



**Chistleton Primary School**

**Special Education Needs Information Report**

**May 2018**

## **Introduction**

*It is very important to us that the children are happy and experience the best education possible. We value the strong links and a close partnership between home and school. This report has been written to help you as parents to have a better understanding of what is happening to help your child. It is our aim to identify SEN as soon as possible in order for us to plan and support your child to ensure they achieve their potential.*

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEN) being met in a mainstream setting wherever possible.

The broad areas of SEN are:

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

## **What is the Local Offer?**

From September 2014 Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with special education needs aged 0-25, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

*We hope that once you have read this report and have had some time to understand your child's needs that you will be more informed of the processes involved and how we as a school will be doing our best to ensure that your child's individual needs are being met. Hopefully it will also help you understand some of the terminology used when we are talking/writing about children with special educational needs.*

**Who are the best people to talk to in Christleton Primary School about my child's difficulties with learning/SEN?  
And how can I talk to them about my child if I need to?**

### **The school follows a graduated approach to SEN**

#### **The Class Teacher**

It is always a good idea to speak to your child's class teacher first.

Responsible for:

- The progress of any child with SEN
- Ensuring that all children have access to good and outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation)
- Checking on the progress of your child and identifying, planning and delivering any additional support your child may need (this could be targeted work, additional support, intervention programmes, adapting resources). They will let the Special Educational Needs/Disabilities Coordinator (SENCO) know as necessary.
- Writing an Individual Education Plan that will identify goals; these will be shared with you at least once a term
- Ensuring that all members of support staff working with your child are aware of your child's individual needs and what specific adjustments need to be made to enable them to be included and to make progress.

#### **The SENCO- Miss Sue Williams ( Deputy Head)**

Responsible for :

- Coordinating all the support for children with SEN
- Developing and reviewing the school's SEN policy to make sure all children get a consistent high quality response to meeting their needs in school
- Ensuring you are kept informed and involved in supporting your child's learning
- Monitoring the reviewing and planning of Individual Education Plans
- Liaising with other professionals to help to support your child's learning e.g. Speech and Language Therapy, Educational Psychology, School Health
- Updating the schools SEN register ( a system for ensuring that all SEN needs of the children in our school are known and addressed)
- Making sure that records of your child's progress and needs are kept up to date
- Coordinating support teachers and support staff in the school so they can help children with SEN to make the best progress possible
- Organising training for staff so they understand and are confident about how to meet the needs of your child

**The Headteacher – Mr Oliver Mitchell**

Responsible for :

- The day to day management of all aspects of the school, including the support for children with SEN. He will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met
- Ensuring the Governing Body is kept up the date about issues relating to SEN

**The Governing Body**

- Ensure that the school is meeting the requirements of the SEN code of practice

**SEN Governor – Mrs Yvonne Gibson**

*All can be contacted via the school office.*

**School contact: 01244 981189**

**admin@christletonprimary.cheshire.sch.uk**

If you would like any independent support or advice about any aspect of your child's Special Educational Needs please contact the Cheshire West and Cheshire Information Advice and Support Service (IAS).

<http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/service.page?id=N-0fdd8JwRo>

<p><b>How will the school let me know if they have concerns about my child's learning in school?</b></p>	<p>The school follows a graduated response for children with SEN. This covers a number of different aspects. For example, your child may be having difficulties with reading, writing or maths or have additional communication/interaction /emotional needs that require extra support both in school and at home. Sometimes these needs may also be due to a disability that makes it harder for a child to use the same educational facilities that the school provides for the majority of children. At Christleton Primary we plan our provision carefully in order to ensure that all children have access to the curriculum that we provide and that any necessary adaptations are made.</p> <p>Class teachers track your child's attainment and progress regularly; if your child is identified as not making expected progress according to age-related expectations we will set up a meeting to discuss this with you in more detail. Not making age-related progress does not necessarily mean that your child has SEN.</p> <p>In these meetings we will</p> <ul style="list-style-type: none"><li>• Listen to any concerns you may have</li><li>• Plan any additional support your child may need</li><li>• If appropriate, collaboratively write an Individual Education Plan if your child is significantly lower than the national expected level and making limited progress</li><li>• Discuss the need to carry out any further assessments</li><li>• Discuss with you any referrals to outside professionals to support your child's learning</li></ul>
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*We recognise that you, as your child's parent/carer, are the expert on them and will involve you every step of the way.*

**What are the different types of support available for children with SEN in our school through the stages of the graduated approach?**

**School Support**

The teaching and learning environment in all classes is inclusive and teachers adapt the classroom and wider school environment to support the needs of all children.

All class teachers follow targeted classroom teaching (**Quality First Teaching**) which means :

- High quality teaching, differentiated for all children is the first step in responding to children who have or may have SEN, building on what your child already knows, can do and can understand
- The teacher is responsible and accountable for the progress and development of all children in their class
- The teacher has the highest possible expectations for your child and all children in their class
- Different ways of teaching are in place so that your child is fully involved in learning in the class. This may include visual timetables, practical learning etc.
- Specific strategies (as identified in the Individual Education Plan) are put in place to support your child to learn
- Your child may be supported by a TA in class for small group or individual

**Additional small group work**

- The teacher will plan group sessions and /or identify an intervention programme for your child with targets to help them make progress
- Your child may be supported by a TA in class for small group work. Sometimes support programmes are run by the TA outside of the classroom.

**Additional individual work**

- The teacher will plan individual sessions and /or identify an intervention programme for your child with targets to help them make progress. The SENCO will take an advisory role.
- Your child may be supported by a TA in class for individual work. Sometimes support programmes are run by the TA outside of the classroom.

**Specialist groups run by outside agencies e.g. Speech and Language Therapy**

- If your child has been identified as needing more specialist different support in addition to Quality First Teaching and intervention groups, the SENCO will ask for advice from or make a referral to outside agencies, for example, Speech and Language Therapy, Educational Psychology, to advise and support the school in enabling your child to make progress.

**Top Up Funding**

- School fund up to the first £6000 of SEN support from the school budget (up to 15 hours of support per week). It may be appropriate for the school to apply for further funding from the Local Authority. This is known as a 'Top Up' funding.

**Statement/Educational Health Care plan ( EHC)**

The Statement of Special Educational Needs or an Education, Health and Care plan (EHC) means that your child will have been identified by professionals as needing a particularly high level of individual or small group teaching due to more complex needs.

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this on the Local Authority based Local Offer on <http://www.westcheshirelocaloffer.co.uk>
- After the request had been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the paperwork provided) seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current level of support already provided
- After the reports have all been sent in the LA will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the current support already provided and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline any additional funding your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- If an EHC Plan is not agreed, the Local Authority may still decide to allocate some 'Top Up' funding for your child. This will be reviewed on an annual basis.

<p><b>How will we support your child with identified special needs starting school?</b></p>	<ul style="list-style-type: none"> <li>• We will first invite you to visit the school with your child to have a look around and speak to staff</li> <li>• Your child’s teacher may make a home visit and also visit your child in their current setting</li> <li>• We may suggest adaptations to the settling in period to help your child to settle more easily</li> <li>• We will carefully plan provision and resources that will meet the needs of your child</li> </ul>
<p><b>How can I let the school know I am concerned about my child’s progress in school?</b></p>	<ul style="list-style-type: none"> <li>• If you have any concerns about your child’s progress you should speak to your child’s class teacher initially</li> <li>• If you feel your concerns are not being managed and that your child is still not making progress you should speak to the SENCO or Headteacher</li> <li>• If you are still not happy you can speak to the school SEN Governor</li> </ul>
<p><b>How is extra support allocated to children?</b></p>	<p>The school budget, received from Cheshire West and Chester LA, includes money for supporting children with SEN</p> <ul style="list-style-type: none"> <li>• The Headteacher and SENCO decide on the deployment of resources for Special Educational Needs and Disabilities, they discuss all the information they have about SEN in the school, including <ul style="list-style-type: none"> <li>○ The children getting extra support already</li> <li>○ The children needing extra support</li> <li>○ The children who have been identified as not making expected progress</li> </ul> </li> </ul> <p>They then decide what resources/training and support is needed and plan provision accordingly.</p> <ul style="list-style-type: none"> <li>• All resources/training and support are monitored and reviewed regularly, with changes to provision made as appropriate</li> </ul>
<p><b>How will the teaching be adapted for your child with SEN?</b></p>	<p>Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted in order to enable your child to access their learning as independently as possible and that your child’s needs are met.</p> <ul style="list-style-type: none"> <li>• Experienced support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary</li> <li>• Specific resources and strategies are used to support your child individually and in groups</li> <li>• Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs</li> </ul>
<p><b>How are the adults in school helped to work with children with SEN and what training do they have?</b></p>	<ul style="list-style-type: none"> <li>• The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEN. This may be a whole school training on SEN issues or to support identified groups of learners in school, such as autism, dyslexia</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children</li> <li>• In- house training is also organised by the SENCO and delivered to teachers and support staff</li> </ul>

<p><b>Who are the other people providing services to children with SEN in our school?</b></p>	<ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Educational Psychology Service</li> <li>• Parent Partnership</li> <li>• Sensory Service</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• CAMHS</li> <li>• School Health</li> </ul>
<p><b>How will we measure progress of your child in school? And how will we inform you of their progress?</b></p>	<ul style="list-style-type: none"> <li>• Your child's progress is continually monitored by his/her class teacher</li> <li>• His/her progress is reviewed formally every term in reading, writing and maths.</li> <li>• At the end of each Key Stage (i.e. at the end of Y2 and Y6) all children are required to be formally assessed using Standard Assessment Tests (SATs)</li> <li>• Individual Education Plans are reviewed, with your involvement, every term and the plan for the next term is written</li> <li>• The progress of children with a Statement of SEN/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.</li> <li>• Teachers meet with the Headteacher on a termly basis as part of pupil progress meetings</li> <li>• The SENCO will also monitor that your child is making good progress</li> <li>• We hold regular parents evenings where information on your child's progress is shared</li> <li>• Parents can also make appointments to see teachers and the SENCO at any time</li> </ul>
<p><b>How will your child be included in activities outside the classroom, including school trips?</b></p>	<ul style="list-style-type: none"> <li>• The school effectively uses our resources of TAs' to help support and enable children to access all aspects of the school curriculum, including class visits and residential trips</li> <li>• In exceptional circumstances, possibly in medical cases, a parent may be asked to attend a residential to ensure a child is able to access safely the residential or visit</li> </ul>
<p><b>What support do we have for you as a parent of a child with SEN?</b></p>	<ul style="list-style-type: none"> <li>• We would like you to talk to your class teacher regularly so that we can work in partnership to support your child both at school and home</li> <li>• The class teacher, SENCO and Head teacher are available to meet with you to discuss your child's progress or any worries you may have</li> <li>• All information from outside professionals will be discussed with you and reports copied and shared with you</li> <li>• Individual Educational Plans will be reviewed with your involvement</li> <li>• Homework will be adapted as needed to address your child's individual needs</li> <li>• A home/school book may be used to support communication</li> <li>•</li> </ul>

<p><b>How is Christleton Primary accessible to children with SEN?</b></p>	<ul style="list-style-type: none"> <li>• The school is on one level and is accessible to children with physical disability via ramps</li> <li>• The school has disabled toilet facilities</li> <li>• We ensure that equipment used is accessible to all children regardless of their needs</li> <li>• We endeavour to ensure extra-curricular activities are accessible for all children including those with SEN</li> <li>• When needed we adapt resources/use additional adult support to ensure full access to the curriculum</li> </ul>
<p><b>How do we support your child when they leave Christleton Primary School?</b></p>	<p>We recognise that transitions can be difficult especially for a child with SEN and take steps to ensure any transition is as smooth as possible</p> <p><b>If your child is moving to another school</b></p> <ul style="list-style-type: none"> <li>• We will contact the other school SENCO and ensure he/she knows about any special arrangements and support that need to be made for your child</li> <li>• We will make sure all records about your child are passed on as soon as possible</li> </ul> <p><b>When moving classes in school</b></p> <ul style="list-style-type: none"> <li>• Information will be passed on to new class teachers in advance during handover times</li> <li>• Individual Education Plans are shared with the new teacher</li> <li>• If your child would be helped by pictures, a social story or a book to support them understand moving on then these will be made alongside them</li> </ul> <p><b>In Year 6</b></p> <ul style="list-style-type: none"> <li>• The SENCO/Year 6 teacher will discuss the specific needs of your child with the SENCO of their high school</li> <li>• Your child may do focussed learning about aspects of transition to support their understanding of the changes ahead</li> <li>• Additional transition/visits are organised when appropriate</li> </ul>
<p><b>How are my child's Emotional and Social development supported at Christleton Primary School?</b></p>	<p>We recognise that children with SEN may well have emotional and social development needs that will require support in school.</p> <ul style="list-style-type: none"> <li>• The Emotional Health and Well-being of all our children is very important to us</li> <li>• We have a robust Safeguarding Policy in place, following National and LA guidelines</li> <li>• We use small group and individualised learning programmes/ strategies to support children who have emotional and social development needs</li> <li>• We have an effective anti-bullying policy ( copies available at school and on the school website)</li> <li>• Equal opportunities statement and policy</li> </ul>