

Chadsmead Primary Academy: Local Offer for Special Educational Needs and/or Disability



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Chadsmead Primary Academy: Local Offer for Special Educational Needs and/or Disability

How we identify and assess needs
How will you know if my child or young person needs extra help? <u>Identifying Children's Needs</u> We identify children's SEND needs by: • Talking to nurseries and previous schools about a child's needs before children arrive at Chadsmead. • Visiting known children with SEND in early years' settings before they arrive at Chadsmead • Undertaking our own observations, checklists and assessments to identify learning needs within school on arrival • Receiving information and reports from health practitioners and other professionals about children's needs • Speaking to the SENCO of the previous school and as well as parents to ensure as much information as possible is known about the child • Tracking a child's academic progress through teacher observation, feedback and formal assessment. • In the SEND Code of Practice, section 6, SEND pupils can be characterised by progress which; ○ Is significantly slower than that of their peers starting from the same baseline ○ Fails to match or better the child's previous rate of progress ○ Fails to close the gap between the child and their peers ○ Widens the attainment gap. <u>First Steps to Identification</u> Our first step to identify a child with SEND is to : • Identify the concern from our observations, information and assessments. The school identifies children using a range of sources including internal assessments, progress over time, external agency information and medical information. Chadsmead Primary Academy assesses children using a range of different assessments for all children alongside teacher assessment and statutory assessments. • Teachers contact parents/carers Arbor, telephone or through a face to face meeting for a discussion about any initial concerns and aim agree a series of strategies or next steps to be taken to provide a pathway of support. • The teachers will refer to the SENCO after putting in place different strategies with your child in their classrooms. • Discussions with class teacher and SENCO are undertaken as and when required as part of the graduated response. <u>Early Help and Intervention</u> • We have a Graduated Response at Chadsmead to help us ensure that we provide the right level of need when a child needs it - Please refer to Chadsmead's offer for Cognition and Learning, Communication and Interaction, Social Emotional Mental Health & Physical and Sensory needs • We use external agencies to support us to provide for your child's needs such as Stay Well, Family Support Services, Staffordshire's SEND and Inclusion Hub offer and the NHS Universal Services. • We engage with family services to support Early Help Assessments should your family need support at a given time.

How we identify and assess needs

- We give the upmost priority to safeguarding children's welfare and are guided by Staffordshire Safeguarding Children's Partnership to ensure children are kept safe in education at all times. We adhere to the DFE document: Keeping Children Safe in Education
- Keeping Children Safe in Education 2026:



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

Extra Help

If you think your child may have SEND or might need extra help, please do the following:

- Firstly, speak with your child's class teacher by contacting the school office and requesting an appointment on 01543 421850 or us the school's Arbor Messaging Service.
- Consider the following points before your meeting:
 - Why do you think your child has SEND?
 - What needs do you feel your child has that are of concern?
 - Does your child learn at the same rate as other children?
 - Did you or child have a difficult pregnancy?
 - Did your child meet all of their early learning goals: 2 year check?
 - How do you feel school could help you?
 - What are you able to do to help?
 - Please bring any reports or information you have about your child's needs.

If you still have concerns after speaking with your child's class teacher, please do the following:

- Speak to the school's SENCO Mrs. Helen Cadman on 01543 421850 via the school office or Email the SENCo via office@chadsmead.staffs.sch.uk
- Mrs Cadman has been a SENCO in post prior to 2008 and is not required to hold the NASENCo award
- Should you still feel that your concerns have not been addressed that contact our head teacher, Mrs Grainger via the school office on 01543 421850.

SEN: Code of Practice 2014:

How we identify and assess needs

Chadsmead Primary Academy adheres to the SEN: Code of Practice 2014

- The Code of Practice defines a child with a learning difficulty as a child that has:
 - A significantly greater difficulty in learning than the majority of others of the same age.
 - A difficulty that prevents him/her from making use of educational facilities of a kind generally provided for others of the same age.
 - A physical or mental impairment which has long term* and substantial** adverse effects on a child's ability to carry out normal day to day activities
 - NB: * long term is more than one year
 - NB: **Substantial is more than minor / trivial
- Pupils are also assessed using SWST (Single Word Spelling Test) and Salford reading test twice a year allowing standardised scores to be tracked over time and compared with school assessment methods already identified.
- Pupils also take regular phonic related assessments.
- Pupils undertaking interventions in school will undertake entry baseline and exit data tests to identify whether the intervention is effective.
- Some pupils may also take other external assessment as required by outside agencies – Parents/carers will be notified of these and in most cases permission is required by outside agencies.

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

The SEND Code of Practice can be located at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



Community Academy Trust (CAT) information can be located through the CAT website at: <https://www.communityacademistrust.org/>

How we identify and assess needs



Chadsmead Policy:

All of Chadsmead Primary Academy policy information can be located on the school website: <https://www.chadsmeadacademy.co.uk>



Click on the ' Our School ' Tab and then ' School Policies' or go directly to <https://www.chadsmeadacademy.co.uk/school-policies-2024> to locate our school policies including:



- Chadsmead's Accessibility Plan

How we identify and assess needs

- Chadsmead's Admission Policy
- Chadsmead's Attendance and Punctuation Policy
- Chadsmead's Behaviour and Restorative Relationship Policy
- Chadsmead's SEND School Information Report & SEND Policy
- Chadsmead's Equality Information can be found at: https://www.chadsmeadacademy.co.uk/equality_/

Chadsmead's SEND Offer:

Information specific to Chadsmead's SEND offer can also be located on our website: https://www.chadsmeadacademy.co.uk/send_details/



- Chadsmead's SEND School Information Report can be located in the policies section – see above
- Chadsmead's SEND offer for Cognition and Learning, Communication and Interaction, Social Emotional Mental Health & Physical and Sensory needs along with other SEND related information can be located on our 'SEND Details' in the 'Parents and Families' tab on our Chadsmead website / QR code above

Teaching, Learning and Support

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

Supporting children and young people with SEND with or without an Education Health Care Plan:

We support children and young people with SEND with or without an Education Health Care Plan through quality first teaching (QFT) within the classroom. At times during their school career, children may need to receive additional targeted support during a lesson or a term depending on their needs. This is delivered through an adaptive teaching approach that includes the 'additional to' or 'different from' support that is planned or provided in response to a child's need at the time of learning, within the whole class or within a small group.

Planning the Support:

Should a child require significant long term additional support, school follows the processes of a Graduated Response. This means that your child's support reflects the level of need required and is considered carefully on a regular basis. The SEND Graduated Response process follows the termly cycles of Assess, Plan, Do, Review in line with the SEND Code of Practice.

Within each cycle the following may occur:

- **Initial Concern (ASSESS / PLAN)**
 - Formal assessments take place and/or the teacher indicates that the child is not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Quality First Teaching are made.
 - The class teacher will inform Parents/carers of the concern verbally.
 - The class teacher will inform the SENCO of their initial concern and the actions they take.
- **Targeted Support in class (DO)**
 - Continuation of the support / adjustments are made to support the child within Quality First Teaching
 - The teacher monitors and reviews the outcome of the additional support & reasonable adjustments put into place every half term
 - Class teachers discuss this support during Pupil Progress meetings with the head teacher and / or in a SEND meeting with the SENCO, both of which are held termly – although they are able to discuss their concerns with either party at any time.
- **Review of Need (REVIEW)**
 - The SENCO reviews internal or external evidence, including that from parents, and discusses the pupil with the class teacher. This can include observational evidence, written reports, or formal assessments.
 - The outcome of this may not always result in the child meeting the criteria for the SEND register, however, the SENCO may refer them to an internal Monitoring Register and consider the next steps to support the child in conjunction with parents/carers and teachers. This may involve the use of other agencies and referrals may be made in conjunction with parental support.

Teaching, Learning and Support

- If a child meets the SEND criteria, the SENCO or teacher will contact parents to discuss their child in an initial meeting, where the current needs and support required is discussed and the child will be placed on the school's SEND register.
- **Formal Registration of SEND**
 - The teacher will write a Plan for Support (PFS) recording the child's targets and support needs following discussion with the SENCO and Parent.
 - The SENCO adds the child to the school's SEND Register, ensuring targeted provision is put into place through QFT and where possible any additional support needs.
 - The SENCO keeps and maintains a map of provision & ensures targeted provision is put into place.
 - The PFS is a working document to inform teaching staff, support staff and parents of the child's current identified needs and will where possible be updated during the course of the cycle.
 - The PFS is reviewed 3 times a year with teacher and SENCO: October, February and May. These SEND Review meetings may lead to:
 - Removal of the child from the SEND register as the child is no longer meeting SEND criteria – PFS is no longer required
 - Continued SEND support with new PFS targets written by teacher (with advice and agreement with the SENCO)
 - Additional referral to outside agency by SENCO for additional advice or support such as the Local Authority's SEND and Inclusion Hub or Family Support or an NHS service
 - An application for an Educational Health Care Needs Assessment (EHCNA) pathway leading to possible Educational Health Care Plan (EHCP) - if there is sufficient evidence to meet Staffordshire Criteria – can be made via the SEND and Inclusion Hub or directly with Staffordshire County Council.
 - The PFS is shared and discussed with parents after each half term break by teachers, which allows for any changes in pupil needs to be shared, which can also result in the pathway of support being changed at any time.

Chadsmead's SEND Offer:

Chadsmead's SEND offer for Cognition and Learning, Communication and Interaction, Social Emotional Mental Health & Physical and Sensory needs can be located on our 'SEND Details' in the 'Parents and Families' tab on our Chadsmead website - https://www.chadsmeadacademy.co.uk/send_details



Teaching, Learning and Support

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

Adaptive Teaching:

Children's needs are met through a range of strategies at Chadsmead.

Adaptive teaching allows for all children to access learning within the classroom, regardless of their ability or need so that every child feels supported and challenged. Additional interventions may occur within a whole class, small groups or on a 1:1 basis where provision can be made.

- We may use a written scaffolds to support learning - This may include the use of additional resources such as reference materials, practical aids such as a word mat, vocabulary list, sentence stems, partially completed task, a modelled example, or a writing frame.
- We may use visual scaffolds to support learning - This may include the use of additional resources such as a mind map, key information, symbols, task planners, remember to lists, working walls, images or videos.
- We may use verbal scaffolds to support learning - This may include the use of additional resources such as correcting misconceptions, verbal reminders to check work for specific aspects, verbal clues, asking questions to provoke independent thoughts and enable reflection of previous learning or self-help skills
- We may support a child by challenging them through activities to stretch a pupil's individual abilities irrespective of their individual need to aid further progression in learning for example: an investigative task, a request to qualify, explain or justify a thoughts or idea with evidence, proof or an example; or show further application of skills and knowledge in a new context. This may be through correction, modelling, clueing, prompting or by encouraging self-scaffolding
- We may support a child by providing different activities from their peers to target an area of learning that has been identified through the child's Plan for Support.
- The use of any of these support mechanisms does not necessarily mean that your child has a SEND.

Provisions to Facilitate Access to the Curriculum

Chadsmead provides a range of provisions to facilitate access to the curriculum and to develop independent learning. This can include support from external agencies and can include specific equipment where required.

- Please refer to Chadsmead's SEND offer for Cognition and Learning, Communication and Interaction, Social Emotional Mental Health & Physical and Sensory needs can be located on our 'SEND Details' in the 'Parents and Families' tab on our Chadsmead website
- Chadsmead works hard to ensure we are an inclusive and disability friendly school: Our Accessibility Plan and Equality information are available on the school's policy section of the website

Teaching, Learning and Support

Additional Learning Support:

Additional learning support is provided through Adaptive Teaching and our Graduated Response.

All children access Quality First Teaching where teaching is adapted to meet their needs both in the planning of the lesson and whilst teaching the lesson when children are learning.

Some children may access targeted small group tuition to help improve an area of identified need and support pupil progress. Not all children receiving small group tuition or intervention have a SEND nor does having a PFS indicate that your child will have small group tuition / intervention as a matter of course.

A few children in school may have specific 1:1 support as their needs are significant and identified through a statutory Education Health Care Plan.

Overseeing the curriculum:

- The school's Quality First Teaching provision is overseen by the Head Teacher, Assistant Head teachers and individual subject Coordinators
- The school's Targeted Small group provision is overseen by the Head Teacher, SENCo and Phase leaders.
- The School's 1 to 1 Support is overseen by the Head Teacher and SENCo.

Reasonable Adjustments for examinations:

Reasonable Adjustments for examinations are made and put in place prior to examinations.

These can include a range of support including seating arrangements, reading support where allowed, the provision of scribe, an amanuensis and additional time depending on the child's learning needs.

All applications for examination adjustments are based on criteria set by the examination board and have to be made by the school to the examination board prior to the examination. The time scale is determined externally as are the outcomes of any applications for reasonable adjustments.

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

SEND Budget Allocation

Any monies devolved to school for SEND are used to facilitate the support and learning of those who need it. Budget allocations provide:

- SENCO: The school SENCO provides support to staff, parents and children in order to coordinate the provision within the school, ensuring the needs of SEND children are met through the Graduated Response SEND Review process in line with the SEND Code of Practice.
- Teachers: All teachers are teachers of SEND and are trained to enable them to meet the variety of needs of pupils in their class through Quality First Teaching. Teachers receive regular training with regard to SEND and class sizes remain relatively small in some year groups.
- Teaching Assistants: Additional class support is sometimes available through a Teaching Assistant (TA) to support staff to work with targeted pupils who have significant identified need or who have been placed in a small group intervention. Each class does not have its own TA.

Teaching, Learning and Support

- **Resources:** A range of practical resources and equipment are available within school, such as table prompts for literacy and maths, physical support like pencil grips, writing slopes, and emotional resources such as social stories which can be provided for children with specific needs.
- **Support programmes:** Social Emotional and Mental Health support programmes are can be accessed through the Engage Youth Mentoring Programme, NHS Mental Health Schools Team (MHST), or the Staffordshire Enhanced District Inclusion Support (SEDIS) offer. Before / after school targeted learning groups are available for children with identified children and those who may require additional support with English as Additional Language (EAL).
- Our setting meets need through adaptive teaching within the classroom and a Graduated Response. This includes planning and delivering to meet needs and ensuring a graduated level of support in school, through our SEND review process and involvement with external agency support. This is supplemented by access the District SEND and Inclusion Hub within Lichfield, where SENCOs from across the district work to support each other in order to meet and respond to needs within the locality.
- Where children may have a significantly higher level of need, school may, in conjunction with parents and external agencies work towards application for an Education, Health Care Needs Assessment (EHCNA) guided by the Local Authority's District SEND and Inclusion Hub. Should the local authority agree to formally assess the child, the result may lead to an Education Health Care Plan (EHCP). Where an EHCP is in place, school will allocate resources to meet the objectives of the plan and enable pupil progress as a priority. In this scenario, the school is required to place the first £6,000 of support (10 hours) for the child before the local authority provide any additional financial support.

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?

Decisions about my child's support:

Children are supported within class as part of the school's normal support systems within school should they need additional targeted support.

These decisions are made by the class teacher and overseen by the phase leader on a day to basis and the Head teacher/SENCO on a termly basis.

Should your child require specific additional targeted support that is 'different from' or 'additional to' the normal school curriculum and support mechanisms within school, then communication with you will be made via one or more of the following in order to discuss the additional need your child may have:

- Contact via telephone conversation / letter / email / Arbor message
- Invitation to a support group from a member of staff
- Contact from the SENCO to establish a meeting that will be held with you to discuss your child's needs - a plan for support (PFS) may be produced with you to set targets for your child if they have SEND. You will be provided with a copy of this plan.

Parents/carers of children with known SEND needs will also be involved in

- A SEND review meeting undertaken 3 times a year by the class teacher and/or SENCO to share a pupil's Plan for Support. (October, February and May)

Parents/carers of children with significant SEND needs may also be involved in

- Meetings with External agencies
- An Annual Review: Children with an Education Health Care Plan also have an Annual Review that is held at least once a year that involves parents.

Teaching, Learning and Support

As a parent your opinion matters to us.

Parents are encouraged to contact school at any time should they have a concern or worry about their child's support or simply wish to discuss their child at any time.

They may also become part of the county Parent Carer Forum – further information can be located [Home - Staffordshire Parent Carer Forum](#) (www.staffspcf.co.uk)



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

Equipment and Facilities

Chadsmead secures equipment and facilities to support children and young people with SEND by:

- Ensuring the wider curriculum is well resourced with scaffold aids to meet National Curriculum needs.
- Ensuring that recommended schemes of work are backed by recognised research within the educational field including recommendations from the Education Endowment Foundation.
- Ensuring the wider curriculum including targeted provision and small group work session follow recommended programmes.
- Ensuring additional communication resources are sourced through the NHS speech and Language therapy service where identified by speech and language therapists
- Ensuring physical aids and adaptations are sourced through physiotherapy and occupational therapy services where identified by therapists.
- Ensuring recommendations from external agencies are put into place where possible and recommended resources are purchased to support learning.
- Funding for equipment and facilities is budgeted through the school's financial planning and any additional funding that may accompany an Education Health Care Plan or Individual Needs Funding application.
- Occasionally equipment and resources are donated to school to support children with their learning, obtained through a charity or purchased through the school's own fundraising streams.

Teaching, Learning and Support

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

Pupil's Learning:

Children's learning is planned well at Chadsmead. Information can be found on our website under our "Curriculum" tab.

- Children follow Read Write Inc to develop their phonic awareness.
- Children then follow Accelerated Reader – a systematic reading system that encourages children to read within the zone of proximal development
- Children are taught through a Mastery approach in maths to develop their arithmetic and mathematical reasoning skills.
- Children follow a subject based approach to learning– A curriculum overview is available through our website: Chadsmead Primary Academy - Chadsmead Curriculum (www.chadsmeadacademy.co.uk)



Pupil Assessment:

Assessment of a child's progress is undertaken through a variety of assessment methods including:

- Teacher assessment and feedback
- Summative and Formative Assessment
- Standardised score assessments
- External assessments specific to an identified need

Pupil's Progress:

Children should make progress in accordance with

- The National Curriculum End of Key Stage Statements
- Progress made by your child is considered on a termly basis.

You will know if your child is making progress through:

- Talking to your child about their work at school
- Supporting your child with their homework

Teaching, Learning and Support

- House points and certificates your child receives.
- Receiving feedback by telephone, Arbor message or face to face feedback when necessary.
- Receiving written reports about your child
- Attending parents' evenings
- Attending additional meetings to discuss how you can help, with the class teacher or SENCo

You are also able to see how your child is progressing through:

- Home / school communication books for identified children.
- Attending performances
- Attending workshops and parent information sessions
- Contacting school at any time to discuss your child's progress

How will you help me to support their learning?

Supporting Communication

Help with communication can be supported by:

- Contacting the school office - this may include -
 - Obtaining additional information,
 - Reading support;
 - larger print letters;
 - Support to complete forms
 - Contacting specialist services
 - Signposting you towards external agencies / further support

Support your child at home

You can help support your child at home by:

- Ensuring your child attends school every day.
- Get to know the school's website so you are familiar with the school's expectations, Curriculum and Support mechanisms
- Supervise your child's online use including gaming, social media and use of mobile phones / tablets
- Read the school's newsletter and the school's noticeboards within the school grounds or online
- Keeping medical appointments so that your child doesn't get discharged without being seen by a professional
- Use the Arbor messaging service to maintain communication with school and receive information from school about your child.
- Preparing your child for any new experiences or changes that may be occurring at home or at school

Teaching, Learning and Support
• Sitting with your child and encouraging them whilst they complete their homework task - spellings, times tables, reading etc • Attending parent workshops to develop your knowledge about how your child is being taught. • Where possible, provide additional experiences for your child outside of school to develop their social skills and cultural experiences – clubs, days out, park visits etc. • If your child has a plan for support (PFS), practise their target skills at home with them using the resources provided by school. • You can always contact your child's class teacher for specific information to help support your child at home.
How do we consult with and involve children and young people with SEND in planning and reviewing their education?
<u>Involving SEND Children in planning and reviewing their education.</u> • Children with SEND are asked for their views about their learning at review points by staff • Children with SEND are regularly asked about their learning in class and their views. • Children with SEND are encouraged to attend their own SEND meetings and parents' evenings to talk about their learning. • Children with SEND work/meet with the SENCo to talk about their learning. • Children with SEND may meet external agency representatives to talk about their learning and learning needs. • Children with SEND are given verbal feedback in class as well as written feedback, where applicable, to keep them up to date in their learning.
How do you assess and evaluate the effectiveness of provision for children and young people with SEND?
<u>Effective Provision</u> • The Head teacher creates a provision map showing the targeted support put in place for children across the school. • The SENCO creates a provision map showing the SEND targets that are being put into place for SEND children. • All provision maps are reviewed at least termly and outcomes and impact measured • Parents/carers of children with SEND discuss their children's targets on their Plan for Support (PFS) with the class teacher after each half term. • Children with SEND gain feedback from the teachers and TAs working with them and they are encouraged to share their ideas about what they feel they need additional support with, which can impact on the support they receive. • Children with SEND are encouraged to attend meetings with teachers alongside their Parents/carers so that they are involved in the decision-making process. • Parents are encouraged to feedback to school about their thoughts and experiences at any time either in person or through the school's Arbor messaging service as well as via formal survey opportunities to obtain parent/carer viewpoints.

Keeping students safe and supporting their wellbeing

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

Handover arrangements at the start of the school day:

- Children are met by an adult at the identified entrance point each morning
- Children with 1:1 provision are met by the designated teaching assistant if their needs require this.
- Children who are late are asked to go to Reception where they can be signed in
- Parents/carers are encouraged to send notifications via the Arbor messaging service rather than on the door to ensure effective communication.

Break and Dinner Times

- Classes are supervised by teachers at break times.
- Classes are supervised by OPAL Play Leaders during lunchtime.
- Quiet areas on playgrounds are available for those children wishing to use them.
- Children with an Education Health Care Plan stipulating the need for lunchtime supervision are given a designated person to ensure their safety during lunchtimes for the stipulated time in the EHC Plan.
- All OPAL Play Leaders and staff are first aid trained.
- Should a member of staff be required, they are notified during lunch time.
- Separate arrangements are made for children with medical needs, allergies or significant conditions on a case-by-case scenario.

Staying safe moving between classrooms

- Where possible children's movements are minimised.
- Children are reminded to walk in the corridors
- Any movement between classrooms is supervised where possible.
- Children with Physical needs are monitored carefully during movement periods – moving at the back of a line or with assistance where necessary
- Children with Social Emotional Mental Health Needs may have alternative agreements.
- Children move safely and quietly around the building to change lessons, go to break/lunchtime or move to assembly
- As children become older, they are given more responsibility and are allowed to travel to the library to change books and the toilet unsupervised.
- All external doorways are key code protected to ensure children's safety whilst on site.

Educational Visits & Risk Assessments:

- Risk Assessments for all educational visits are made and may contain specific information relating to children with significant needs.
- A range of risk assessments are undertaken for aspects of school life such as the safety of classroom environments, PE lessons, personal care etc.

Keeping students safe and supporting their wellbeing

- Individual Risk Assessment for some children with significant SEND needs are made for educational visits in order to ensure the activities are as safe as possible for them or children with identified significant medical needs, physical needs or social/emotional needs.
- Occasionally an individual risk assessment may prevent your child from attending an educational visit – this will be discussed with you so that any possible solutions to the risks can be discussed.
- Parents should notify school with any considerations regarding risks that they feel need to be considered for their child irrespective of their child's needs.
- Should a pupil, event or personal need require an individual risk assessment, these are written on an individual case by case basis.

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

Pupil Well being

- All pupils and pupils with SEND are listened to and their views taken seriously.
- All staff have undergone professional development training for well-being & restorative practice.
- Chadsmead aims to be a bullying free school, and all children are taught that bullying is not tolerated in school.
- Children are encouraged to report any incidences of bullying to a member of staff they feel comfortable to talk to / class teacher.
- Chadsmead follows a restorative practice approach
- All classrooms have worry boxes to allow children to submit a concern without a conversation.
- All children follow the school's Jigsaw programme that addresses pupil wellbeing alongside social and emotional development.
- The schools Anti-bullying policy can be located on the policies section of our school website - Chadsmead Primary Academy - School Policies



Making relationships at school:

- Staff meet pupils in designated classroom areas for morning and afternoon registration sessions – class teachers are responsible for their class's social and emotional development and well-being.

Keeping students safe and supporting their wellbeing

- All children are encouraged to be friendly towards others and there is a high expectation that children remain polite towards others throughout their time at school.
- Every class undertakes discussion sessions through the school's PSHE Jigsaw programme that focuses on personal, social and health related learning each week and where necessary additional sessions are placed should any issues arise through the school's restorative practice approach.
- Children are given a wide range of opportunities through their learning to build their confidence such as reading out loud, undertaking roles and responsibilities, being a OPLA Play Pal, Librarian, school councillor or a House Captain.
- Children are monitored by staff closely for sign of stress or distress so that discussions can be held with parents/carers in order to help address any known causes.
- Behaviour & Restorative Relationship Policy and Anti-bullying policies can be located on the school's website - <https://www.chadsmeadacademy.co.uk/school-policies-2024>



- Should discussions with yourself and staff feel that a buddy for your child may be beneficial then this can be arranged.
- Peers within school support each other with social and emotional needs as part of our school ethos.

School has access to external family and individual pupil support services

Please contact Mrs Cadman, should you feel your family or your child may benefit from accessing this service.

- **Staffordshire Family Hubs** - <https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N76rKM-fjrQ>
- **Lichfield Family Hub** - <https://www.facebook.com/Lichfieldfamilyhub/>
- **Stay Well** - <https://staffs.staywellcyp.org/>
- **Mental Health Support Team in Schools** - <https://www.mpft.nhs.uk/services/children-and-young-people/mental-health-support-teams-schools>

Keeping students safe and supporting their wellbeing

- **Staffordshire Connects SEND local offer** - <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>



- **SENDIASS Staffordshire Family Partnership** - <https://www.staffs-iass.org/home>



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

Medicines and personal care needs:

- School follows advice from the DFE 'Supporting pupils at School with medical conditions' document – Please refer to 'Supporting Pupils with Medical Conditions' policy for further information or contact our school office to discuss your child's needs.
- Any medicines that require administration in school need to be reported to the school office, who will advise you of the latest advice and requirements.
- Any parent of a child with medical needs must complete a Health Care Plan (HCP) for use in school – their child will be added to an internal medical register which is made known to staff and the care plan shared with staff.
- Children who require significant need care plans may be asked to meet with Mrs Cadman, the school's SENCo and or another senior member of staff.
- Specialist support services provide school with care plans for Children with Type 1 Diabetic Care plans; staff undergo specific rigorous training for this medical need and update their training when directed by NHS services.
- All teaching staff are trained in asthma awareness, epilepsy and the use of Epi-pens and anaphylaxis

Keeping students safe and supporting their wellbeing

- Parents of children requiring personal care support are asked to discuss their children's individual needs with school so that a support plan can be put into place and a risk assessment undertaken if required following ERIC advice - <https://eric.org.uk/>



- Copies of Health Care Plans, along with any medicine that is allowed to be are kept in classrooms, is kept within a class medical box in your child's classroom so that access to them by staff can be quickly made should the need arise.
- Parents will be notified by Telephone and / or Arbor Messaging Service should your child have a medical need whilst in school.
- Parent are encouraged to arrange medical appointments outside of school hours, however if this is not possible parents/carers are asked to notify the school office in person, by telephone or through the Arbor Messaging Service.
- Should an emergency occur at any time for any child irrespective of a Health Care Plan, parents/carers will be notified, and an ambulance may be called. – It is therefore important that emergency contact information is up to date in the school office .

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

Attendance & Exclusions

- The school is currently recognised as a DFE Behaviours and Attendance Hub and support other schools across the Midlands.
- Attendance is monitored very closely by Mrs Grainger and weekly figures are shared in the school's newsletter
- Please refer to the school's Attendance and Punctuality Policy for the latest information on the school's website.
- Parents/ carers are notified of their child' attendance.
- Exclusions at Chadsmead are extremely rare. Should this need to occur, you will be contacted by Mrs Grainger
- Should a parent/carer have a concern about their child's attendance, please contact the school office 01543 421850 who will signpost you accordingly.
- Should the need occur, you may be contacted by your child's class teacher, a senior leader or Mrs Grainger to discuss your child' attendance depending up on the severity of the concern.

Behaviour

- Positive behaviour is reinforced at Chadsmead through restorative conversations, verbal feedback, house points and certificates.

Keeping students safe and supporting their wellbeing

- Should school have a concern about your child's behaviour, they will contact you.
- Where a child is struggling to regulate their behaviour, school will be happy to discuss this with you and explain the support on offer at the given time. This may include referrals to external agencies
- Please refer to the school 'Behaviour and Restorative Relationships Policy' for the latest information on the school's website

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

Looked After and Previously Looked After children.

- We work closely with Staffordshire Local Authority 's Virtual school as well as any out of county authorities' virtual schools regarding looked after or previously looked after children. <https://www.staffordshire.gov.uk/staffordshire-virtual-school>



- Each Looked after child has a Personal Education Plan that require reviewing by the local authority each term and an independent review that should occur bi-annually. School works closely with involved external agencies to ensure that these reviews are undertaken.
- Mrs Cadman is the nominated teacher that liaises with the external agencies regarding looked after children.
- Please refer to the school 'Designated Teacher for Looked After and Previously Looked After Children' policy for the latest information on the school's website.

Working Together

Who is involved in my child's education?

People responsible for my child at school

- Primarily your child's class teacher will be the main person involved with your child's education.
- They may be supported by other teaching staff or support staff however; your child's class teacher is the main person.
- Your child may also meet other members of staff during their week as well as a Higher Level Teaching Assistant (HLTA) when your child's class teacher is in receipt of the PPA (Preparation, Planning and Assessment non-contact allocated time)

Others responsible for my child

- Adults with parental responsibility are responsible for their children.
- Should your child be subject to a Care order or Court order, please let school know and safeguarding arrangements can be made to ensure that your child remains safe whilst at school
- Children are only released at the end of school to designated adults who are nominated on the school collection form – it is a parent's/carer's responsibility to make sure school is aware of who your child is allowed to be collected and not collected by.
- Although Grandparents and family friends may be responsible for your child at certain times, it is important to know that they do not have parental responsibility unless under special guardianship or court order and so information will not be shared with them without your knowledge.

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

Information sharing;

- School follows GDPR guidelines.
- The SENCO ensures that all staff have relevant and up to date information about the pupils in their care.
- Parents are encouraged to share information with their child's class teacher; however, they can also share information directly with the SENCO – either way the information is shared between the two.
- Communication occurs via email and through face-to-face meetings both formally and informally through the term.
- Should your child have a medical diagnosis, then the upmost will be done to ensure that staff are made aware of the needs and your help as a parents will be welcomed to share what you know about your child's needs and provide medical reports to add to your child's educational record.
- Medical needs of your child will not be shared by medical professionals without your direct consent to them. It is therefore important to share your child's medical needs /diagnosis with school as school will not automatically be made aware of them by medical services.
- Information from previous schools / high schools is shared via telephone or face to face verbally prior to transition so that staff are aware of a child's known needs. This remains subject to GDPR regulations. Paperwork for your child will only be passed on once a child is registered with the school.

Working Together

What expertise do you have in relation to SEND?

Expertise in relation to SEND

- The SENCO has over 20 years' experience of being SENCO has a large amount of experience within the field across the primary phase and beyond.
- The SENCO undertakes termly training to maintain knowledge and awareness of SEND related issues both locally and nationally
- The SENCO and Head teacher work closely with Staffordshire's Local SEND and Inclusion Hub in Lichfield
- The head teacher and the SENCO have undertaken NASEN (National Association of SEN) training courses through the local authority.
- The SENCO works closely with specialist services relating to SEND to ensure the most effective support is in place for pupils of SEND at Chadsmead.
- All staff undertake regular professional development in relation to SEND and child protection
- All staff are aware of the SEND Code of practice and in particular section 6
- Identified staff undertake specific training in relation to priority areas such as autism, speech and language, or social emotional mental health needs
- School has a mental health champion within the setting – Miss Hathaway.
- The SENCO attends termly local authority network / update meetings; is involved with the Local Authority's Lichfield and Burntwood District SEND and Inclusion Hub which meets twice every term; and the Lichfield and Burntwood District Locality Management Group which meets twice every half term in order to maintain knowledge and understanding of children's needs, local, district and national information.
- The SENCO leads the Community Academy Trust's Professional SENCO network which meets three times each year and supports other schools across the Lichfield district and within the school's trust.

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

Relationships with External agencies

- The school works hard to develop and maintain relationships with a wide range of external services.
- These include:
 - Universal medical services including paediatricians, well-being service, occupational therapists, and physiotherapists.
 - Speech and language therapy services
 - Local Authority Early Years forum
 - Local Authority SEND and Inclusion Hubs
 - Family Support services
 - Mental health services
 - Local authority Autism Inclusion Service, Virtual school and Outreach support services
 - Child Safeguarding Services.

Working Together
<u>Relationships with the school Governors.</u> The SENCO has a strong relationship with the School's SEND Governor, Mr Briggs - The SENCO and SEND Governor meet every term to discuss developments from the SEND Learning Improvement Plan.
Who would be my first point of contact if I want to discuss something?
First Point of Contact: - If you think your child may have SEND or might need extra help, first speak with your child's class teacher by contacting the school office and requesting an appointment on 01543 421850; Email them via office@chadsmead.staffs.sch.uk or use the school's Arbor Messaging service. - If you still have concerns after speaking with your child's class teacher or wish to speak directly to the school's SENCO please contact the SENCO, Mrs. Helen Cadman on 01543 421850 via the school office; Email the SENCo via office@chadsmead.staffs.sch.uk or use the school's Arbor Messaging service. - Should you feel your concerns remain unaddressed, then please contact Mrs Grainger our head teacher on 01543 421850 via the school office; Email the SENCo via office@chadsmead.staffs.sch.uk or use the school's Arbor Messaging service
Who is the SEN Coordinator and how can I contact them?
SENCO, Mrs. Helen Cadman on 01543 421850 via the school office; Email the SENCo via office@chadsmead.staffs.sch.uk or use the school's Arbor Messaging service
What roles do your governors have? And what does the SEN governor do?
The SEND Governor is Mr Briggs, also contactable through the school office on 01543 421850.
How will my child or young person be supported to have a voice in the setting, school or college?
<u>Having a viewpoint.</u> - Your child can contribute their view to class teachers during class time - Your child can ask to talk to member of staff at any time and they will arrange a convenient time to speak with them. - Your child can put themselves forward for the roles and responsibilities we have in school such as the Eco council, school council or house Captains. - Your child can forward suggestions to their school council representatives - Your child can write to Mrs Grainger at any time with their suggestions. - Your child can contribute to their own parent's evening and /or SEND review meetings

Working Together

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

Parental Involvement

- School has an open door policy
- Parent views and involvement are always welcome.
- Parents wishing to become a school governor should contact the school office for an informal chat with Mrs Grainger.
- We are open to ideas and suggestion from you at anytime.
- Contact the school office to find out more about Friends of Chadsmead or visit the school website under our Community Tab
- To find out more about the school Governors, visit our website

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

Family Support

- Families are encouraged to attend school events and share their worries or concerns with their child's class teacher or Mrs Cadman – the school's SENCO.
- Should you be concerned about your family and/or family relationships, Mrs Cadman can refer you towards the Family Support service who will be able to support your needs further and or signpost you on.
- Should you require additional help or support completing forms or paperwork, please let school know and they will see what can be offered to help you.
- Should you be unsure of who you need to speak to or how to obtain help and support for any reason, please contact Mrs Cadman on 01543 421850 via the school office; Email the SENCo via office@chadsmead.staffs.sch.uk or use the school's Arbor Messaging service
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Inclusion & Accessibility
How will my child or young person be included in activities outside the classroom, including trips?
<u>Inclusion and Accessibility</u> • All children with SEND are encouraged to access all of the curriculum. • We strive to make our whole curriculum fully inclusive for your child's needs where possible. • Individual risk assessment may be made in relation to activities, events or need that are used to inform staff, parents/carers so that discussions can be held and decisions made. • Before school provision is available through Jozone – a separate organisation that uses the school site before and after school hours. Please contact the office for their contact details or visit the school website for costs and information • Parents/Carers and Children's viewpoints remain important and these are always taken into account.
How accessible is the setting's environment?
<u>School Environment Adaptations.</u> • School has limited adaptations however school does have disabled toilets, ramp access in some areas and is partially accessible. • Where pathways are not accessible, alternative pathways of access are available although these may involve travel outside. <u>Wheelchair accessibility</u> • Is the building wheelchair accessible? Partially • Are disabled changing facilities available? No • Are disabled toilet facilities available? Yes • Do you have parking areas for disabled pick-up and drop-offs? Yes
Joining and moving on
Who should I contact about my child or young person joining your setting?
<u>Admission</u> • Visit our website - https://www.chadsmeadacademy.co.uk/admissions/

Joining and moving on



Moving during the year

- Please contact our school office on 01543 421850 or email us at office@chadsmead.staffs.sch.uk

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

Open Days:

- Please contact our school office on 01543 421850 or email us at office@chadsmead.staffs.sch.uk

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)?

Transition

- Transition considerations are made for children moving between all phases of their primary education.
- Children experience settling in periods to their new phase during the first few weeks of term where their new class teacher can get to know the child.
- Meetings with parents and information regarding this is shared during the summer term
- Children moving to Early years are asked to attend play and staff sessions during the summer term
- Parents/carers of children moving between phases are given relevant information during the summer term and asked to attend a transition meeting.
- Teachers contact, meet and /or visit school to share information regarding pupils prior to their move when children move between settings
- Teacher meet to share information between classes during the summer term prior to transition.
- Additional conversations are held between the SENCo in settings to transition relevant information – meetings can be held with parents during this period.
- Additional conversation can be held with external agencies during the summer term to aid transition.
- Visits to the new setting can be made within school hours and are encouraged for those children with additional needs.
- Any information regarding the next phase of your child's education will be shared with you in the summer term.

Additional Information			
What other support services are there who might help me and my family?			
			
Special Educational Needs and Disabilities information Advice Support Service (SENDIASS) 01785 356921 sfps@staffordshire.gov.uk	Staffordshire Connects (Local Offer)	Children and Families Single Point of Access' (CaFSPA): 0808 178 0611	Staffordshire County Council https://www.staffordshire.gov.uk/schools-and-learning

			
Code of Practice for SEND 0 – 25 years	British Dyslexia Association: http://www.bdadyslexia.org.uk/	Staffordshire Parent Carer Forum: info@staffspcf.co.uk	Staffordshire - Lichfield Family Hub

			Local GP Surgery 
SEND Assessment and Planning – Lichfield Key Worker Team 01543 510 100	Equality Act 2010 guidance: https://www.gov.uk/guidance/equality-act-2010-guidance	Stay Well Staffordshire 01782 418518 staywellcypstaffs@changes.org.uk	Langton – 01543 440819 Westgate – 01543 416633 Darwin Medical Centre – 01543 682654

			
BBC Parenting - CBeebies	BBC Bitesize Parenting	NHS Speech and Language Therapy Cannock - 01543 509776 Lichfield - 07866 038772	Stoke Speaks Out

When was the above information updated, and when will it be reviewed?
Updated September 2026

Where can I find Staffordshire's Local Offer?

Staffordshire's SEND Local Offer can be found at

- <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>



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

- Firstly, contact your child's class teacher and discuss your concern
- Next, contact the SENCO, Mrs Cadman to discuss the concern further if you remain unhappy.
- If the complaint cannot be resolved with the class teacher or SENCO please contact the Head teacher Mrs Gemma Grainger
- Should you feel your complaint remains unresolved, the next step is to contact the Chair of Governors Mrs Snashall, or the designated SEN Governor Mr. Briggs through the school office.
- For further information please look at our website under 'Complaints Policy.'
-

Type of Setting

- | | | | | |
|---|--|--------------------------------------|---|----------------------------------|
| ☒ Mainstream | ☐ Resourced Provision | ☐ Special | | |
| ☒ Early Years | ☒ Primary | ☐ Secondary | ☐ Post 16 | ☐ Post 18 |
| ☐ Maintained | ☒ Academy | ☐ Free School | ☐ Independent/Non/Maintained/Private | |
| ☐ Other (Please specify below) | | | | |

DFE Number

- DFE: 850/2027

District

- | | | | |
|------------------------------------|---|---|--|
| ☐ Cannock | ☒ Lichfield | ☐ East Staffordshire | ☐ Tamworth |
| ☐ Newcastle | ☐ Moorlands | ☐ Stafford | ☐ South Staffordshire |

Specific Age range

- Primary Age range plus Early Years including Nursery & Two Year old provision

Number of places	
PAN = 30	
Which types of special educational need do you cater for?	
☒ inclusive mainstream school ☐ special school	
Offer specialisms in. Tick all those that apply.	
☐ Resource for autism ☐ Resource for cognition and learning difficulties ☐ Deaf friendly ☐ Resource for physical disability ☐ Resource for severe learning difficulty ☐ Visual impairment friendly	☐ Resource for social, emotional and mental health ☐ Fully accessible environment – for pupils with physical or sensory needs ☐ Resource for moderate learning difficulty ☐ Resource for profound and multiple learning difficulty ☐ Resource for speech, language and communication needs
Other specialist support/equipment:	
☐ Specialist technology	
Comment:	
☐ Rebound trampoline ☐ Accessible swimming pool ☒ Outreach and family support ☒ Bought in support services ☐ Sensory room/garden	☐ Hydrotherapy ☐ Medical ☐ Therapy services ☐ Hearing loop