



**Chesterton Primary School**

**SEND Information Report**

# **SEND Information Report**

**Signed:**

**Chair: R. Dutton**

**Head: H. Swindells**

**Date: 14<sup>th</sup> October 2024**

**Review date: October 2025**



## **Our Local Offer for Special Educational Needs and/or Disability**

Contact Details:

Head Teacher: Ms Swindells

SENDCo: Mrs Rettinger

SEND Governor: Mr Dutton

School address: Brittain Avenue, Chesterton, Newcastle-under-Lyme ST5 7NT

Telephone number: 01782 568650

Email: [office@chestertonprimary.org.uk](mailto:office@chestertonprimary.org.uk)

Chesterton Primary School is passionate about supporting all children to ensure they reach their full potential. We recognise that every child is unique and they possess differing qualities and talents. Quality first teaching is vital; however, for some children there are occasions when additional support may be needed.

As part of the code of practice every school is legally required to provide an information report. Staffordshire local offer can be found at:

**<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>**

A child or young person has SEND if they have a considerable difficulty with learning or a different ability which calls for special educational provision to be made for them. These are recognised by:

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



This is a broad definition covering children and young people from 0-25 years age. All children are considered on an individual basis and families are included in this process in its entirety.

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### How we identify and assess needs

#### How will you know if my child or young person needs extra help?

##### *We know that your child needs extra help if:*

- Concerns are raised by the pupil, teacher or by you as parents / carers.
- Concerns raised by other professionals for example CAMHS, GP.
- Age related assessments indicate a lack of progress.
- Observations by members of the staff team.
- Age related progress is not being made.
- A conversation will take place between the parents and the school team. This will help to identify suitable support for your child.
- If your child continues to find difficulties (with support in place), they will be placed on the SEND register so that further support can be provided

#### What should I do if I think my child or young person needs extra help?

Initially, you should raise your concerns with the class teacher. After discussions, your child may be referred to the school SENDCo: Mrs Rettinger  
If you still have concerns after speaking with the class teacher, then please talk to the school SENDCo directly.

#### Where can I find the setting/school's SEND policy and other related documents?

- All policies are on the school website or available from the school office  
**[www.chestertonprimary.org.uk](http://www.chestertonprimary.org.uk)**  
Please speak to the school SENDCo or Head Teacher if you have any questions.



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### Teaching, Learning and Support

#### How will you teach and support my child or young person with SEND?

- All children will be provided with quality first teaching that is differentiated and/or adapted to meet their needs.
- The quality of teaching is monitored through: 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. Children with a different ability will be provided with 'reasonable adjustments' in order to increase their access to the school curriculum.
- All children have targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings. 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 once a term (3 times a year).
- Pupils who are struggling to make expected levels of progress are identified quickly and discussions of appropriate support take place within the school team.
- Assessments are made in a number of ways including: testing, work in books, classroom participation, observation and pupil voice.
- Individual assessments of the pupil may take place in order to make a more detailed assessment of their individual needs.
- Some children will require additional support in the form of a small focus group. This will be run by the teacher or teaching assistant. These will be reviewed regularly (at least every half term) to ascertain the effectiveness of the provision and to inform next steps.
- SEND support is recorded in an individual support pack detailing expected outcomes and provision. Progress towards these outcomes is monitored shared with parents.
- Where there are still concerns regarding rates of progress, even after high quality interventions, discussions will take place about specialist support in order to help your child.
- 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 assess education, health and care needs. This may result in an Education, Health and Care Plan (EHC) being provided – this is the new format of a 'Statement of Special Educational Needs' from the previous code of practice.

As part of the additional support your child may receive one or more of the following:

- close supervision in class
- small group class support
- small group interventions
- 1-1 interventions and/or class support
- External support (art therapy, emotional support)



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### Teaching, Learning and Support

#### How will the curriculum and learning environment be matched to my child or young person's needs?

Where a child has been identified as having special educational needs, their work will be differentiated and/or adapted by the class teacher to enable them to access the curriculum more easily. Learning Support Assistants (LSAs) may be allocated to work with your child wither 1:1 or in a small group for an amount of time during the school day. Support is organised to ensure that your child does not miss any other areas of the school experience.

#### How resources are allocated to meet children or young people's needs?

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

- In-class support
- Small group support
- Support from external agencies
- Provision of specialist resources to support the child in class

#### How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

- All children will be provided with quality first teaching, adaptations and/or differentiated learning to meet their needs
- 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.) Children with a different ability will be provided with 'reasonable adjustments' to support their access to the curriculum.
- Support is allocated based on the child's level of need. This is discussed between the staff team and specialist advice is sought when needed.
- Assessments provide information to help make appropriate support for your child. This are made by paper assessments (tests), work in books, classroom participation, pupil voice and observations.
- Some children will require additional support in the form of a small focus group. This will be run by the teacher or learning support assistant. Interventions will be reviewed regularly (at least half termly) to ascertain the effectiveness of the provision and to inform future learning and support.
- 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 start an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHC) being provided – this is the new format of a 'Statement of Special Educational Needs' from the previous code of practice. **As a parent you will be involved in all parts of your child's learning journey. You will be invited to discuss your child's progress three times a year with the class teacher and SEND team. In addition, school operates an open door policy where you are able to speak or meet**



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### Teaching, Learning and Support

**with your child's teacher and / or SENDCo at any time throughout the year. For more detailed conversations, appointments can be made through the school office.**

### How will equipment and facilities to support children and young people with SEND be secured?

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need. Children with an 'Education, Health Care Plan' will have a specific requirements detailed in their EHC Plan.

Other children will also receive support linked to their needs. This support may take various forms:

- In class support
- Small group support
- Specialist support
- Support from external agencies
- Provision of specialist resources

Tracking of progress and analysing of individual pupil data highlights children's needs. Children are given support and interventions to ensure their needs are met. These interventions and their impact are recorded and shared with parents. If interventions are not having the expected impact, then the SENDCO may refer to external professionals in discussion with parents to enable further support to be provided.

### How will you and I know how my child or young person is doing?

- You will be invited to contribute to and review your child's learning support pack every term. You be will able to have access to this at any time during the school year.
- Parents are welcomed to talk to the class teachers about their child's progress. Class teachers and the SENDCo review the progress of all the children each half term and adapt teaching and support accordingly.
- Parent evenings are scheduled in the school year for opportunities to view work and discuss your child's learning
- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly and where possible, in a report.
- Homework will be adjusted to your child's individual requirements.
- Home-school links are instant through a computerised app.
- We provide details of SENDIASS if you feel you need further advice and support with any SEND issues.

### How will you help me to support their learning?



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### Teaching, Learning and Support

An initial discussion with your child's class teacher will suggest further ways in which you can support your child's learning. The school SENDCo may meet with you to further discuss how to support your child. If external agencies are involved, they may suggest further strategies and resources to help your child. Parent workshops are organised over the school year. These are useful opportunities for parents to learn more about the curriculum that is being offered to their child.

### How do we consult with and involve children and young people with SEND in planning and reviewing their education?

Children participate in setting their own targets as part of their support review each term. Children are asked about their feelings concerning learning and especially what they feel would help them. This ensures pupil voice is heard.

### How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

We continuously ensure that provision has a positive impact on the outcomes. We do this in a variety of ways, including:

- Robust evaluation of intervention and individual targets in support packs
- Conversations with children to ascertain their thoughts and feelings about learning and school life
- SENDCO/SLT/Governor monitoring
- SEND Support Plans are reviewed with parents/carers and updated regularly through the year.
- Evaluation from external agencies.

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### Keeping students safe and supporting their wellbeing

#### How do you ensure that my child or young person stays safe outside of the classroom?

Children are treated on an individual basis and support is matched to their needs. These may include:

- Specific collection and drop off points
- Allocated team members to assist with arrival and departure
- Identified support with safety and access needs
- Additional playground and break time support and facilities



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### **Keeping students safe and supporting their wellbeing**

Regular risk assessments take place to identify hazards and control measures as needed.

### **What pastoral support is available to support my child or young person's overall social and emotional development and well-being?**

There is a strong pastoral support network within the school, grounded in the belief that every child matters.

The school's behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions. This is adjusted on an individual basis for children with social, emotional and mental health needs.

Children are encouraged to do well and achievements for effort, attainment and those outside of school are celebrated.

Attendance is monitored regularly to support children's needs in school.

All staff regularly trained in Child Protection, Prevent and Safeguarding.

We work closely with external providers to offer current and regular emotional support.

School's ethos is caring, kindness and inclusion with children's wellbeing a priority. All children matter and are equally important.

Our school team are trained regularly in wellbeing and being able to offer emotional support.

We regularly ask children for their opinions so that they feel safe and supported at school.

We work closely with the NHS Mental Health Support Team who offer additional support. Other external providers are contacted if further support is needed.

### **How will you manage my child or young person's medicine or personal care needs?**

Pupils with complex medical needs will be provided with a Care Plan: this is compiled in partnership with parents and school staff.

A central record of pupils' Health Care plans is kept in the main school office, to which staff have access to.

Individual copies of Health Care Plans are signed by and copies given to relevant staff.

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

Where necessary and in agreement with parents/carers, medicines can be administered in school, where a signed medical form is in place to ensure the safety of both child and staff member.

Adults in school hold qualifications in first aid and paediatric first aid.

External advice is sought when needed to further develop responses.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

Exclusions are avoided. Strategies are discussed with children and parents to ensure children's thoughts and feelings are considered.

Alternative provision is considered if a range of strategies are not successful. The school has a clear behaviour policy and this is supported by all staff. The motto is learning together, growing together, succeeding together to support the school ethos.

**Children may have individualised behaviour plans which will be created with advice and support from other agencies.**

### **How do you support children who are looked after by the local authority and have SEND?**





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#### **Keeping students safe and supporting their wellbeing**

PEP Meetings will take place termly and these are focused on progress. The virtual school will offer support as and when needed and also educational psychologist advice.



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### Working Together

#### Who is involved in my child's education?

Your first point of contact is your child's class teacher. The teaching team work closely together (teachers and learning support assistants) to support children with their targets.

The school has a SEND lead: Ms H Swindells. The SEND role is to ensure all children with SEND receive the best level of care and support. Additional advice and support is sought from external agencies as needed. This may include SENIS, Educational Psychologist, autism outreach, occupation therapy, behaviour support, trailblazers, outreach etc. Any referral to an outside agency will be discussed with you and the reasons behind the referral.

#### How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

Each half term one staff meeting is a designated SEN meeting. The SEND team do lesson drop ins and pupil voice interviews to check provision. All files are located in a secure shared area that staff have access to at all times. IEP review meetings include a member of the SEN team to aid transition of information.

#### What expertise do you have in relation to SEND?

Ms Swindells (Head Teacher) is a qualified SENDCo with a BSc(Hons) Psychology and additional postgraduate qualifications in education of special needs. Mrs Rettinger is a qualified teacher with a BSc(Hons) Psychology and is currently engaged with the National SENDCo qualification.

#### Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- NHS Mental Health Support Team
- SENIS
- Enjoy and achieve EP
- Occupational Therapy
- CAMHS
- School nursing hub
- Autism Inclusion
- Behaviour support
- VIP Education
- County Educational Psychologist
- Cicely Outreach
- Inclusion hub
- Inclusion officer
- LST



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**Working Together**

**Who would be my first point of contact if I want to discuss something?**

First point of contact would be the class teacher. You can also contact the school SENDCo on the contact details above.

**Who is the SEND Coordinator and how can I contact them?**

Mrs Rettinger is the school SENDCo.

**office@chestertonprimary.org.uk OR telephone 01782 568650**

**What roles do your governors have? And what does the SEND governor do?**

The Chair of Governors is identified as this contact and is in weekly discussion regarding the progress of children and is a key point of contact.

**How will my child or young person be supported to have a voice in the setting, school or college?**

Pupil voice through regular conversations, feeling indicators, questionnaires and opportunities to voice thoughts and feelings.

Support packs and half termly reviews.

Annual reviews.

Representatives for the school/eco council, prefects, play-leaders and classroom responsibilities.

**What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?**

Governor vacancies are advertised to all parents.

Regular personal, class and school communication through emails, phone calls and Class Dojo (online instant messaging)

Parents are encouraged to volunteer towards school life through assisting on trips, listening to readers, helping take care of the school grounds.

**What help and support is available for my family through the setting?**

Miss K Jones, as part of her dedicated safeguarding role offers EHA support – this can include help to fill in forms, signposting to support agencies, reading and understanding letters, support with budgets. Please contact office@chestertonprimary.org.uk if you require support



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### Inclusion & Accessibility

#### How will my child or young person be included in activities outside the classroom, including trips?

- Risk assessments are carried out and procedures are put in place to enable 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.
- All provisions including before and after school club can be accessed by all children. If your child is subject to a risk assessment then a meeting to discuss this will be arranged.

#### How accessible is the setting's environment?

The school is partially accessible via lift and handles at the front and back of the school.

There is an accessible toilet.

Fire exits are clearly marked and are accessible

When appropriate, we will work on the advice of the Local Authority to modify the classroom environment for children and adults with particular needs.

We ensure that equipment used in school is accessible to all children.

#### Is the building wheelchair accessible?

Partially Accessible

Are disabled changing facilities available? Yes

No

Are disabled toilet facilities available? Yes

No



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### Inclusion & Accessibility

Details (if required)

Disabled toilet with portable hoist and toilet support. Potty chair available.

Do you have parking areas for pick-up and drop-offs? Yes   
No

Details (if required)

Side of building – one allocated parking slot

Do you have disabled parking spaces for students (post-16 settings)? Yes   
No

Details (if required)

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### Joining and moving on

**Who should I contact about my child or young person joining your setting?**

Please contact [office@chestertonprimary.org.uk](mailto:office@chestertonprimary.org.uk) or call 01782568650 to arrange a tour and discuss admissions.

**How can parents arrange a visit to your setting, school or college? What is involved?**

We do not offer open days as we prefer you to see us in action so call 01782568650 to arrange a tour during the school day.



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### Joining and moving on

**How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?**

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

- Discussions between the previous or receiving setting prior to the pupil joining/leaving.
- Attendance at transition sessions where pupils spend some time at the new school.
- Additional visits are arranged for vulnerable pupils or those with a high level of need.
- Staff are always willing to meet with parents prior to their child joining the school; this may be the class teacher, SENDCo or a member of the Leadership Team.
- For pupils transferring to local high schools, SENDCo and/or key staff (e.g. Y6 teachers) will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo, outside agency representatives, parents/carers and where appropriate the pupil.

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### Additional Information

**What other support services are there who might help me and my family?**

- SENDIASS are available if you require additional advice and support.
- Other agencies Homestart , CAMHS the local support team

*Please contact us if you wish to be signposted to support or visit Staffordshire connects.*

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

**When was the above information updated, and when will it be reviewed?**

October 2024 to be reviewed October 2025.



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|   |
|---|
| <b>Additional Information</b>   |
| <b>Where can I find Staffordshire’s Local Offer?</b>  |
| Staffordshire’s SEND Local Offer can be found at <a href="http://www.staffordshireconnects.info">www.staffordshireconnects.info</a>   |
| <b>What can I do if I am not happy with a decision or what is happening?</b>  |
| Parents can give feedback to the school at any point and we welcome discussions to improve outcomes. If you feel that you need to make a complaint please follow the school’s complaints policy<br><a href="http://www.chestertonprimary.org.uk">www.chestertonprimary.org.uk</a>   |
| <b>Type of Setting (tick all that apply)</b>  |
| <input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special<br><input checked="" type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post 16 <input type="checkbox"/> Post 18<br><input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non/Maintained/Private<br><input type="checkbox"/> Other (Please specify below) |
| <div style="border: 1px solid black; height: 50px; width: 100%;"></div>   |
| <b>DFE Number 860/2358</b>  |
| <b>District</b>   |
| <input type="checkbox"/> Cannock <input type="checkbox"/> Lichfield <input type="checkbox"/> East Staffordshire <input type="checkbox"/> Tamworth<br><input checked="" type="checkbox"/> Newcastle <input type="checkbox"/> Moorlands <input type="checkbox"/> Stafford <input type="checkbox"/> South Staffordshire  |
| <b>Specific Age range</b>   |
| 2-11  |
| <b>Number of places</b>   |
| 210   |
| <b>Which types of special educational need do you cater for?</b>  |
| Although we do not have specialism we try to be inclusive and adapt to children’s needs.  |



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**Additional Information**

- inclusive mainstream school                       special school

Offer specialisms in. Tick all those that apply.

- |   |   |
|---|---|
| <input type="checkbox"/> Resource for autism                              | <input type="checkbox"/> Resource for social, emotional and mental health                         |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input checked="" type="checkbox"/> Deaf friendly                         | <input checked="" type="checkbox"/> Resource for moderate learning difficulty                     |
| <input type="checkbox"/> Resource for physical disability                 | <input type="checkbox"/> Resource for profound and multiple learning difficulty                   |
| <input type="checkbox"/> Resource for severe learning difficulty          | <input type="checkbox"/> Resource for speech, language and communication needs                    |
| <input checked="" type="checkbox"/> Visual impairment friendly            |   |

**Other specialist support/equipment:**

- Specialist technology

**Comment:**

- |  |   |
|--|---|
| <input type="checkbox"/> Rebound trampoline          | <input type="checkbox"/> Hydrotherapy     |
| <input type="checkbox"/> Accessible swimming pool    | <input type="checkbox"/> Medical          |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |
| <input type="checkbox"/> Bought in support services  | <input type="checkbox"/> Hearing loop     |
| <input type="checkbox"/> Sensory room/garden         |   |