



## Special Educational Needs and Disability (SEND) Information Report September 2015

<p>Dyslexia Friendly Full Status (April 2013)</p> <p>Healthy Schools reaccreditation (May 2014)</p>	<p>Cheslyn Hay Primary school is an inclusive setting which aims to ensure that:</p> <ul style="list-style-type: none"> <li>• The needs of all pupils are met.</li> <li>• Pupils achieve success in their learning and social and emotional development.</li> <li>• Pupils feel supported and secure</li> <li>• Relationships with parents/carers are good</li> <li>• Staff expectations and positive outcomes for pupils are high.</li> </ul> <p>We will 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 of need:</p> <ol style="list-style-type: none"> <li>1. Communication and interaction</li> <li>2. Cognition and learning</li> <li>3. Social, mental and emotional health</li> <li>4. Sensory/physical</li> </ol>
<p>What are special educational needs?</p> <p>'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.'</p> <p>(Special Educational Needs Code of Practice, 2014)</p>	

<p>1. What should parents/carers do if they think their child may have special educational needs?</p>	<p>Parents should in the first instance discuss any concerns with the class teacher. This general discussion will review your child's academic progress, behaviour, social and emotional needs (if appropriate). The support of the SENCo can be accessed if it is found that additional support is required and further investigation can be sought from outside agencies (if appropriate).</p>
<p>2. How do we know if your child needs extra help?</p>	<p>Using our methods for tracking pupil progress, the class teacher will review the rate of academic progress being made. Concerns and triggers will be a poor rate of progress in key subjects in comparison to their peers and an indication that the gap between the pupil and his/her peers is widening. There might also be concerns about inappropriate behaviour, social and/or emotional needs which are impacting negatively on learning.</p>
<p>3. How will the school support your child?</p> <p><i>'Pupils who are at risk of not doing so well including disabled pupils and those with special educational needs, make good progress and achieve well' (Ofsted 2014)</i></p>	<p>Our high expectations for learning are embedded in whole school practice and 'Quality First Teaching' is our priority. Our open door policy encourages parents to feel secure in the knowledge that staff have empathy and understanding for the needs of the child. Teachers carefully monitor and track pupil progress to ensure that ALL pupils make good or better progress.</p> <p><i>'Disabled pupils and those who have special educational needs make good progress in all subjects. They are enabled to reach their potential due to the well-planned support they receive' (Ofsted 2014).</i></p>
<p>4. How will the curriculum be matched to your child's needs?</p>	<p>Curriculum subjects are carefully planned to ensure full access to provision for all pupils. Staff use a range of strategies to adapt and refine the curriculum according to need and differentiation. Support staff are skilled in working with individual pupils on a range of intervention when progress is delayed or lagging behind other pupils.</p>
<p>5. How will both parents/carers and school know how the pupil is doing and how will school help you support your child's learning?</p>	<p>Staff are available on request to discuss individual pupil progress and the SENCo acts as a support to review and personalise learning opportunities when required. Staff are available to discuss what the progress picture looks like for your child and will identify areas of strength and development. Individual learning programmes are put in place for any pupil requiring additional support. These are developed with the class teacher and parent/carer.</p>

<p>6. What support will there be for your child's overall well being?</p>	<p>The headteacher is responsible for the overall well being of all pupils.  We have good links and relationships with the school nurse and local support team.  Support staff have training in a range of interventions to support vulnerable pupils through periods of difficulty.  The SMSC (spiritual, moral, social and cultural) policy and practice is a strength of the school and through the PSHE (personal, social, health education) programme we ensure that all pupils are able to access support to ensure that they thrive.</p>
<p>7. What specialist services and expertise are available at or accessed by the school?</p>	<p>There are good contacts with speech and language therapy services, behaviour support, the educational psychologist, school nurse and local support team.  All of the above services are accessible through a referral from the school after discussion with the class teacher, SENCo and Headteacher.</p>
<p>8. What training have the staff had and/or having?</p>	<p>Staff have completed a range of training in order to support our pupils including - turnabout training, 'happy to be me', inference teaching, precision teaching, phonics training, write dance, dyslexia training.  The SENCo regularly attends local authority updates and inset where appropriate.</p>
<p>9. How will your child be included in activities outside the classroom including school trips?</p>	<p>At Cheslyn Hay we promote an inclusive ethos which means that all pupils are included in trips, events and activities off site.  It is acknowledged that some pupils may require individual support on these activities and so discussion will take place with staff, parents/carers and other professionals to plan for this.  Risk assessments are completed for all off site activities and events as part of our health and safety practice, but individual risk assessments will be completed with parents/carers for any pupils who have additional needs which may deem them to be at risk while off site.</p>
<p>10. How accessible is the school environment?</p>	<p>The site is fully accessible to wheelchair users and there are changing facilities and a disabled toilet. Disabled parking is located to the front of the building.  The school has a good record in obtaining equipment for pupils requiring additional resources and managing this to impact positively on learning.  An accessibility plan is in place and can be obtained from the headteacher.</p>

<p>11. How will the school support your child's transfer to the next stage of education?</p>	<p>Effective transfer arrangements are in place to support pupils to the next phase of education which includes additional visits for SEND and vulnerable pupils who transfer to Cheslyn Hay High school.</p>
<p>12. How are the schools resources allocated and matched to a child's special educational needs?</p>	<p>The budget is reviewed and managed by the Resources Committee on behalf of the Governors and SEND development is discussed at these meetings. The headteacher &amp; SENCo with the governors decides where funding should be allocated and this is dependent on pupil need in order to access the curriculum.</p>
<p>13. How are parents/carers involved in the school?</p>	<p>The school operates an 'open door' policy and parents/carers are welcome to discuss their child's needs at any time. If a more detailed discussion is required, then an appointment can be made for an after school meeting with either class teachers or the SENCo/Headteacher. Class teachers and the Headteacher are always available at the beginning and end of the school day without an appointment.</p>
<p>14. Who can you contact for further information?</p>	<p>The first contact is your child's class teacher. The Mrs Sivorn is the special educational needs co-ordinator and can be contacted if you are worried or require further information about your child's needs. Helpful leaflets are available in the main reception area and the school office staff have a list of helpful contacts - such as Parent Partnership.</p>