



SEND Report and Local Offer

Signed:

Chair: S. Phillips

Head: D. Beardsmore

Date: 6th October 2022

Review date: October 2023



Our Local Offer for Special Educational Needs and/or Disability

Contact Details

Headteacher: Diane Beardsmore

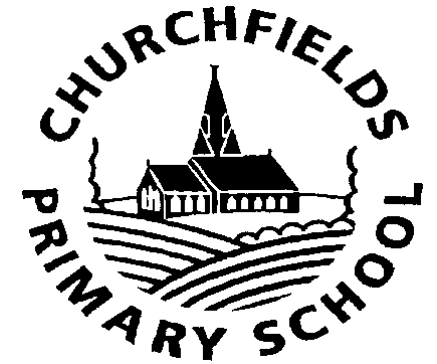
SENDCO: Clare Pattison

SEN Governor: Susan Phillips

School address: School Street, Chesterton ST57HY

Telephone number: 01782567430

Email: sen@cfp.school





Churchfields Primary School SEND Report and Local Offer

Churchfields Primary School strives to support all children to enable them to achieve at school. In order to do this, many steps are taken to support them through their personal learning journey and to enable them to be successful. Quality first teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their potential.

As part of the code of practice every school is legally required to provide an information report. Staffordshire local offer can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

A child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age or;
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

This is a broad definition covering children and young people from 0-25 years age.

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How we identify and assess needs

How will you know if my child or young person needs extra help?

We know that your child needs extra help if:

- Concerns are raised by the teacher or by you as parents / carers
- Concerns raised by other professionals for example CAMHS, OT
- Internal assessment and external assessments indicate a lack of progress
- Observations by staff in school
- At the start of each academic year the children are baselined and progress is monitored.



Churchfields Primary School SEND Report and Local Offer

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How we identify and assess needs

- After identification your child will be placed on a monitoring list and small progress steps are put in place supported by quality first teaching, clear differentiation and small group work.
- If your child needed more support than your child would be placed on the SEN register with an IEP

What should I do if I think my child or young person needs extra help?

Initially you should raise your concerns with the class teacher. After discussions internal assessments will take place and if appropriate your child may be referred to the school SENDCO: [Clare Pattison](#)

If you still have concerns after speaking with the class teacher then please talk to the school SENDCo directly

Where can I find the setting/school's SEND policy and other related documents?

- All policies are on the school website or available from the school office



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

- All children will be provided with quality first teaching that is differentiated to meet their needs
- The quality of teaching is monitored through processes including: classroom observations (senior leadership team, SENDCo and external verifiers), on-going assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback.) Children with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.
- All children have curriculum targets set in line with national outcomes to ensure ambition. These are discussed with parents at events such as Parents Evenings. Parents of children on the SEND register will have a consultation meeting with their child's class teacher and a member of the SEND team once a term (3 times a year).
- Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly data meetings that are undertaken between the class teacher(s) and members of the senior leadership team.
- Assessments are made in a number of ways including via testing, through marking in books or by classroom participation or observation.
- Individual assessments of the pupil will can be under taken in order to make an accurate assessment of their individual needs. Some children will require additional support in the form of a small focus group. This will be run by the teacher or teaching assistant, the interventions will be reviewed regularly (at least termly) to ascertain the effectiveness of the provision and to inform future planning.
- Where there are still concerns regarding rates of progress, even after high quality interventions, parent's will be informed that the school considers their child may require SEND support, they will be invited to discussions in order to support the identification of action to improve outcomes. SEND support will be recorded on an IEP, giving a set of expected outcomes. Progress towards these outcomes will be tracked and reviewed three times a year (usually November, March and July) with the SENDCo, parents, the pupil (where necessary) and their class teacher.
- If progress rates are still thought to be inadequate despite the delivery of high-quality interventions, advice may be sought from external agencies, according to pupil need. For example, The Special Educational Needs Support Service, Speech and Language Therapy, the Autism Outreach Team or an Educational Psychologist.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to assess education, health and care needs. This may result in an Education, Health and Care Plan (EHC) being provided.

As part of the differentiation your child may receive one or all of the following

- targeted in class work
- small group class support



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Teaching, Learning and Support

- small group interventions
- 1-1 interventions
- External support (art therapy, emotional support)

How will the curriculum and learning environment be matched to my child or young person's needs?

Where a child has been identified as having special educational needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily. Teaching Assistants (TAs) may be allocated to work with the pupil 1:1 or in a small group for an amount of time during the school day, such as in assembly or for part of a lesson or in a small group to target more specific needs. A child's SEND support will be recorded using an IEP, with targets being set according to individual needs. These will be monitored regularly by the teaching assistant and class teacher. If appropriate, additional specialist equipment or resources, ICT and/or additional adult support may be provided.

How resources are allocated to meet children or young people's needs?

The school receives funding to respond to the needs of children with SEND from a number of sources: A proportion of the funds allocated per pupil to the school provide for their education, (the Age Weighted Pupil Unit); The Notional SEND budget and Pupil Premium funding for pupils whose meet certain criteria. In addition, for those pupils with the most serious and complex needs, the school may apply for and be allocated Additional Educational Needs funding. This funding is then used to provide the facilities to support pupils with special educational needs and disabilities through:

In-class support from teaching assistants.

Small group support from teaching assistants e.g. English and Mathematics support. Specialist support from TA's e.g. 1:1 work on FFT intervention / Precision teaching

Bought in support from external agencies e.g. extra Educational Psychologist time Training relating to SEND for school staff

Provision of specialist resources to support the child in class.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

- All children will be provided with quality first teaching that is differentiated to meet their needs
- The quality of teaching is monitored through processes including: classroom observations (senior leadership team, SENDCo and external verifiers), on-going assessment of pupil progress, work sampling, scrutiny of planning, meetings with SENDCo/leadership team, pupil and parent feedback.) Children with a disability will be provided with 'reasonable adjustments' in order to increase their access to the taught curriculum.



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Teaching, Learning and Support

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- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be met from within the school's own resources, a request will be made to the Local Authority to start an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHC) being provided.
- **As a parent you will be involved in all parts of the process. You will be invited to discuss your child's progress three times a year with the class teacher and SEND team: these meetings coincide with parents' evenings but you can speak to your class teacher or the SENDCo at any time throughout the year. Your child's class teacher will be available at the end of the school day should you wish to raise a concern. For a more detailed discussion, you are able to request an appointment to see your child's class teacher or the SENDCo by arrangement through the school office.**

How will equipment and facilities to support children and young people with SEND be secured?

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Education, Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.



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Teaching, Learning and Support

Other children will also receive support linked to their needs as indicated on their Individual Education Plan. This support may take various forms:

- In class support from teaching assistants
- Small group support
- Specialist 1:1 support
- Support from external agencies
- Provision of specialist resources

Tracking of progress and analysing individual pupil data highlights children who are not making expected progress. Children are given additional and differentiated support and Interventions are put in place to support their learning and the impact of that provision measured. These interventions and their impact are recorded in the pupil's Personalised Learning Books. If interventions are not having the expected impact, then the SENDCO may refer to external professionals in discussion with parents to enable further support to be provided.

How will you and I know how my child or young person is doing?

- Children who are on the SEN register and are recognised as having a need, will have targets and a provision map. These will be reviewed during the year and new targets will be set.
- Parents can talk to the class teachers about their child's progress on appointment. The class teachers review the progress of all the children each half term and adapt their teaching accordingly. We also hold 2 parents' evenings and the staff write a detailed progress report at the end of the year.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have, by appointment. All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.
- Every child has a home/school diary which we ask all parents to record in; any concerns or questions and that you have read with your child at least 3 times during the week. The diaries are checked by the classroom staff.
- We can signpost you to SENDIASS if you feel you need further support with and SEND issues.
- Parents will be invited in to review their children's IEP targets at the end of each term.

How will you help me to support their learning?



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Teaching, Learning and Support

An initial discussion with your child's class teacher will suggest further ways in which you can support your child's learning.

Mrs Pattison and Mrs Tucker, may meet with you to further discuss how to support your child.

If external agencies are involved, they may suggest further strategies and resources to help your child. A number of parent workshops are organised over the school year, these are advertised in the school weekend letter and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

Children take part in setting their own targets as part of their IEP review. This is done as a 1-1 discussion and children help to create their pupil passport.

How do you assess and evaluate the effectiveness of provision for children and young people with SEND?

We continuously ensure the provision has a positive impact on the outcomes. We do this in a variety of ways, including:

- Robust evaluation of intervention and IEP targets.
- Book looks
- SENDCO/SLT/Governor monitoring
- SEN Support Plans are reviewed with parents/carers and updated regularly through the year.
- Evaluation from external agencies.

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Children with identified safety needs will be collected from parents and dismissed directly at the end of the day. All children are dismissed to parents with a SEN need we do not allow them to walk home on their own.

Children with identified needs have additional support at break and lunch with a high ratio of staff on duty.

Regular risk assessments take place to identify hazards and control measures as needed



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Keeping students safe and supporting their wellbeing

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

There is a strong pastoral support network within the school, grounded in the I believe that every child matters and it is widely considered that every lesson, every day counts towards each individuals well-being and academic achievement.

The school's behaviour policy is consistent, fair and aims to promote inclusion with clear guidance on rewards and sanctions.

Children can achieve Team Points for outstanding work and contribution to lessons or blues. The number of children with SEN receiving these are monitored.

Attendance is monitored regularly and concerns are shared with parents as applicable.

All staff are adequately and regularly trained in Child Protection, Prevent and Safeguarding.

We work closely with trailblazers to offer emotional support.

We have emotional coaching and art therapy with SEN children

SEN children are encouraged to join pupil voice groups.

How will you manage my child or young person's medicine or personal care needs?

Pupils with complex medical needs will be provided with a Care Plan: this is compiled in partnership with parents and school staff.

A central record of pupils' Health Care plans is kept in the main school office, to which all staff have access to.

Individual copies of Health Care Plans are signed by and copies given to relevant staff, e.g. Class Teacher, TA, Lunchtime Supervisors and School Cook. All staff receive epi-pen training or diabetic care training as appropriate to pupils in their care; this is delivered by the school nurse team.

Where necessary and in agreement with parents/carers, medicines can be administered in school, where a signed medical form in in place to ensure the safety of both child and staff member.

A selection of staff hold qualifications in first aid and paediatric first aid.

External advice is sought when needed to further develop responses.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Exclusions are avoided as much as possible and alternative provision is considered a preferable response. The school has a clear behaviour policy and this is supported by all staff. The motto is to be the best that you can be so this is reflected in the targets and expectations.

Children may have individualised behaviour plans which will be created with advice and support from other agencies – including VIP, behaviour support, CAMHS etc.

How do you support children who are looked after by the local authority and have SEND?



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Keeping students safe and supporting their wellbeing

PEP meetings will take place termly and these will be focused on progress. The virtual school will offer support as and when needed and also educational psychologist advice.



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Working Together

Who is involved in my child's education?

Your first point of contact is your child's class teacher. They will know your child the best. They will work alongside the identified teaching assistant to set targets. The school has a SEN team consisting of; Mrs Pattison the SENDco and Mrs Tucker (assistant SENDco) Their role is to review the targets and seek additional advice and support from external agencies as needed. This may include SENIS, Educational Psychologist, autism outreach, occupation therapy, behaviour support, trailblazers, outreach etc. Any referral to an outside agency will be discussed with you and the reasons behind the referral

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

Each half term one staff meeting is a designated SEN meeting. The SEND team do lesson drop ins and pupil voice interviews to check provision. All files are located in a secure shared area that staff have access to at all times. IEP review meetings include a member of the SEN team to aid transition of information.

What expertise do you have in relation to SEND?

We have a highly experienced group of staff who have received additional training in autism, hearing impairment and disability

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- SENIS
- Enjoy and achieve EP
- OT
- CAMHS
- School nursing hub
- Autism outreach
- Behaviour support
- VIP education
- County EP
- Cicely Outreach
- Inclusion hub
- Inclusion officer
- LST



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Working Together

- Homestart

Who would be my first point of contact if I want to discuss something?

First point of contact would be the class teacher. You can also contact the school SENDCo on the contact details above.

Who is the SEN Coordinator and how can I contact them?

Diane Beardsmore – 01782567430

sen@cfp.school

What roles do your governors have? And what does the SEN governor do?

SEN governor identified and completes termly visits to look at provision and training.

How will my child or young person be supported to have a voice in the setting, school or college?

Pupil questionnaires

IEP reviews

Annual reviews

Represented on pupil voice groups.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Governors vacancies are advertised in the weekly newsletter to all parents

Parents are encouraged to volunteer in school life

Parental workshops and coffee mornings

What help and support is available for my family through the setting?

*Michelle Tucker as part of her SEN work offers EHA support – this can include help to fill in forms, signposting to support agencies, reading and understanding letters, support with budgets. Please contact **office@cfp.school** if you require support*



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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities. However, if it is deemed that an intensive level of 1:1 support is required a parent/carer/volunteer may be asked to accompany the child during the activity.
- All provisions including before and after school club can be accessed by all children regardless of need. If your child is subject to a risk assessment then a meeting to discuss what this looks like will be arranged.

How accessible is the setting's environment?

The school is partially accessible via lift and handles at the front and back of the school.

There is an accessible toilet.

Fire exits are clearly marked and are accessible

When appropriate, we will work on the advice of the Local Authority to modify the classroom environment for children and adults with particular needs.

We ensure that equipment used in school is accessible to all children.

Is the building wheelchair accessible?

Partially Accessible

Details (if required)

The school has a lift to get into the main entrance and to the upper floor. The main playground is only accessible from the outside area.
Accessible toilets.

Are disabled changing facilities available? Yes



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Inclusion & Accessibility

No

Are disabled toilet facilities available? Yes

No

Details (if required)

Disabled toilet with portable hoist and toilet support. Potty chair available

Do you have parking areas for pick-up and drop-offs? Yes

No

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes

No

Details (if required)



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Joining and moving on

Who should I contact about my child or young person joining your setting?

Please contact office@cfp.school or call 01782567430 to arrange a tour and discuss admissions.

How can parents arrange a visit to your setting, school or college? What is involved?

We do not offer open days as we prefer you to see us in action so call 01782567430 to arrange a tour during the school day.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

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

- Discussions between the previous or receiving setting prior to the pupil joining/leaving.
- Attendance at transition sessions where pupils spend some time at the new school.
- Additional visits are arranged for vulnerable pupils or those with a high level of need.
- Staff are always willing to meet with parents prior to their child joining the school; this may be the class teacher, SENDCo or a member of the Leadership Team.
- For pupils transferring to local high schools, SENDCo and/or key staff (e.g. Y6 teachers) will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCo, outside agency representatives, parents/carers and where appropriate the pupil.

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Additional Information

What other support services are there who might help me and my family?

- SENDIASS are available if you require additional advice and support.
- *Other agencies homestart , CAMHS the local support team*



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Additional Information

Please contact us if you wish to be signposted to support or visit Staffordshire connects.
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

When was the above information updated, and when will it be reviewed?

October 2022 to be reviewed October 2023

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info

What can I do if I am not happy with a decision or what is happening?

Parents can give feedback to the school at any point and we welcome discussions to improve outcomes. If you feel that you need to make a complaint please follow the school's complaints policy

Type of Setting *(tick all that apply)*

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| <input checked="" type="checkbox"/> Mainstream | <input type="checkbox"/> Resourced Provision | <input type="checkbox"/> Special | | |
| <input type="checkbox"/> Early Years | <input checked="" type="checkbox"/> Primary | <input type="checkbox"/> Secondary | <input type="checkbox"/> Post 16 | <input type="checkbox"/> Post 18 |
| <input type="checkbox"/> Maintained | <input checked="" type="checkbox"/> Academy | <input type="checkbox"/> Free School | <input type="checkbox"/> Independent/Non/Maintained/Private | |
| <input type="checkbox"/> Other (Please specify below) | | | | |

DFE Number 8602005

District

- | | | | |
|----------------------------------|------------------------------------|---|-----------------------------------|
| <input type="checkbox"/> Cannock | <input type="checkbox"/> Lichfield | <input type="checkbox"/> East Staffordshire | <input type="checkbox"/> Tamworth |
|----------------------------------|------------------------------------|---|-----------------------------------|



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Additional Information

Newcastle Moorlands Stafford South Staffordshire

Specific Age range

3-11

Number of places

450

Which types of special educational need do you cater for?

Although we do not have specialism we try to be inclusive and adapt to children's needs

inclusive mainstream school special school

Offer specialisms in. Tick all those that apply.

- | | |
|---|---|
| <input type="checkbox"/> Resource for autism | <input type="checkbox"/> Resource for social, emotional and mental health |
| <input type="checkbox"/> Resource for cognition and learning difficulties | <input type="checkbox"/> Fully accessible environment – for pupils with physical or sensory needs |
| <input type="checkbox"/> Deaf friendly | <input type="checkbox"/> Resource for moderate learning difficulty |
| <input type="checkbox"/> Resource for physical disability | <input type="checkbox"/> Resource for profound and multiple learning difficulty |
| <input type="checkbox"/> Resource for severe learning difficulty | <input type="checkbox"/> Resource for speech, language and communication needs |
| <input type="checkbox"/> Visual impairment friendly | |

Other specialist support/equipment:

Specialist technology

Comment:

- | | |
|--|---|
| <input type="checkbox"/> Rebound trampoline | <input type="checkbox"/> Hydrotherapy |
| <input type="checkbox"/> Accessible swimming pool | <input type="checkbox"/> Medical |
| <input type="checkbox"/> Outreach and family support | <input type="checkbox"/> Therapy services |



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Additional Information

Bought in support services

Hearing loop

Sensory room/garden