

Churchfields Primary School
SEN Information Report
Special Educational Needs and Disability

What are special educational needs?

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.

How does Churchfields Primary School know if children need extra help?

We know when your child needs help if:

- Concerns are raised by parents/carers, teachers or the pupil's previous teacher, support staff or the pupils themselves
- Concerns are raised by the pupil's previous school
- Through assessment, observations or pupil progress meetings

The four areas that will be considered when deciding if your child has an SEN need are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory/physical

What should I do if I think my child may have special educational needs?

- If you have concerns then please discuss these with your child's teacher. The class teacher will monitor your child and if appropriate will discuss the concerns with the school inclusion manager: Miss C Pattison and the Headteacher.
- All parents will be listened to. Please come and speak to us if you have concerns. Your views and aspirations for your child will form part of any decisions made

How will I know how Churchfields supports my child?

- Churchfields is an inclusive school
- All children will be supported at Churchfields and will have quality first teaching that is differentiated to meet their needs
- Pupils with a disability will be provided with "reasonable adjustments" in order to increase their access to the curriculum.
- The quality of teaching is monitored through a number of processes, which include:-
 - a. classroom observation
 - b. on-going assessment of progress made by pupil in specific intervention groups
 - c. work sampling every half term.
 - d. scrutiny of planning.
 - e. teacher meetings with the Inclusion Manager / Family Links Worker
 - f. pupil progress meetings
 - g. attendance and behaviour records

- All pupils have end of year and end of Key Stage Targets.
- These are discussed with parents at events such as Parents Evenings.
- All pupils will receive good quality first teaching and additional support will be available in class.
- If a pupil needs a targeted intervention then the pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The interventions will be regularly reviewed by the staff member on the school inclusion manager
- Pupils who are failing to make expected levels of progress are identified quickly and are discussed in Pupil Progress Meetings. This is a meeting where the class teacher meets with a member of the middle leadership to discuss the progress of of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.
- Where it is decided that action is required to support increased rates of progress, this will follow an **Assess, Plan, Do and Review** model
- Parents will be informed if the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. *Special Educational Needs Support Service (SENS)*
 2. *Behaviour Support Service*
 3. *Dyslexia Centres*
 4. *Autism Outreach Team*
 5. *Hearing Impairment team*
 6. *Visual Impairment team*
 7. *Speech and Language Therapists*
 8. *Occupational Therapists*
 9. *Educational Psychologist Service*
 10. *Educational Welfare Officers*
 11. *Physical and disability support service*
 12. *Social Services*
 13. *School Nurse*
 14. *CAMHS (Child & Adolescent Mental Health Service)*
 15. *Young Minds*
 16. *Local Support Teams*
- For a small percentage of pupils, with significant and complex needs and the special educational provision required to meet these cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may results in an Education, Health and Care (EHC) plan being provided.

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

- All work is differentiated including homework to meet the child's ability
- Teachers plan using pupils' achievement levels as a guide and prior knowledge
- Teachers are aware of the children's preferred learning style and ensure that lessons aim to tailor to all styles, which aims to reduce the barriers to learning.
- Learning Support Assistants may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- If a child has been identified as having a special need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need.

How will I know how my child is doing?

- When a child is identified as requiring SEN support, parents will be invited into school to discuss the outcomes of any planned support.
- Attainments towards the identified outcomes will be shared with parents termly with the SENCO and during Parent's Evenings. Parents may also find the home-school diary a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, or a member of the senior leadership team. Please contact the school office to arrange such a meeting. Class/subject teachers or the SENCo may ring parents to discuss any issues arising.
- An annual school report is sent home to parents, which indicates a child's learning progress.

How will you help me to support my child's learning?

Please look at the school website. It can be found at www.churchfields-chesterton.staffs.sch.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home

The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning. Homework will also have guidance attached where applicable.

The school organise a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

We have an open door policy and would encourage parents to come to see us.

Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse, Family Links Worker in partnership with parents and if appropriate, the pupil themselves
- Staff receive epi-pen training delivered by the school nurse.
- All staff have basic first aid training.

What training do the staff supporting children and young people with SEND undertake?

In the last two years school staff have received a range of training

Awareness training has been provided to all staff on:

- How to support pupils with a diagnosis of dyslexia
- Dyslexia Friendly Status (Level One) achieved April 2014
- Teachers skills are updated by using the online IDP
- How to support pupils with Attachment disorder
- New SEN Framework
- Attendance at the termly SENCo update
- New Code of Practise
- SENCo Roadshow

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

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- Parental consent letters are sent to provide information regarding the trip and to highlight information that is identified on the risk assessment
- Staff ratio is considered when going on a trip; smaller group settings, dependant on the age/ groups and individual needs

How accessible is the school environment?

In the last three years the following adaptations have been made to the school environment:

- One toilet has been adapted to ensure accessibility for visitors with a disability
- Medical room has been created
- Two lifts have been installed
- Visual environment has been developed to ensure it has been made dyslexia friendly

Our Accessibility Plan describes the actions the school has taken to increase access to the environment and the curriculum.

How will Churchfields Primary school prepare and support my child when joining or transferring to a new school?

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

On entry:-

- A planned programme of, 'stay and play sessions' are provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The class teachers arrange visits to the previous settings to discuss learning and to meet the children in their familiar setting.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next phase/school

- We hold a 'move up' day where all pupils meet their new teacher and new environment and transition meetings are held between class teachers to pass on key information about all children
- The transition programme in place for pupils in Y6 provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN whereby visit days are arranged for those pupils who require more support with transition
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but accessible.
- Accompanied visits to other providers may be arranged as appropriate.
- For pupils transferring to local schools, the SENCo's of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

How are the resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources.

Funding is used in the following ways

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- Training relating to SEND for staff

How is the decision made about how much support my child will receive?

- A graduated approach is taken involving the SENCo, class teacher, parent and child. The process we follow is to **Assess/ Plan/ Do/ Review**

- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required is dependant upon the amount of support and need required and will be discussed with the SENCo, class teacher and parent.
- For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

How will I be involved in discussions about and planning for my child's education?

This may be through:

- Discussions with the class teacher, SENCO or senior leadership team member
- During parents evenings
- Attendance at workshops
- School/ Home diaries

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENCo / Inclusions Manager / Family Links Worker
- The Headteacher
- For complaints please follow the schools complaints policy

Support services for parents of pupils with SEN include

- **Parent Partnership**
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively, email on spps@staffordshire.gov.uk.
- **Parent In The Know** newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8)

Information on where the Local Authority's Local Offer can be found.