

Chilton Community Primary School
SEND Information Report
September 2017

Introduction

In our school, all children are valued as individuals. We seek to meet their needs and nurture their talents. We are committed to inclusion and supporting the needs of pupils across all four areas as identified in the SEND Code of Practice:

- communication and interaction
- cognition and learning
- social, mental and emotional health needs
- sensory or physical.

What should I do if I think that my child may have Special Educational Needs?

- First of all, speak to your child's class teacher about any concerns you may have.
- If you require any more information or help you can contact:
 - SENCo: Mrs Emma Osborne
 - Headteacher: Mr Ben Hemmings.Both can be contacted via the School Office.
- The School Governor with responsibility for SEN is Jayne Cage.

How do we identify a child has Special Educational Needs and needs additional support?

- We recognise that pupils make progress at different rates. Therefore, pupils are identified as having SEND in a variety of ways, which may include:
 - Liaison with a child's previous school or pre-school.
 - A child performing significantly below age related expectations.
 - Concerns raised by a parent/carer.
 - Through half-termly Pupil Progress Meetings held between the class teacher and the Headteacher and SENCo.
 - Observations of changes in behaviours
 - Liaison with external agencies, eg a physical health diagnosis through a paediatrician

How do we monitor the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher, identifying where they are improving and where further help is needed.
- His/her progress will be reviewed formally with the Headteacher and SENCo every half term at Pupil Progress Meetings. As a school, we measure progress in learning against National and age related expectations. Children who are not making expected progress or are experiencing difficulties are identified and ways of supporting them to overcome barriers to learning are discussed and actions are agreed. Children who continue to experience difficulties with learning may be identified as having a Special Educational Need.
- If your child is receiving additional support because of their identified Special Educational Need, they will have a Support Plan based on targets designed to accelerate learning and close the gap / targets set by outside agencies specific to their needs. Progress against these targets will be reviewed half-termly, and used to inform a future plan of support, if necessary.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- Regular book scrutinies and learning walks are carried out by the Headteacher, Deputy Head, SENCo and other members of staff to ensure the quality of teaching and learning and that the needs of all children are met.
- At the end of Year 2 and 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.
- Standardised assessments may also be used to monitor the impact of any specific intervention programmes in place to support a pupil.

How will you support my child if they have Special Educational Needs?

- Your child's teachers are responsible for planning lessons that are inclusive, accessible, and differentiated for every pupil.
- Some of the ways our teachers plan for this are:
 - small group or 1-1 learning with a teaching assistant or teacher
 - pre-teaching content or vocabulary where the teacher or TA teaches the pupil/s the words that they will need to know before a lesson so that they can take part fully
 - over-learning topics, where parts of a topic are re-taught to make sure that pupils have learnt it
 - providing specially targeted texts and resources appropriate for a pupil's reading age

- providing additional resources or materials (for example practical resources, visual aids or additional ICT)
- adapting and adjusting resources and materials to make them accessible for pupils
- implementing advice and strategies from outside agencies supporting the pupil

If your child has an Education, Health and Care Plan, this will specify the support needed for your child. All staff working with your child will work together to put this provision in place to support the achievement of the outcomes detailed in the Plan.

The school provision map provides further details about the SEN support that is available in our school.

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

- All teachers are teachers of SEND. The class teacher will therefore adapt their teaching and resources to meet the individual needs of your child.
- The class teacher may do this by:
 - directly supporting pupils in groups
 - breaking instructions and information into manageable chunks
 - giving pupils resources that they can use to help them when they are learning
 - scaffolding (supporting) pupils' answers and responses (for example giving them sentence starters)
 - using TAs to support specific groups or individual pupils.
- Classrooms are an inclusive environment for all children including those with SEND.
- Where necessary, the curriculum will be adjusted so that the needs of your child are met.
- For some children with SEND we may use individually tailored timetables in order to best promote their inclusion and learning.

How will we support your child's emotional and social development?

- We are an inclusive school and understand that high self-esteem and positive well-being are vital for your child's happiness and progress. We recognize that some children have additional emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative.
- All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support this development.

- The school runs an in-school nurture provision, run by two trained Higher Level Teaching Assistants. This follows the Nurture Principles.
- Lunchtime and playtime support is in place through planned activities and groups.
- Breakfast Club provides an opportunity to develop social skills in a small-scale, structured nurturing environment.
- We have a dedicated member of staff who is timetabled to support children with any concerns communicated via the class worry box through nurturing one-to-one chat times.
- If your child still needs extra support, with your permission, the school will access further support through the CAF process.

How is bullying prevented and dealt with?

- Our behaviour policy, which includes guidance on expectations, rewards and consequences is followed by all staff.
- Staff model treating everyone fairly and with respect to pupils.
- Children are encouraged from Nursery to tell other children if they do not like behaviours and are taught the skills to manage conflict.
- Reported incidences of bullying are investigated fully, documented and dealt with swiftly.
- We believe the best way to combat bullying is through educating our pupils about the causes and effects it can have.
- Assemblies and PSHE lessons are used to discuss the issues around bullying.
- Cyber-bullying is covered within the ICT curriculum for all year groups.

What outside agencies can provide support to children with SEN?

- As a school we work closely with outside agencies who offer support and advice on Special Educational Needs.
- We may access support from the following outside agencies:
 - County Inclusion Support Service
 - Dyslexia Outreach Service
 - Educational Psychologists
 - Occupational Therapists
 - Physiotherapists
 - School Nursing Team
 - SENDAT
 - Speech and Language Therapists

Further details about the services offered by these agencies can be accessed by following the link to the Suffolk County Council Local Offer webpage:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

How will my child be able to contribute his/her views?

- Pupils with SEN are supported by a detailed Pupil Profile which is a working document. Pupils views form part of this document, giving them the chance to record the things that they like and their strengths, as well as what makes learning difficult for them and how we can best support them with their learning. This enables us to have a picture of the whole child and assist us in developing a person centred approach.
- Pupils are encouraged to contribute to reviews of their support plan targets. This enables them to celebrate achievements as well as to have ownership of the targets they need to meet in order to make progress.
- The SEN Pupil Voice is gathered through Pupil Perception Questionnaires.
- Pupil views form part of any referral to outside agencies for support.
- If your child has an Educational Health and Care plan, they can attend the annual review and give their views. If they do not wish to attend the meeting, their views are sought in advance and shared with those present.

How are parents/carers encouraged to be involved in their child's education?

- We encourage parents/carers to talk to their child's class teacher about any concerns they may have.
- Home visits take place in Early Years prior to pupils starting school.
- Regular parents' evenings are held where you can with meet your child's class teacher and discuss the progress they are making and any other concerns you may have.
- Regular learning together sessions are held in school where you can learn phonics, maths, ICT or other subjects with your child.
- In Nursery and Reception 'Stay and Play' sessions enable you to find out more about how your child learns through play based activities.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. SEND Drop-Ins also offer the opportunity to meet the SENCo, find out about agencies offering additional support and network with other parents/carers.
- Discussions with parents/carers form an important part of the assessment process when identifying SEN. We will then take this into account and work with you so that we are all helping your child in the same way to make sure they make progress.

- Pupils with SEN are supported by a detailed Pupil Profile which is a working document. Parent/carer views form part of this document, giving you the chance to record your child's strengths and interests, as well as what makes learning difficult for them and how we can best support them with their learning.
- Support Plans will be shared with you, and include strategies to further support your child at home.
- Parent/carer views form part of any referral to outside agencies to access further support for your child.
- All information from outside professionals supporting your child will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home-school communication book may be used to support communication with you when this has been agreed to be useful for you and your child.

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

- We pride ourselves in being an inclusive school and will do everything we can to ensure all children are able to access school trips, clubs and residential activities including providing additional support from trained adults, completing detailed care plans to ensure all medical needs are met and adapting activities to ensure they are inclusive to all children regardless of their additional needs or disabilities.

How will the school support my child to join the school, transfer to a new class or transfer to a new school?

- We recognize that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

We will contact your child's previous school to ensure that we have detailed information about your child's needs and the support that has been in place to enable us to plan the provision that we need to put into place.

Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any additional support that needs to be arranged for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Information will be passed on to the new class teacher in advance.
Pupil Profiles and Support Plans will be shared with the new teacher.
All pupils will have the opportunity to spend a morning with their new class teacher ahead of the start of the new school year.
If your child would be helped by a Moving Up booklet to support them in understand moving on, then one will be made for them.

In Year 6:

The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school.

Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.

Where possible, your child will visit their new school on several occasions.

Staff from the new school will visit your child in this school.

If your child would be helped by a Transition Booklet to support them in understand moving on, then one will be made for them.

We encourage parents/carers to visit the High School you want your child to attend and arrange to meet with their SENCo to discuss your child's needs and how best to support them.

What training do staff have to support the needs of children with SEND?

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.
- We have a number of staff who have been trained to support children who have speech and language difficulties using the ELKLAN programme of training.
- Our staff working to support children in the Nurture Group have received specialist training through the Nurture Group Network.
- Staff responsible for running targeted interventions have received training on the intervention programmes that they deliver.
- Staff receive training as required to meet the needs of specific pupils in their class.
- Medical training to support pupils with medical care plans (such as severe allergies and diabetes) is provided to staff as required.
- Individual teachers and support staff are supported and trained by external agencies based on the needs of individual pupils with which they are working.
- Staff are encouraged to visit other schools and share good practice.
- Staff are also encouraged to share good practice and skills between each other.
- One member of staff is currently receiving training as part of the Emotional Literacy Support Assistant (ELSA) programme.

- The SENCo has achieved the National SENCo Award and the OCR Level 5 Certificate in Teaching Learners with Specific Learning Difficulties.

Where can I find out further information?

Our school website contains detailed information about all aspects of our school community.

SENDIASS support parents in understanding their rights, and the structures and procedures available to support children at school. Leaflets are available in school about their service.

Suffolk County Council's Local Offer contains information about the services they offer to support children and young people with SEND aged 0-25 years.

It can be accessed by following this link:

<http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

How accessible is the school?

Our accessibility plan can be accessed on our school website, please follow the link below.

<http://www.chilton.suffolk.sch.uk/website/policies/70331>

What should I do if I am not happy with the support that my child is receiving at school?

- Your first point of contact is always the class teacher. Share your concerns with them. They may then suggest a meeting with the SENCo or Headteacher. If you are not satisfied that your concern has been addressed, you can ask to speak to the Chair of Governors.
- If you feel you would like support with this, then SENDIASS are an independent organisation that can offer parents/carers additional advice.
- If you do not feel the issues have been resolved, and your child has SEND, then you can contact the Senior Special Needs Officer at Suffolk County Council.

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Supporting Documents:

- Provision Map