

## **Special Educational Needs Information Report**

### **1. Aims of our provision in regards to pupils with special educational needs and/or disability**

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To make reasonable adjustments for those with a disability by taking action to enable access to the curriculum, the environment and to information for all.
- To ensure that children and young people with SEND engage in the activities of the school.
- To reduce barriers to progress by setting suitable learning challenges and responding to pupils' learning needs.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum.
- To request, monitor and respond to parent/carers and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through continuing professional development.
- To support pupils with medical conditions to achieve inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **2. What are special educational needs (SEN) or a disability?**

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2015). This makes the following definitions:

#### **• Special Educational Needs:**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- **A learning difficulty** or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- **Special educational provision** means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as diabetes, epilepsy and cancer.

### **3. What are the kinds of special educational needs (SEN) for which provision is made at Chuckery Primary School?**

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:
  - it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
  - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs could be better met in specialist provision.

### **4. How does Chuckery School know if children need extra help?**

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress and/or access to provision.
- Assessments, including those completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.

- Observation of the pupil indicates that they have additional needs.

**5. What should a parent of a child at Chuckery School do if they think their child may have special educational needs?**

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these views with your child's teacher who will then consult with the school SENCo: Angela McMorrow who can be contacted on 01922 449104.
- All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision that is provided by the school.

**6. How will Chuckery School support a child with SEND?**

- Early identification and intervention in response to identified needs is regarded as a priority. Our school follows a graduated response to identification and support for SEND in line with the SEND Code of Practice (2014).
- All pupils will be provided with high quality teaching that is adapted to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
  - i) Classroom observation by the senior leadership team and the SENCo.
  - ii) Ongoing assessment of progress made by pupils with SEND.
  - iii) Work sampling and scrutiny of planning to ensure effective matching of work to pupil needs.
  - iv) Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND
  - v) Pupil and parent feedback on the impact of support provided
  - vi) Attendance and behaviour records.
  - vii) Inclusion meetings
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. They may also receive an additional curriculum focussing on life skills such as mobility and learning Braille.
- All SEND pupils have individual targets set in line with their primary area of need. These are outlined on learning plans (Assess, Plan, Do, Review). These targets are reviewed regularly and progress against them is discussed with parents at regular points throughout the year.
- Children with social, emotional or mental health will have targets set which meet their individual needs.
- Action relating to SEND support will follow an assess, plan, do, review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher and SENCo in order to make an accurate assessment of the pupil's needs.
2. **Plan:** Following this, if 'additional to and different from' support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate support identified. This will include involvement of the Inclusion Team and any other agencies as appropriate.
3. **Do:** SEND support will be recorded on a one page profile which will identify a clear set of expected targets, which will include relevant academic and developmental targets that take into account parents' aspirations for their child.
4. **Review:** Progress towards these targets will be tracked and reviewed termly which will involve:
  - SENCo with class teacher
  - pupil with teacher
  - parent with either teacher and/or SENCo.

If targets are not met or additional needs have been identified advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- a. Local Authority Support Services: specialist teachers from the Hearing Impaired team, the Visually Impaired team and Early Years SEN team.
- b. Professionals in other schools, eg teaching schools, specialist schools.
- c. Health partners such as School Nurse , Education Mental Health Practitioners, Occupational therapist and Speech and Language.
- d. Independent support services such as play therapy.
- e. Cadmus Inclusive

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

## **7. How will the curriculum at Chuckery School be matched to each child's needs?**

- Teachers plan using pupils' assessment data, adapting tasks to ensure progress for every pupil in the classroom.

- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access and progress against the curriculum.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- Pupils will be provided with specialised equipment or resources such as ICT as appropriate.

#### **8. How will parents know how their child is progressing?**

- Attainment towards the identified targets will be shared with parents termly with the teacher or SENCO through either SEN support reviews or parents' evenings.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo or Inclusion Manager at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange an appointment for you. The contact number is 01922 449104.

#### **9. How will parents be helped to support their child's learning?**

- The class teacher or SENCo may suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support their child's learning.
- The Inclusion Team are available to speak to parents if they require further support or information.

#### **10. What support will there be for children's overall well-being?**

The school offers a variety of support for pupils. This includes:

- An Education Mental Health Practitioner in school once a week
- Play therapist in school once a week
- Staff trained in trauma informed practice and Adverse Childhood Experiences.
- A Relationships Education curriculum
- Drawing and talking programme.
- Emotion coaching.
- Learning mentors
- ELSA ( Emotional Literacy Support Assistant )
- One HLTA to support children with SEMH needs.

### **11. What specialist services are available at Chuckery Primary School?**

The Visual Impairment team work closely with school. Specialist equipment is available for children who have an EHCP for VI needs.

CADMUS Inclusive provides specialist assessment and advice.

EMHP (Education Mental Health Practitioner) supports children in school.

### **12. What training and advice is provided to staff supporting children and young people with SEND?**

- The school has regular visits from the Visual Impairment team who provide advice to staff supporting the success and progress of individual pupils.
- The NHS Speech and Language Therapist visits termly to assess and advise on support for targeted pupils.
- Cadmus Speech Therapist visits twice a term.
- Cadmus Speech Therapist assistant visits once a week.
- The SENCo attends SENCo updates. The SENCo, and Inclusion Manager, Angela McMorrow, has achieved the national SENCo accreditation award.
- In the last four years staff have received training in:
  - Quality First Teaching for pupils with SEND
  - colourful semantics
  - dyslexia friendly teaching
  - Adverse Childhood Experiences
  - Restorative Practice
  - Emotion coaching
  - Early Reading ( Phonics)
  - Supporting children with sensory needs
  - Growth Mind Set
- Teaching assistants have received training in:
  - Precision Teaching
  - Direct Phonics
  - academic resilience
  - Circle of friends
  - lego therapy
  - NELI
  - Early Talk Boost
  - Emotion Coaching
  - Drawing and Talking
  - supporting VI children
  - play based therapy approaches

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

Risk assessments are carried out and procedures are put in place to enable children with additional needs to participate.

### **14. How accessible is the school environment?**

The following adaptations have been made to the school environment:

- Two disabled parking spots marked and located next to the school reception.
- A ramp to access the dining hall.
- Two toilets have been adapted to ensure accessibility for those with a disability.
- A door entry system which is accessible for wheelchair users.
- Our Accessibility Plan describes actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website.

### **15. How will the school prepare my child for transitions?**

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

#### **On entry to our school in nursery/reception:**

- Home visits are made to parents/carers of children starting in nursery or reception.
- SENCO visits to previous settings
- SENCo meetings with LA Early Year's SEND Team

#### **On entry to our school from another setting:**

- The Family support worker meets with parents/carers at the school to discuss their child including additional SEND needs their child may have. They are provided with a range of information to support them in enabling their child to settle into the school routine. The Inclusion team are informed before a child with SEND arrives into school.
- Contact is made with previous school to provide SEND information.

#### **Transition to another school:**

- The school will transfer learning plans and other relevant information. The SENCo will contact the receiving school.

#### **Transition to secondary school:**

- The annual review in Year 5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choice.

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is provided is comprehensive but accessible.
- For pupils transferring to local secondary schools, the SENCo will liaise with the school to discuss the needs of pupils with SEND in order to ensure a smooth transition where necessary.
- EMHP and School Nurse team deliver transition sessions to Year 6 children.

The school will follow all GDPR policies and procedures when transferring information.

#### **16. How are the school's resources allocated and matched to children's special educational needs?**

- Additional adults undertake small group or one to one support as appropriate to meet the needs of pupils with special educational needs or disabilities.
- One HLTA is employed to support children with SEMH needs in class and provide targeted intervention in a dedicated SEMH room.
- One HLTA is employed to support children and advise teachers for children who are diagnosed with ASC.
- Provision of specialist resources or equipment.
- Access to health professional support.
- Implementation of strategies from support agencies eg speech therapist, education mental health practitioner, visual impairment and hearing impairment team.

#### **17. How is the decision made about how much additional support each child with SEN will receive?**

The LA banding document, 'Getting it Right for Children with SEND' informs the level of support for each child with SEND for each area of need. This includes the additional support for children with an EHCP. For pupils with SEND the decision regarding the support provided will be taken at joint meetings with the Inclusion Team and class teacher.

#### **How will parents be involved in discussions about and planning for their child's education?**

This will be through:

- discussions with the class teacher, SENCo or Inclusion Manager,
- during parents' evenings,
- meetings with support and external agencies.



### **18. Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs please contact the following:

- your child's class teacher,
- the Inclusion Manager, Angela McMorrow
- the Family Welfare and Safeguarding Support Worker, Angela Jones
- members of the Senior Leadership Team are available every morning to hear any concerns.

For complaints, please contact the school governor with responsibility for SEND in writing:  
Chuckery School, Lincoln Road, Walsall, WS1 4DZ.

### **19. What support services are available for parents of pupils with SEND?**

- IPSEA Independent Parent Support and Advice 01799 582030  
<https://www.ipsea.org.uk/Pages/Category/get-support>
- Walsall SENDIASS providing information and advice for parents <https://www.family-action.org.uk/what-we-do/children-families/walsall-sendiass/>
- Autism West Midlands <https://autismwestmidlands.org.uk/>
- Walsall School Nursing Team <https://www.walsallhealthcare.nhs.uk/our-services/school-nursing/>
- Our SENCo and Family Welfare and Safeguarding Support Worker can put parents in touch with support groups appropriate to the specific needs of your child.

### **20. Information on where the Local Authority's Local Offer can be found:**

Further information about Walsall's local offer can be found at <http://www.mywalsall.org/>

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