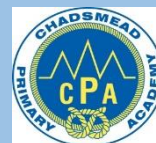


Chadsmead Primary Academy

SEND Information Report

September 2018



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

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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
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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: <http://www.chadsmeadacademy.co.uk/policies/>
- 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.

How accessible is the school environment?

- Our school has an accessibility plan linked to the equality policy which is reviewed regularly.
- We have Care plans that are put in place to support those pupils who need them e.g. for a pupil with physical disabilities or medical 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 and the environment including school trips
- School has two toilets for children with disabilities, one in each key stage.
- School is accessible for majority of its site for those in wheelchairs or using other mobile aids. Advice from the school office is available as to where is currently more difficult to access.

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
- 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.

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.

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.

How do we approach the teaching of children with SEND?

The Graduated Response

Step 1:

- Formal assessments and/or teacher indicates that child not making sufficient progress, therefore reasonable adjustments, basic skills provision or physical adaptations to support needs through Wave 1 Quality First Teaching
- Class teacher will inform parents of the concern verbally.

Step 2:

- If concern continues over time, further support / adjustments will be made to support the child for minimum 6 weeks.
- Teacher monitors and reviews the outcome for the additional support / adjustments
- If further intervention may be required, class teachers will raise this at Pupil progress meetings and / or with the SENCO.

Step 3:

- 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.

- Teacher notes provision in place on provision map & the SENCO adds child to SEND Register, ensuring additional provision is put into place.
- IF the outcome of the meeting does not result in the meeting the criteria for the DO 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:

- A Plan for Support (PFS) is used for planning and preparation: It is a working document
- PFS is shared with other staff working with child and support put in place
- PFS is reviewed 3 times a year with child and parents: December, March and June
- Any pupil needs will be reviewed as and when the needs of the child change.

Step 5

- The SEND Review meeting can lead to:
 - Movement to the monitoring / vulnerable register
 - Continued support at SEND support with new targets written by teacher (with advice from the SENCO)
 - A referral to outside agency by SENCO
 - Application for an EHC plan (if there is sufficient evidence to meet Criteria)

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.

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

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;
- Contact from your child's class teacher via conversation/letter/email
- Parents' evenings
- Invitation to a meeting from a member of staff
- Letter/phone call/email from the SENCO
- Minutes of meetings if required

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

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.

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:
 - Talk 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.

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

- Talking with your child on a regular basis
- Discussion with parents about any concerns about a child’s well being
- Specially trained staff to work alongside your child if required
- Personal social health education sessions which cover friendship, bullying, self esteem
- Access to the nurture/ sensory area
- Record children’s emotional needs over time to identify patterns or sensitivities
- 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>

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.

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.

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

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.

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.

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
- Local Authority Educational Psychology Service
- Local Authority Autism Outreach
- Local Authority Hearing Impaired
- Local Authority Visually Impaired
- School Nurse / Well-Being 0 to 19 programme
- Speech and Language Service
- Occupational Therapy
- Physiotherapy Service
- Family Support Service – Tier 2 support
- Local Support Team – Tier 3 support
- Social Services – Tier 4 support
- Community Paediatrician
- CAMHS
- Midland Psychology
- Hospital Services

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

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

How does school ensure equal opportunities for pupils with SEND?

- All pupils with SEND are fully encouraged to be involved in all aspects 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.

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 a Statement of SEN or Education Health and Care Plan (EHC plan), the decision regarding support required will be taken by the SENCO in consultation with staff, the Senior Leadership Team (SLT) 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 a Statement of SEN or 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.

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" <http://www.chadsmeadacademy.co.uk/policies/>

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 sfps@staffordshire.gov.uk
<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/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>

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>
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To be reviewed bi –annually.
To be next reviewed: Spring Term 2019