



Chorleywood Primary School
SEND Information Report

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Chorleywood Primary School

SEND Information Report

The school has worked with parents and Governors to produce information relating to our provision for pupils who have special educational needs.

1. How will I know how my child is doing?

At Chorleywood Primary School we work with parents on both a formal and informal basis.

- We have parent teacher consultation evenings in the Autumn and Spring term and an end of year school report goes out in the summer term.
- We have 'meet the teacher' evenings at the start of the academic year.
- Parents are able to speak to the teachers at pick up and drop off.
- Appointments can be made to speak to the class teacher or the INCo about their child's progress at any point in the year.
- We have an email system to update parents about information regarding their child and their class.
- Your child will have target meetings with their class teacher so they know what their targets are.
- If your child is identified as having SEND (Special Educational Need or Disability) or you suspect that your child might have one, then there will be an opportunity to meet the INCo on a termly basis. This will be a review of progress meeting.

2. What support will there be for my child's overall well-being?

At Chorleywood primary school we understand that children can go through challenging times in their life. In order for children to be able to learn they must feel safe and happy. We believe in promoting a positive pastoral environment to help your child learn at school. We work to ensure the removal of any or all barriers to learning.

- At break times there are play leaders to encourage children to play a variety of games and make new friendships.
- The class teachers conduct weekly PSHE lessons to help address any issues affecting the class.
- All school staff are highly skilled in supporting individual pupil needs.
- Whether these needs are social, academic, or behavioral, the school works closely together with parents, external agencies and children to ensure strategies are consistent with those at home.
- There are a range of clubs on offer to children to extend their skills outside of lesson time.
- Each classroom is equipped with a 'Calm Corner' and 'Worry Monster'.
- Each class is exposed to mindfulness sessions
- A play therapist is employed by the school to provide support for children's social, emotional and mental health needs.
- The school adheres to the statutory guidance 'Supporting pupils at school with medical conditions' and all medication is kept in a secure place and is only administered by designated people.
- Individual Health Care Plans are created for children with medical conditions and shared with all staff that work with the child, including lunch time staff.
- We are able to, in some instances, refer a child to access a specialist provision through external agencies.

3. *How does the school know if children or young people need extra help and what should I do if I think my child may have special educational needs?*

- The attainment and progress of all pupils is monitored rigorously. Children falling behind age appropriate expectations will be identified through daily on going assessment, team meetings and pupil progress meetings during the year.
- Once identified, all adults working with the child will ensure appropriate support is put in place.
- High quality teaching and targeted differentiation will be put in place and the child's progress monitored regularly.
- Parents will be informed.

- If there is evidence of a range of learning difficulties then the child will be recorded as having special educational needs (SEN). Parents will be involved throughout this process in the development of Individualised Provision Plans (IPP) and Pupil Passports. These are reviewed on a termly basis.
- Parents who are concerned that their child may have SEN issues should raise any concerns with their child's class teacher.

4. *How will school staff support my child? What training have the staff had who are supporting children with SEND?*

- All staff have had safeguarding training, and a member with first aid training is always on site.
- All teachers are fully qualified and provide quality first teaching. The teachers have ongoing training and professional development to ensure the pupils receive the right amount of challenge. There is a high expectation for all children at Chorleywood Primary School. The teachers are trained to adapt and differentiate the curriculum according to pupils individual learning needs.
- There are a number of evidence based group interventions that can be put in place to provide additional support to children in a specific subject area. The teaching assistants who run these interventions have had training on the interventions.
- If your child has higher or complex needs then the INCo (Inclusion Co-ordinator) will become directly involved in managing and reviewing extra support for your child.
- The school will also help by providing specialist equipment to help your child access learning e.g. pencil grips, writing slopes, and assistive technology.

5. *How will the learning and development provision be matched to my child's needs?*

The school follows the graduated approach to identification of a child's needs. A child may move between levels dependent on their needs.



1. Quality First Teaching - the majority of pupils will have all their needs met at this stage. Pupils will have input from the class teacher and teaching assistant. Teaching and learning will be differentiated to suit the needs of individuals.

2. Additional needs- If a child's progress is less than expected, or the child is experiencing physical or emotional difficulties it may be necessary for the teacher to organise additional support or targeted intervention. This support could be extra group or individual support led by a trained adult. The support will be monitored and reviewed on a termly basis to ensure effectiveness.

3. Higher Needs- A few pupils will have needs which require SEND support in the form of specialised targets and highly differentiated work. The INCo and outside agencies will support the parents and teachers in finding and monitoring the best provision for the child, this provision will be closely monitored.

4. Complex needs- sometimes a child has a range of needs that requires a formal assessment of their needs, this called a statutory assessment. This will be managed by the INCo. Outside agencies will be drawn upon to provide advice and support to the staff working with the child.

6. *What specialist services and expertise are available to be accessed by the school?*

Chorleywood Primary School works with a number of outside agencies to provide support for pupils with higher or complex needs.

Agencies include:

- Speech and Language Therapy Service (SaLT)
- Educational Psychologist (EP)
- Play Therapist (PT)
- Autism Advisory Service
- Hearing Impairment Teacher
- Visual Impairment Teacher
- Laurence Haines Outreach (a school that provides support to children with Specific Learning Difficulties)
- Chessbrook Behaviour Support Service
- Family Support Worker
- Parent Partnership
- Child and Adolescent Mental Health Service (CAMHS)
- GP/ Paediatrician
- Families First

7. *How will you help me support my child's learning? How will I be involved in discussions about planning for my child's education?*

- Chorleywood Primary School puts on various parent workshops across the school year to ensure parents can support their child's learning.
- Class teachers are available to support the parents with ways help their child at home.
- The INCo can also suggest ways in which they can support their child at home.
- Outside agencies will give parents specific advice on supporting their child with a SEND.
- The school newsletters and website help keep everyone informed of what is going on.
- Curriculum newsletters are sent home at the beginning of each half-term to inform and advise parents what their child will be learning about.
- IPPs and the annual school report includes targets so parents know the next steps their child needs to take.

- Parent-teacher consultation evenings are available in both the Autumn and Spring term. The parents and teachers will discuss pupil progress and targets.
- For pupils with additional and higher needs there is a termly review day where parents, teachers, the INCo and pupils will meet to review progress and plan how to continue supporting pupils.

8. How are the schools resources allocated and matched to children with special educational needs? How is the decision made about how much support my child will receive?

- The head teacher allocates money from the school budget towards supporting pupils with SEND.
- The money is allocated on individual needs.
- Some of the money may be spent on additional staff or resources to help support pupils with SEND.
- Extra funding in the form of Exceptional Needs Funding may be able to be applied for if a child meets the criteria.
- The decision on funding will also be made through consultation with parents, teachers and the Head teacher and if applicable external agencies.
- The funding and support will be reviewed on a termly basis.

9. How accessible is the school environment?

Our school is compliant with the Equality Act 2010. The school has disabled changing toilet facilities. All classrooms are fitted with a sound system for auditory requirements. For more information please follow this link to the schools Accessibility Plan:

http://www.chorleywood.herts.sch.uk/our_school/policies.html

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

- Safety is paramount to Chorleywood Primary School.
- For every trip a Risk Assessment is completed by the teacher. This is where individual children's needs are considered and assessed.
- All school trips have allocated trained first aiders who can provide medical support where necessary.

- All residential trips involve a parent meeting prior to the trip so that parents are informed and can ask more about the trip.
 - Appropriate provision and reasonable adjustments will be made where necessary; for example, occasionally a parent may be asked to come along on a trip to help support their child.
11. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education?

For pupils coming from another school:

- The INCo will co-ordinate through telephone conversation with the previous school.
- All files and information will be passed on to the INCo and relevant information will be shared with school staff.
- Children can have a show around and taster session in his or her new class prior to starting. For pupils with more complex needs, adjustments will be made for a more personalised transition.
- Parents will be given feedback on how their child has settled to their new class.

For pupils moving to a new school:

- The INCo will co-ordinate through telephone conversation with the new school.
- All files and information will be given to the new INCo and class teacher.

Class to class transitions e.g. Year 1 to Year 2

- All teachers have a 'hand over' meeting to share academic and social information and successful strategies for every pupil.
- Pupils with higher needs will have a pupil passport for a new teacher and may have a specialised transition plan involving early visits to the room.
- All pupils meet their new teacher in the form of a moving up morning before they start their new class.

Year 6

- As above for pupils moving to a new school.
- In line with other transition procedures the year 6 class teachers have a handover meeting with staff at the new school.
- If needed children who are assessed as having additional needs can partake in a transition group run or organised by the INCo.
- Extra visits to the secondary school can also be arranged.
- Some children may have a specialised plan as mentioned in the class to class transition section. Where necessary the school will create a pupil passport for individual pupils. The pupil passport is a document made with the pupil which outlines the pupil's strengths and needs. This passport is then shared with the new school.

12. How can I find information about the local authorities' local offer of services and provision for children and young people with SEND?

- For more information, please follow the link:
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

13. Who can I contact for further information?

Headteacher - Mrs Roberts
Inclusion Co-ordinator Mr Dwyer
SEN Governor- Mrs Archer

All enquiries can be sent by email to:
admin@chorleywood.herts.sch.uk

or by ringing 01923 282095.