

## Chesterton Primary School SEND Information

### Report for Parents 2019

Brittain Avenue, Chesterton, Newcastle-under-Lyme, Staffordshire, ST5 7NT

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SENDCo	Ms Helen Jones <a href="mailto:sen@chestertonprimary.org.uk">sen@chestertonprimary.org.uk</a>
Governor with responsibility for SEND	Mr Roy Dutton
Early Years Inclusion Specialist/Governor	Mrs Lorraine Bradshaw
Parent Support	Miss Karen Jones
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Chesterton Primary School is a fully inclusive school and supports all children to achieve. Many steps are taken to support children through their personal learning journey yet, for some children additional support may be needed to help them achieve their potential. It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner.

Our priority is the provision of high-quality teaching which is differentiated to meet the needs of all learners. The school has a wide range of intervention programmes available designed specifically for each learner combined with class-based approaches to support pupils.

For children with significant or more complex needs the school seeks additional guidance from subject area specialists and organises professional developmental training for the school staff, support for the parents and strategies to help the child.

As part of the new code of practice every school is legally required to provide parents/carers with a Special Needs and Disability Information Report which will be reviewed annually. In addition, every local authority must also provide a 'local offer' outlining the services it will provide for children and young people

with special educational needs and disabilities. Staffordshire's local offer can be found at

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

Click on the 'My disability' tab and then the 'Special Educational Needs and Disability' link. The local offer can be found on the list on the left-hand side of the page along with other information relating to children in Staffordshire with SEND.

### Special Educational Needs and Disability

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:

- have a significantly greater difficulty in learning than the majority
- have a disability which prevents or hinders them from making use of the educational facilities generally provided for others of the same age in mainstream schools.

### Roles and Responsibilities of the Special Educational Needs and Disability Coordinator (SENDCo)

The SENDCo is responsible for the the day-to-day operation of the school's SEN policy, identification of SEND needs and facilitating appropriate provision and support. The SENDCo also co-ordinates the SEND information report.

The SENDCo liaises with staff to monitor the pupil's progress and plan further interventions and support when progress is slower than expected. The SENDCo has regular contact with a range of outside agencies that are able to give more specialised advice and support.

Aims of the SEND information report at Chesterton Primary:

- To make reasonable adjustments for those with a disability by ensuring increasing access to the curriculum, the environment and to printed information for all.

- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum inclusion statement.
- To secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas:
  1. Communication and Interaction
  2. Cognition and Learning
  3. Social, Mental and Emotional Health
  4. Sensory/Physical
- To request, monitor and respond to parent/carers' and pupils' views in order to ensure parents are listening to.
- To ensure a high level of expertise to meet pupil need, through well targeted continuing professional development.
- To support pupils with medical conditions to have full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To work in co-operation and productive partnership with agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

#### How does the school know if my child needs extra help?

We know that pupils need extra help if:

- Concerns are raised by parents/carers, teachers (including from a child's previous school), other school staff or the child.
- Assessment and tracking procedures indicate a lack of progress.
- Observations by those in school indicate a child has a need in one of the four areas: (communication and Interaction, cognition and learning, social, mental and emotional health, sensory/physical).

#### What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. Information communicated with the class teacher may then result in a referral to the SENDCo who can also be contacted through the main school office.

### How will I know how the school supports my child?

All pupils will be provided with quality first teaching that is differentiated to meet the needs of all learners. The quality of teaching is monitored through processes including: classroom observations (senior leadership team, SENDCO and external verifiers) on-going assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback.

Every child with SEN will receive a support plan detailing the support they receive. As part of this plan, the child, parents and school staff to come agreements in how the child should receive their support and work together to ensure the most effective provision for the child.

Pupils with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.

All pupils have curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as parent's evening. Parents of children on the SEND register will have a consultation meeting with their child's class teacher and a member of the SEND team. Pupils attainment and progress towards their targets are tracked using the school systems. Pupils who are not making the expected progress are identified quickly and are discussed in termly data meetings that are undertaken between the class teacher and a member of the leadership team. Assessments are made in a number of ways including testing, marking or by classroom observation and pupil discussion.

Some children will require additional support for a short time in the form of a small focus group, this does not always mean the child has SEN. All interventions are completed by the teacher or teaching assistant and are reviewed regularly to determine the effectiveness of the provision and to inform future planning.

Where there are still concerns regarding rates of progress, even after high quality interventions, parents will be informed that the school considers their

child may require SEND support. They will be invited to discussions in order to support the identification of actions to improve outcomes.

Your child's progress and attainment will be evaluated (Assess, Plan, Do, Review cycle - **APDR**). It may be that they will be added to the Inclusion register and they will continue an **APDR** cycle until their progress or attainment is more in line with children of their age group. It may also be that it is not necessary for them to be on the Inclusion register and their needs are met by the Quality First Teaching available at Chesterton Primary School or by adjustments within the classroom teaching and learning.

If progress rates are still thought to be inadequate despite the delivery of interventions, advice from external agencies may be sought. For example, speech and language therapy, Autism Outreach, SENiS.

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHC) being provided.

#### How will the curriculum be matched to my child's needs?

Where a pupil has been identified as having special educational needs, their learning will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants may be allocated to work with the pupil 1:1 for an amount of time during the school day.

A child's SEND report will be recorded using APDR with clear targets being set according to individual needs.

#### How will I know how my child is doing?

You will be invited to discuss your child's progress with the class teacher and SEND team on a regular basis.

Your child's class teacher will be available at the end of every day should you wish to discuss any issues arising.

For a more detailed discussion, you are able to request an appointment to see your child's class teacher through the school office.

### What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- Circle Time
- PSHCE
- 1-1 support
- School and Eco council
- Indoor / Outdoor facilities with calm areas
- After school Clubs
- Small group interventions.

### Pupils with medical needs

Pupils with complex medical needs will be provided with a care plan: this is discussed with parent/Medical professional/school staff.

A central record of pupils' Health Care Plans is kept in the main office.

Individual copies are given to relevant staff e.g. class teacher, lunchtime supervisors, TA, School Cook.

All staff receive epi-pen training, diabetic care training and epileptic seizure training as appropriate to pupils in their care.

A wide selection of staff hold qualifications in first aid and paediatric first aid.

### What training do staff have?

- Dyslexia friendly and awareness
- Autism Awareness
- Speech, language and communication needs
- Attachment and Trauma Training
- ADHD / ODD Training

### How to support children with behavioural difficulties

- SEND update meetings
- SENSS specialist support
- Other external agencies

### How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to support all children to participate in school activities
- However, if it is deemed that an intensive level of 1:1 support is required a parent/carer/volunteer may be asked to accompany the child during the activity.

### How accessible is the school environment for disabled pupils/parents/carers?

The school has accessibility to the hall for events around the outside of the building

The entrance contains a disabled toilet.

All classrooms are fully accessible from the outside classroom doors.

Large print copies of newsletters/policies can be requested at the office.

A number of strategies are in place to enable effective transition. These include:

- Discussions between the settings prior to the pupil joining or leaving
- Attendance at transition meetings where pupils spend some time at the new school.
- Additional visits are arranged for vulnerable children with a higher level of need.

### Meeting with Parents/Carers

At Chesterton Primary School we recognise that some children will need additional support and time to prepare the next stage of education and life. For pupils transferring to local high schools, SENDCo and key staff will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.

From Year 5 onwards children start to make regular visits to the local high school so that they can become familiar with it.

If a child needs additional support during the move to secondary school then we would encourage further visits to assist with the acclimatisation of their new surroundings. We can arrange a program specifically tailored to aid transition for the more vulnerable students.

We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.

### How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources. A proportion of the funds allocated per pupil to the school provided for their education, (the Age Weighted Pupil Unit) the notional SEND budget and Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most serious and complex needs, the school may apply for and be allocated Additional Funding. This funding is then used to provide the facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants.
- Small group support from teaching assistants
- Specialist support from teaching assistants.
- Training related to SEND.

### How is the decision made about how much support my child will receive?

For pupils with SEND but without an EHCP the decision regarding the support required will be taken jointly between the SENDCO and the Leadership team. This is reviewed termly with decisions being based upon tracking of pupil progress and as a result of assessments made, including by outside agencies.

For pupils with an EHCP, this decision will be reached when the plan is being produced or through the annual review.

### Who can I contact for further information?

If you wish to discuss your child's educational needs, please contact

1. Your child's class teacher.
2. The school SENDCO.
3. Local Support Team based in Newcastle 01782 296290
4. The Headteacher.

### Glossary of Terms

**Communication and Interaction:**

Children and young people with speech, language and communication needs (**SLCN**) may experience difficulty when communicating and interacting with others. These children may experience difficulties expressing themselves; or understanding what is being said to them or have difficulties understanding or using social rules of communication. Children with autistic type characteristics (**ASD**) may experience difficulties with the development of speech, language and communication skills.

**Cognition and Learning:**

Some children experience difficulties with their learning and may require additional support or intervention to help them learn.

**MLD** – Moderate Learning Difficulties: learning at a slower pace than their peers, even with appropriate differentiation.

**SLD** – Severe Learning Difficulties: support needed in all areas of the curriculum

**PMLD** – Profound and Multiple Learning Difficulties: severe and complex learning difficulties as well as a physical disability or sensory impairment.

**SpLD** – Specific Learning Difficulties: Dyslexia, Dyscalculia, Dyspraxia.

**Social, Emotional and Mental Health Difficulties:**

Some children and young people may possibly experience social or emotional difficulties. Sometimes these difficulties may be caused by a mental health problem such as anxiety or depression. Social, emotional or mental health issues may manifest in many different ways. If such needs are identified then the child may require specialised support. A child experiencing such issues may have low self-esteem, become withdrawn, isolated or display challenging / disruptive behaviour, self-harming, substance misuse, eating disorders etc.

**Sensory and Physical Needs:**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities generally provided.

Specialist support and/or equipment will be required to support access to learning.

**VI** – Visual Impairment **HI** – Hearing Impairment **MSI** – Multi-Sensory Impairment **PD** – Physical Disability