



SEND Information Report 2017-18

Mission Statement:

Our aim is for all pupils to be safe and happy at school as well as enabling them to meet their full potential. At Cheslyn Hay Primary School, we have an inclusive ethos and work in partnership with pupils, parents and outside agencies to provide the best possible educational outcomes. We have high expectations for all of our pupils and put support in place at the earliest stage where it is needed. We aim to ensure all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum.

We believe that:

- All pupils deserve a first class education.
- All pupils can, and should, leave education well prepared for their life ahead academically, personally and emotionally.

At Cheslyn Hay we recognise that a pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. The SEND Code of Practice 2015 defines that a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others the same age; or
- 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.

'A pupil has SEN (Special Educational Need) where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND Code of Practice 2015, 6.16)

Cheslyn Hay makes provision in accordance with the Code of Practice (2015), The Children and Families Act (2014), Index for Inclusion (updated 2001) and The Equality Act (2010).

Our SEND policy, and our practice, aim to reflect these principles. Special Educational Needs or Disability is identified in terms of learning, communication, interaction, and emotional health, physical and sensory needs. The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils.

Cheslyn Hay Primary School's objectives for SEND provision:

- To ensure all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the pupil's needs and ability.

- To ensure the identification of all pupils requiring SEND provision as soon as possible.
- To ensure SEND pupils take part in as full a life at Cheslyn Hay Primary School as possible.
- To ensure SEND pupils are listened to, particularly in relation to keeping them safe.
- To ensure parents are kept fully informed of their child's progress and attainment.
- To ensure that SEND pupils are involved in making decisions affecting their future and SEND provision.
- To liaise with specialists and other agencies to access specialist support for pupils and parents.

What is the Local Offer and where can I find information about it?

You can find information about the Local Offer at:

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/localoffer.page?directorychannel=5>

Information about the Staffordshire Graduated Response to Special Educational Needs can be found at:

<http://helpyourself.staffordshirecares.info/kb5/staffordshire/directory/home.page>

1. What kinds of SEND does Cheslyn Hay Primary School provide for?

The Special Educational Needs Code of Practice (2015) states there are four main areas of need. These are:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or physical

At Cheslyn Hay Primary School, we provide for a range of needs within these areas. Some pupils may have needs in more than one area and needs can change over time.

2. How does Cheslyn Hay Primary School know if a pupil needs extra help and what should I do if I think my child may have Special Educational Needs (SEN)?

Pupils may be identified as having SEN at any stage of their education. This may be a long-term difficulty requiring continuous support, or a short-term difficulty requiring a specific intervention. A pupil who is working below age related expectations does not necessarily have SEN. It could be that they need extra support to fill gaps within their learning to enable them to achieve their best. Information about your child's SEN may come from a variety of sources:

- Testing from reading and spelling
- Observations
- Teacher/Teaching Assistant concern
- Transfer information from a previous setting

If you feel your child may have a specific need then speak directly to your child's class teacher or the SENCo Mrs Sivorn.

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

Teachers plan lessons based on pupil's needs against age related expectations, differentiating work closely to match pupil's ability and learning needs. This will be done through Quality First Teaching and Reasonable Classroom Adjustments. When a pupil has been identified with SEN, their work will be further differentiated, if appropriate, to remove any barriers to learning and enable them to access the curriculum more easily.

In addition to differentiated work, your child may also be provided with additional support. This may include equipment or resources, ICT and/or additional adult help, such as pre-teaching. If appropriate, specialist equipment may be given to a pupil, for example a writing slope, sensory cushion, a coloured reading ruler, ergonomic pencil, pencil grip or easy-use scissors.

If a pupil is identified as having SEN they will be given a Passport for Learning and targets will be set according to their area of need. These targets will be regularly monitored by the class teacher and reviewed by the SENCo three times a year. Teaching Assistants may be allocated to work with a small focus group of pupils, or on a 1:1 basis, to target needs that are more specific. Questions and activities during lessons may be adapted by the class teacher for groups or individual pupils, the level of work set will be matched to the pupil's age and the level they are working at academically.

4. How does ChesIn Hay Primary School identify pupils who may have a specific need?

SEN support should arise from a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are:

- Assess
- Plan
- Do
- Review.

The graduated approach starts at whole-school level. Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all pupils. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individualised assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning.
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

In this spiral of support, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of pupils.

Assess

This is the first stage of the graduated approach. The class teacher will focus on Quality First Teaching and differentiated work according to the pupil's ability within the classroom setting, paying attention to classroom organisation, teaching materials and learning style. Pupil Progress meetings are held termly where the progress of all pupils is discussed and evaluated.

Plan

When a pupil is still not making progress equal to that of their peers, the class teacher should consult with the SENCo. Once the need for SEN support has been identified, the first step in responding to a pupil's identified needs is to ensure that high-quality teaching, differentiated for individual pupils, is in place. Targeted provision, this is provision that is additional to or different from that made for the majority of pupils in school. The pupil will be given a Passport for Learning and appropriate, and challenging, targets will be set based on the pupil's area of need.

Do

This is where the Passport for Learning is implemented by the pupil's class teacher. All teaching assistants and support staff who work with the pupil are made aware of the Passport for Learning. The class teacher is responsible for planning, supporting and measuring the impact of the interventions that have been put in place to support the pupil. The SENCo supports the class teacher in the effective implementation of the provision.

Review

The pupil's progress is reviewed termly, this includes the pupil, parents/carers, class teacher and SENCo. At the review there are three possible outcomes:

- The pupil may have made sufficient progress to return to Quality First Teaching and Learning.
- The pupil may need to have opportunities to continue with existing or further interventions to support their needs.
- Outside advice and guidance may be required if the pupil continues not to make progress in line with their peers after two cycles of the Assess, Plan, Do, Review process.

What happens if my child needs to be referred for outside agency advice?

At this stage, the SENCo and class teacher will ask parents/carers for permission to approach external services who will provide advice and/or support. Using the advice from the outside agencies, strategies which are additional to or different from those previously tried will be put in place and the pupil's Passport for Learning will be updated. Once guidance has been given by outside agencies, and given time to be acted upon, and if your child still does not make progress then the school will consider applying for an Education, Health and Care Plan.

5. What specialist services and expertise are available at or accessed by Cheslyn Hay Primary School?

Support for pupils with SEN may include:

- Support in targeted groups,
- Support on an individual basis,
- Support as part of their whole class.
- Additional resources/teaching styles for some pupils to enable them to learn more effectively.
- Staff being available on request to discuss individual pupil progress and the SENCo acting 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 (Passport for Learning) being put in place for any pupil requiring additional support. These are developed with the class teacher and parent/carer.

The school works with a variety of different professionals to ensure that your child is offered the opportunity to reach their full potential. These agencies include:

- The Educational Psychology Service
- Entrust SENIS Learning Support
- Entrust SENIS Behaviour Support
- Autism Outreach Team
- School Nurse Service
- Speech and Language Therapy Service
- Social Care
- Local Support Team
- Education Welfare Team
- Occupational therapists
- Physiotherapists
- CAMHS
- Midland Psychology

6. How will I know how my child is doing and how will you help me to support my child's learning?

In addition to the school's normal reporting process you will be invited to the school every term to review your child's Passport for Learning. The views of parents/carers form a vital part of the review process. The meeting will take place with you, your child and the class teacher. The SENCo may also attend review meetings if required.

7. How will my child's progress be monitored and supported?

Each pupil who has an additional need will receive a Passport for Learning. The Passport is formulated with the SENCo, class teacher, parents/carers and the pupil. The Passports focus on the pupil's goals and the provision the pupil requires, these will be reviewed termly and discussed with parents/carers. As well as this, the class teacher is required to monitor all pupils' progress and submit data every half term to the Senior Leadership Team. Pupil Progress Meetings are held termly where the data is analysed and pupil progress discussed. The SENCo regularly monitors the impact of the interventions that are put in place by the class teacher, completes observations and book trawls to check the quality of provision offered to any pupil with SEND.

8. What training have the staff supporting pupils with SEND had or having?

All staff have had a range of training to help support the pupils at Cheslyn Hay Primary School. These include:

- Autism Eductaion Trust Tier 1
- Turnabout
- Inference
- Dyslexia Awareness
- Rapid Reading
- Attachment Difficulties

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the the needs of specific pupils in their class. The SENCo achieved the National SENCo Award in January 2017 and regularly attends Local Authority Updates and training where appropriate.

9. How will my child be included in activities outside the classroom, including school trips?

At Cheslyn Hay Primary School 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 cause them to be deemed at risk whilst off site.

All of our pupils with additional needs are supported and encouraged to be fully involved in all areas of school life. We are an inclusive school which endeavours to provide opportunities for all pupils to participate in activities including off-site visits and school clubs. All clubs and trips are offered to pupils with SEN and individual arrangements are planned for in advance to encourage them to participate. Any issues around SEN, medical or physical needs will always be discussed with parents/carers as necessary.

10. What support will there be for my child's overall wellbeing?

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.

All pupils are supported by their class teacher and class teaching assistants. The school also has a Family Support Worker (Nicola Harrison) who can help with any specific difficulties relating to emotional wellbeing or family support. Pupils with SEN may have more support in class, at break and lunchtimes if needed.

Management of first-aid arrangements are undertaken by staff who are first-aid trained. Any treatment of first-aid or medication given to pupils is recorded according to the school's Administering Medication in School Policy. If it is considered necessary for a pupil to have a Health Care Plan due to a significant health condition, this will be carried out in consultation with the health care professionals involved with the pupil, the school nurse and the SENCo. Plans are regularly reviewed and amended where necessary.

Pupils with medical needs:

Pupils with medical needs will be provided with a detailed Health Care Plan compiled by the school and medical professionals in partnership with parents and the pupil if appropriate. Staff who support the pupil with administering medication are trained by the relevant health care professionals and all medicine administration procedures adhere to the Local Authority policy and DfE guidelines included within Supporting Pupils At School With Medical Conditions (2015).

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf

11. How accessible is Cheslyn Hay Primary School?

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.

12. How will Cheslyn Hay Primary School support my child for the next stage of their education?

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. When pupils transfer to other settings, the SENCo and key staff liaise with the new setting to share information, plan transition work and visits. This may include staff accompanying pupils and their parents on such visits.

13. How are resources allocated and matched to my child's special educational needs at Cheslyn Hay Primary School?

Cheslyn Hay Primary 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 to provide for their education;
- The Notional SEN budget;
- Pupil Premium funding for those pupils who meet the criteria.

In addition to this, the school may apply for Additional Educational Needs funding for those pupils who have the most complex needs. If the criteria for AEN funding is met, the school will then be allocated additional funding for a set period of time. This funding is then used to provide the equipment and facilities to support pupils with SEND.

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 and SENCo, with the governors, decides where funding should be allocated and this is dependent on pupil need in order to access the curriculum.

14. How is the decision made about what type and how much support my child will need?

Decisions about support will be agreed at Pupil Progress Meetings according to pupil's needs and progress. Some support may be recommended by outside agencies and this will be implemented wherever possible. For pupils with SEND, but without an EHCP, the decision

regarding support required will be taken at meetings with the SENCo, class teacher, parents/carers, and other relevant staff where appropriate. Pupils with EHCPs will be allocated the level of support recommended.

15. How are parents/carers involved at Cheslyn Hay Primary School?

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 the class teacher or the SENCo/Headteacher. Class teachers and the Headteacher are available at the beginning and end of the school day without an appointment.

16. What do I do if I want to make a complaint?

If you have concerns about your child's progress you should initially speak to your child's class teacher. If you are not happy that the concerns are being managed and your child is still not making progress then you should speak to the SENCo, Mrs Sivorn. If you are still not happy then you can speak to the school SEN Governor, Mrs Wendy Powell.

17. Who can you contact for further information?

The first contact is your child's class teacher. Mrs Sivorn is the SENCo 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.

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/Staffordshire-SEND-Family-Partnership.aspx>