

Chadsmead Primary Academy

SEND Information Report

September 2020



This SEND Information Report outlines how our school currently addresses the teaching and learning of pupils with Special Educational Needs and Difficulties (SEND)

Contents – Questions Answered.

- What are Special Education Needs and Disabilities?
- What are the school's admission arrangements for pupils with SEND?
 - How accessible is the school environment?
 - What should I do if I think my child has SEND?
 - How will you know if my child needs extra help?
- How do we approach the teaching of children with SEND?
- How does the school identify and assess children with SEND?
- What other factors may impact on progress and attainment?
- How will the school let me know about my child's support?
 - How can I help support my child's learning?
 - How will I be involved in planning for my child's education?
 - How will my child be involved in planning for their education?
 - What training and expertise do staff have?
 - How will the school support my child's overall well-being?
 - How will school know that the SEN provision is effective?
- How will you include my child in activities outside the classroom?
- How will you match the school curriculum to my child's needs?
- How does school allocate resources /make reasonable adjustment for children with SEND?
 - How is SEND funded and resources secured to support children?
- What are the school's admission arrangements for pupils with SEND?
- What outside agencies does school work with to support children?
 - How will you support my child in starting school and moving on?
- How does school ensure equal opportunities for pupils with SEND?
- How will you make decide how much support my child will receive?
 - What do I do if I have a complaint regarding SEND support?
 - Where can I find more information?

What are Special Education Needs and Disabilities?

"A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age."

Chadsmead Primary is a mainstream Primary School.
There are 4 areas of SEND that Chadsmead Primary supports children in. They are:

- Communication and Interaction (ASC and related conditions)
- Cognition and Learning (range of learning difficulties including dyslexia and dyslexic tendencies).
 - Social, Emotional and Mental Health difficulties
- Sensory and/or Physical difficulties (includes disabled pupils and those with hearing and visual difficulties)

NB: Looked After Children may not necessarily be children with SEN

What are the school's admission arrangements for pupils with SEND?

- Children with SEND are admitted in line with the school's admission policies.
- The school's latest policy is currently available from the school's website: https://www.chadsmeadacademy.co.uk/web/policies_/328151
- Please contact the Head Teacher: Mrs Grainger or SENCO: Mrs Cadman via the school office on 01543 421850 or office@chadsmead.staffs.sch.uk should you wish to discuss your child's individual SEND prior to application or admission.
- We are happy to talk through our school's provision for children with SEND on a personal basis.
- At Chadsmead, we are happy to include all children including the admission of disabled pupils in line with section 69 of the Children and Families Act 2014. All application for children with physical or significant needs should be made through Mrs Grainger – head teacher.

How accessible is the school environment for pupils with SEND?

- Our school has an accessibility plan linked to the equality policy which is reviewed regularly in order to support the admission of children, as well as visitors, with physical difficulties.
- We have Medical Care Plans that are put in place to support any pupil who has a significant medical or physical needs.
- In consultation with parents every effort is made to identify and remove barriers to learning and promote access for disabled pupils to both the curriculum, personal care and the environment, including educational visits. All steps taken to prevent disabled children being treated less favourably than others will be discussed on an individual needs basis in order to ensure that a child's individual needs are catered for.
- School has two toilets accessible for children with disabilities, one in each key stage/building.
- School is accessible for majority of its site for those in wheelchairs or using other mobile aids however alternative pathways are required to be sought to avoid steps or changes in levels between areas. Advice from the school office is available as to where is currently more difficult to access.

During school closure and COVID times, access to school is limited to external personnel and areas may have restricted access to those working inside the building. Please contact the school office should you feel you need to know more about access in our school at this time.

What should I do if I think my child has SEND?

If you think your child may have SEND, first speak with your child's class teacher.

If you still have concerns, please:

- Contact the SENCO, Mrs. Helen Cadman on 01543 421850 via the school office.
- Leave a message with the school office for the SENCo, Mrs Cadman
- Email the SENCO, Mrs Cadman: office@chadsmead.staffs.sch.uk

The Inclusion governor is Mrs Iona Chisholm, contactable through the school office and the SEND Governor is Mrs Sarah Snashall, also contactable through the school office

Note: Mrs Cadman has been a SENCO in post prior to 2008 and is not required to hold the NASENCo award

- Points you may want to think about before meeting with the SENCO are:
- Why do you think your child has SEND?
- Does your child learn at the same rate as other children?
- How school could help?
- What you can do to help?
- Please bring any reports or information you have about your child's needs.

During school closure and COVID times, contact with school, the SENCO, head teacher or Governor can still be made as stated above. If your pupil is already attending our school, then you can also contact school via the school's MyEd app.

How will you know if my child needs extra help?

- We are informed by nurseries and previous schools about a child's needs. Early Years District SENCOs also have meetings with school to discuss any children with SEND. You will be invited to that meeting
- Teachers, SENCO and Teaching Assistants visit nurseries to gather information in the summer term
- If a child transfers mid-year, the SENCO will speak with the previous school and information will be passed to us
- We follow your child's progress through teacher observation, marking and more formal assessment, and if there are concerns teachers will let you know
- Teachers will refer to the SENCO after trying some different strategies with your child.
- Class Teachers may contact you at the start/end of school or by telephone;
- Concerns may be raised at Parents' evenings once a term;
- School reports may have indicated additional help might be required at home or school;
- Discussions with class teacher and/or SENCO when required
- In the new 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.

During school closure and COVID times, currently we are not visiting nurseries or other educational settings at points of transition or otherwise. All meetings are undertaken either

via TEAMS or by telephone in order to effectively maintain communication and transfer information between settings confidentially.

Parents evening are also currently being undertaken by telephone with a view to undertake future parent's evening via web based applications.

How do we approach the teaching of children with SEND?

The Graduated Response

The SEND graduated response process follows cycles of Assess, Plan, Do, Review in line with the SEND Code of Practice, each term. Within each cycle the following may occur:

Step 1: Assess / Do

- 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 Wave 1 Quality First Teaching are made.
- The class teacher will inform parents of the concern verbally.
- The class teacher will inform the SENCO of their initial concern and the actions they take.

Step 2: Assess / Do

- If a concern continues over time, further support / adjustments will be made to support the child for minimum 6 weeks by the class teacher.
- The teacher monitors and reviews the outcome of the additional support / adjustments
- If further intervention may be required, class teachers will raise this at a Pupil Progress meeting 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.

Step 3: Review / Plan

- SENCO reviews evidence with class teacher / assessment outcomes / external agency information and discusses the pupil with the class teacher.
- If the child meets SEND criteria, parents are invited to an initial meeting with the SENCO, where the current support required is discussed.
- The teacher may write a Plan for Support (PFS) after this meeting and the Parent is requested to sign and return the support plan.
- The SENCO notes the provision in place on provision map & the adds child to the school's SEND Register, ensuring additional provision is put into place.
- If the outcome of the meeting does not result in the child meeting the criteria for the SEND register, the SENCO will add them to the Monitoring / Vulnerable Register and consider the next steps to support the child in conjunction with parents and staff.

Step 4: Formal Registration of SEND and Plan for Support (Do)

- A Plan for Support (PFS) records the targets and support needs of a child on the SEND register.
- A PFS is used for planning and preparation: It is a working document to inform teaching staff, support staff and parents of the child's current identified needs
- A PFS is shared with other staff working with child and support put in place by the class teacher as agreed with the SENCO during the term.

Step 5: Review

- A PFS is reviewed 3 times a year with teacher and SENCO: December, March and June – at the end of each academic term.
- A PFS is then shared and discussed with parents at the start of each term.

- These meetings allow for any changes in pupil needs to be shared, which may result in the pathway of support being changed.
- These SEND Review meetings may lead to:
 - Movement of the child to the monitoring / vulnerable register – no PFS
 - Continued SEND support with new PFS targets written by teacher (with advice and agreement with the SENCO)
 - A referral to outside agency by SENCO for additional advice or support
 - An application for an EHC plan (if there is sufficient evidence to meet Criteria)

During school closure and COVID times, currently SEND reviews are being held internally using TEAMS and externally with parents by telephone or by TEAMS.

How does the school identify and assess children with SEND?

- 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
- 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 in 6 week cycles.
- We use Cornerstones Assessments for all children alongside teacher assessment and statutory assessments. Should the year group assessment not be appropriate for a child with SEND an alternative year group's test will be taken by the pupil.
- 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.
- SEND pupils and other pupils, including Looked After Children, undertaking intervention programmes will also 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 will be notified of these and in most cases permission is required by outside agencies.

During school closure and COVID times, assessment is maintained in line with school policy

What other factors may impact on progress and attainment?

- Disability: all schools must make reasonable adjustments for pupils and these do not alone constitute SEN

- Attendance and punctuality
- Issues around behaviour
- Health and welfare
- Social, Emotional and Mental Health Needs.
- English as an Additional Language
- Being in receipt of pupil premium / free School meals
- Being a Looked After Child or a previously Looked After / adopted child
- Being the child of a service man or woman

During school closure and COVID times, it is recognised that these areas may impact significantly greater on pupils. Each child's individual needs are always looked at separately and taken into account when assessing pupils.

How will the school let me know about my child's support?

Communication with you will be via one or more of the following:

- SEND review meetings are held 3 times a year to review a pupil's Plan for Support (PFS).
- A new PFS may be produced with you to set targets for your child if they have SEND. You will be given a copy of this plan – currently during school closure and COVID times, this will be emailed to you after your meetings with your child's class teacher
- Contact from your child's class teacher via telephone conversation/letter/email
- Parents' evenings – these are currently being held by telephone
- Invitation to a meeting from a member of staff
- Letter/phone call/email from the SENCO
- Minutes of meetings if required

During school closure and COVID times, review meetings are still held three times a year. The SENCO will maintain communication with parents as well as class teachers. Meetings are being undertaken by phone call and or TEAMS where appropriate. In significant cases, there may be need to hold meetings within school in accordance with the school's risk assessments regarding COVID school opening.

How can I help support my child's learning?

- Discuss how to help with the class teacher or SENCO
- Know your child's targets and actively encourage your child to work towards them
- Check homework set regularly and support your child in completing it
- Encourage your child to attend clubs and activities in and out of school
- Visit the school website for links and information
- Follow the advice given by staff and other agencies
- Attend planning and review meetings
- Let school know if your child is unhappy or worried about anything

During school closure and COVID times, additional work is being provided for parents requesting further support at home. It is acknowledged that not every parent has the capacity to undertake additional support themselves. Where children meet vulnerable or key worker criteria they will be offered a place within school criteria

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

- Parents' evenings within school
- Planning meetings about your child's needs including PEP meeting for Looked After Children and EHCP Review meetings for those in receipt of an EHCP plan.
- Discussions with external agencies both in and out of school
- Termly SEND Review meetings to explore if your child's needs are being met
- Feedback from staff on an informal basis, face to face, by text, telephone or letter.
- Additional meetings where required.

During school closure and COVID times, all meetings with parents are being undertaken by phone call in the first instance. Some meetings held with external agencies may use TEAMS.

How will my child be involved in planning for their education?

- Depending on the age and understanding of your child they will be involved by:
 - Talking to their Teacher or another member of staff that they know well about what they find easy and difficult
 - Know what they need to do next to achieve their targets
 - Tell a member of staff if they are having difficulties
 - Have a go at tasks set
 - Complete, with help the "My Views" form with a member of staff before their Annual Review (children with Statements or EHC plans)
 - Opportunities for pupils to have greater involvement in their education are always looked

What training and expertise do staff have?

- In house and specialist training is provided to all staff
- Skills audits are completed by staff and training planned for in continuing professional development planning and review meetings
- Specific training on interventions and strategies for supporting pupils such as Precision teaching and Social, Emotional Needs.
- Support for Teaching Assistants are relevant areas using the skills audit outcomes;
- SENCO attends termly SEND updates held by Staffordshire local authority
- SENCO liaises with external school and agencies to provide relevant and up to date training, inform provision and help support the improvement of practice.
- The Community Academy Trust shares its expertise across it's schools.

During school closure and COVID times, staff have undergone virtual training for a range of mental health and well-being issues along with updating their knowledge and understanding of safeguarding practices and medical needs.

How will the school support my child's overall well-being?

- Providing opportunities to place worries in the school “Worry Boxes”
- Talking with your child on a regular basis
- Discussion with parents about any concerns about a child’s well being
- Personal social health education sessions which cover friendship, bullying, self esteem
- Record children’s emotional needs over time to identify patterns or sensitivities
- Support parents with referrals to external support agencies, when the need arises.
- Follow Staffordshire Guidelines for children with medical needs including those with care plans and/or specific medical requirements.

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

During school closure and COVID times, children in school are encouraged to talk about their worries and concerns with staff and school lesson continues to provide opportunities to share experiences and emotions. Children undertaking remote learning are asked to engage with staff daily via TEAMS to ensure that well-being and safeguarding can be determined visually. Parents are signposted to NHS resources and other support groups /resources regarding wellbeing and mental health via the school’s website.

How will school know that the SEN provision is effective?

- Your child is happy in school and showing expected progress
- School will gather information about the progress of your child and this will indicate whether they are making expected progress – this will be shared with you
- We follow a graduated response, where we Assess, Plan, Do, Review. The review will tell us if an intervention has been successful and what we need to try next
- Outside Agency reports will show progress against standardised test outcomes
- The SENCO will oversee the reviews of PFS and help adapt practice where required
- The Acting Head teacher, Senior Leaders, SENCO and Middle Leaders all hold responsibility to ensure the needs of all learners are met and monitor practice regularly.
- CAT peer reviews occur annually
- OFSTED/HMI reports will determine the success of how effective school is.

During school closure and COVID times, vulnerable and key worker children’s support will continue to be put in place within school. All children will be assessed on their return to school to ensure support can be put in place should it be required.

How will you include my child in activities outside the classroom?

- Your child is invited to access extra activities at lunchtimes and after school
- We will inform you by letter about activities running in school
 - Completing relevant risk assessments for out of school activities
 - Planning for and making reasonable adjustments to make sure that all pupils can take part in extra activities and school trips
 - All children are included in the whole curriculum;

- Pupils are actively encouraged to share their views with staff about their own learning.

During school closure and COVID times, school is unable to offer extra-curricular activities. Where possible virtual events are held ie Malachi Support workshops, virtual art gallery tours etc and where possible children's musical instrumental lessons have been maintained.

How will you match the school curriculum to my child's needs?

- Differentiated planning (different activities to match the child's learning needs)
- Additional in class support from Teaching Assistants
- Intervention groups
- Targeted support for individual pupils
- Use of Plans for Support for children with SEND
- Following outside agency recommendations in validated / recognised professional reports.
- Specialist equipment and resources for pupils where required
- Access Arrangements for SATs

During school closure and COVID times, the school's remote learning is accessible through the school's website – this mirrors learning in school. In addition, remote learners also have access to staff through TEAMS daily meetings, live lessons, a mixture of recorded lessons and lessons through the Government recommended Whiterose / Oak Academy endorsed learning platforms. Lesson remain differentiated and appropriate to learner's needs. Statutory testing has been suspended for most year groups currently however external support can still be accessed albeit in a reduced form.

How does school allocate resources /make reasonable adjustment for children with SEND?

- 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.
- In class support is accessible from Teaching Assistants working with identified pupils.
- Small group support is led by teachers, HLTA and teaching assistants.
- A range of resources and equipment, such as table prompts for literacy and maths, physical support like pencil grips, writing slopes, emotional resources such as social stories
- Provision of identified individual support where required including specialised Pastoral care programmes, Social/Emotional Support programmes, Lunchtime support and Physical support.
- Where children have a higher level of need, school may, in conjunction with parents and the Educational Psychology Service apply for an Education, Health and Care plan, guided by county criteria. Where a plan is in place, school will allocate resources to meet the objectives of the plan and enable pupil progress as a priority.

During school closure and COVID times, individual plans are made for children and undertaken in agreement with parents.

How is SEND funded and resources secured to support children?

- All pupils receive Universal Provision for all pupils in school
- Schools also receive a Notational SEN budget and specific resources for children with Education Health Care Plan (EHCP).
- School can also apply for additional funding to support the provision of children receiving greater than 10 hours of support but who have not yet obtained an EHCP.
- Chadsmead Primary Academy provision maps the needs of children with SEN alongside those of others with identified short term needs.
- Interventions are put into place to address these needs identified: All interventions are needs led.
- Intervention are reviewed on a 6 weekly basis and provision maps / Intervention timetables are reviewed.

During school closure and COVID times, no changes have been made with regard to this.

What outside agencies does school work with to support children?

School engages with a wide variety of agencies when needed such as:

- Special Educational Needs Support Service – Crystal 4SEN / ENTRUST
- Local Authority Educational Psychology Service
- Local Authority Autism Outreach Team
- Local Authority Hearing Impaired Service
- Local Authority Visually Impaired Service
- Medical Services
 - School Nurse / Well-Being 0 to 19 programme
 - CAMHS
 - Speech and Language Service
 - Community Paediatrician
 - Occupational Therapy
 - Physiotherapy Service
- Family Support Service – Tier 2 support
- Children in Action / Malachi Support Service – Tier 2 support
- Local Support Team – Tier 3 support
- Social Services – Tier 4 support

These services are accessed through a range of school referral processes or via medical access directly through your GP or via the School Nurse.

During school closure and COVID times, no changes have been made with regard to this however due to current circumstances waiting times may be longer.

How will you support my child in starting school and moving on?

Early Year to Reception transition

- SEND information requested from nurseries, parents and Early Years District SENCOS
- Visits by Teachers, Teaching Assistants and SENCO to nursery settings

- Parents' open evening
- Transition sessions for children and parents
- Between classes
- Child's SEND file will be discussed with new teacher
- SENCO input for staff regarding new children
- Move up days
- Photo packs and transition workbooks where required

Year 6 to 7

- Information hand over with receiving school
- Advice and support about transition for parents of children with SEND,
- Meeting between class 5/6 teacher and the SENCO from the high school
- Sessions for children at receiving high school
- Open evenings for parents at the high schools
- Additional visits with Teaching Assistant if required

During school closure and COVID times, parents' evenings and open days may be suspended and held by other means. Visits to feeder school are not taking place and information will be transferred via email and or TEAMS between schools. Transition between classes currently does not take place however where possible alternative arrangements are made within the risk assessment for school opening guidelines.

How does school ensure equal opportunities for pupils with SEND?

- All pupils with SEND are fully encouraged to be involved in all aspects of school life;
- All pupils with SEND are fully encouraged to be involved in school trips and residential visits. Where this is not possible a full risk assessment of the reasons as to why a pupil cannot attend a school trip or residential will be undertaken in conjunction with parents / carers.
- All pupils with SEND are welcomed to Chadsmead Primary Academy in line with the school's range of SEND based policies.
- Advice from outside agency recommendations support school to ensure pupils with SEND access the same curriculum and extended activities as other children; access where possible the same environment as other children; access the same information as other children.
- Where children have parents with SEND, the school's aim to provide equal opportunities to them also extends.

During school closure and COVID times, school continues to ensure equal opportunities for all are maintained

How will you make decide how much support my child will receive?

- Tracking all pupil's progress every half term including those children with SEND
- For pupils with SEND but without an Education Health and Care Plan (EHC plan), the decision regarding support required will be taken by the SENCO in consultation with the head teacher, the Senior Leadership Team (SLT), staff and parents/carers

- Change in a pupil's circumstances which has an effect on their well-being may lead to certain interventions in school and/or referrals for additional external support to being arranged
- For pupils with an EHC plan, the decision will be reached when a plan is being produced and the needs have been identified
- Recommendations resulting from assessments by professional outside agencies
- Day to day allocation of priority of need is decided by individual teachers within Quality First Teaching.

During school closure and COVID times, no changes to this area have occurred.

What do I do if I have a complaint regarding SEND support?

- 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. Iona Chisholm or the designated SEN Governor Mrs Snashall through the school office.
- For further information please look at our website under "Parents/Policies/Complaints" https://www.chadsmeadacademy.co.uk/web/policies_/328151

During school closure and COVID times, no changes to this area have occurred.

Where can I find more information?

- Chadsmead Primary Academy: 01543 241850 <http://www.chadsmeadacademy.co.uk/>
- Staffordshire Marketplace (Staffordshire Local Authority's Local Offer) <https://www.staffordshireconnects.info>
- Staffordshire Cares Website <http://helpyourself.staffordshirecares.info/localoffer>
- Staffordshire Local Offer: <https://www.staffordshireconnects.info>
- SEND Family Partnership: 01785 356921 <https://www.staffs-iass.org/home.aspx>
- Code of Practice for SEND 2014: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- British Dyslexia Association: <http://www.bdadyslexia.org.uk/>
- Equality Act 2010 guidance: <https://www.gov.uk/guidance/equality-act-2010-guidance>

During school closure and COVID times, no changes to this area have occurred.

Support Services Contact Details:

- Staffordshire County Council Single Point of Access: 0300 111 8007
- SEND Assessment and Planning: 0300 111 8007

- **GP: Contact your registered GP**
- **Family Support Service (Tier 2 support): 07741 655709 – Jenny Roper**
- **Local Support Team (Tier 3 support): 01543 510196**
- **Community Paediatrician (East): 01283 505160**
- **Autism Outreach Team via the Single Point of Access.**
- **ENTRUST: <http://entrust.education/Contacts>**

During school closure and COVID times, no changes to this area have occurred.

**To be reviewed bi –annually.
To be next reviewed: Autumn Term 2021 or before if necessary.**