the Local Authority, Health, schools and settings, and the voluntary sector. The Local Offer includes information on:

- Universal services that are available to everyone, such as schools and GPs
- Targeted support and services for children and young people who may need some additional, short-term support
- Specialist services for children and young people who have complex needs and need longer term specialised support

The Local Offer will develop and improve over time in response to feedback and consultation with parents, carers, children and young people.

You can find the Cambridgeshire Local Offer, including ways to get involved as parents, here: [Cambridgeshire's Local Offer](#)

What to do if you are concerned about your child

Using our SEND Information report: If you have concerns that your child is presenting with a specific difficulty, you are in the right place! We have produced this Information Report to guide you through how we manage SEND at Waterbeach. You may find useful information in '[High Incidence' Special Education Needs](#) if you are looking for information on a specific condition. We have also included links to other websites that might be helpful as you gather information.

Your child's class teacher: He or she should be the first person you raise your concerns with. The best ways to make this contact could include talking at parents' evening, a letter or email, or a chat face to face after school. If you would like to talk to the teacher, please make a specific appointment to see them outside of teaching hours. You can request this directly via email or letter, or through the school office. Our teachers often have limited time to talk on an 'ad hoc' basis due to pre-arranged meetings with staff or other parents, so it is always better to arrange an appointment in advance.

The class teacher may be able to make some changes in the classroom or include your child in a focus or intervention programme to address concerns that you both share. You may want to arrange a follow-up meeting or use parents' evening to discuss whether these changes have helped your child make progress.

The SENCo: The class teacher may suggest meeting with the SENCo if they and you are continuing to have concerns about your child's progress. This meeting may include the class teacher, depending on availability and need. The SENCo may suggest further school-based intervention, or in some cases could request further advice from the County Specialist Teaching Team. The SEND team are able to conduct a range of [screening tests and assessments](#) 'in-house' and can also apply for specialised assessments from a range of services such as the [neurodevelopmental service](#) (ADHD/ASC), [occupational therapy](#), [speech and language therapy](#), etc.

Yourselves: Support from parents and carers is absolutely invaluable! If not already offered, ask your child's class teacher or the SENCo for ideas on what to do at home to support your child's progress. Many of the interventions we offer at school are much more effective if parents are able to continue some work at home. If you are concerned about time spent completing home-learning tasks, chat with your child's teacher and work out what might be most effective for your child in terms of home-learning.