



Policy:	Special Educational Needs and Disability (SEND) Information Report
Policy Date:	Autumn 2019
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Chawton C.E. Primary School is a mainstream primary school. All our pupils are valued equally and are offered full access to a broad, balanced and relevant education whatever their needs and abilities. The school is fully committed to the inclusion of all children. Inclusion gives the opportunity for all pupils to achieve challenging academic standards and personal, emotional and social development.

In drawing together this document we have aimed to respond to a series of questions generated by parents of children with Special Educational Needs<sup>1</sup>.

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

The school is proactive in identifying children who have a special educational need as early as possible through the professional knowledge of experienced school staff. Information to support identification is collected in the following ways:

Through the assessment and monitoring arrangements that the school has in place for all children.

As a result of observations and discussions between staff and the Special Educational Needs Coordinator (SENCo).

Through concerns raised by parents with staff/ carers via discussion.

Liaison with the child's pre-school or school from which the child has transferred.

The Teacher Advisory Service.

Primary Behaviour Support.

Through assessment or advice given by external agencies e.g. Speech and Language Therapy, Occupational Therapy, Educational Psychology.

A medical diagnosis by a paediatrician.

From an existing Education, Health and Care Plan (EHCP).

Parents are encouraged to speak to their child's class teacher, if they are concerned that their child may have a special educational need.

### **How will I raise concerns if I need to?**

Your first point of contact should be your child's class teacher. They are available at the end of the day to discuss any concerns that you may have. Any concerns will be discussed with the school SENCo, Mrs Kemp. Parents are also welcome to contact Mrs Kemp via the school office to discuss ongoing concerns. The Headteacher, Mrs Sarah Goldsworthy, is also available. We endeavour to help all parents and all children and to engage in regular dialogue so that the school and family work effectively together to the benefit of the child.

Should anyone feel that a concern has not been satisfactorily resolved, the school's complaint procedure can be accessed here: [www.chawton.hants.sch.uk](http://www.chawton.hants.sch.uk)

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

We ensure that the needs of all children with Special Educational Needs and Disabilities (SEND) are met to the best of the school's ability with the funds and resources available. Our team of Learning Support Assistants (LSAs) support children both in class and with specific programmes alongside the class teacher. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. Children with an EHC Plan have supported hours that are identified within their EHCP.

### **How do we know if it has had an impact?**

Progress and achievement is monitored through a range of formal and informal assessments. Reviews and assessments which are carried out by external agencies, such as speech therapists, also measure impact. Personalised Learning Plans form part of the assessment process.

For our children with EHCPs, objectives are agreed during the annual review process. These then form the basis of provision which is shared with the family.

Children's views about their learning is sought and recorded.

### **How will the school support my child?**

Every teacher has responsibilities under the SEND Code of Practice and will strive to make reasonable adjustments to meet individuals' needs through Quality First Teaching.

Children who need provision that is different from or additional to class provision will have their support outlined in a Personalised Learning Plan. The appropriate provision and desired outcomes will be identified, monitored and reviewed on a class provision map. The provision will be shared with parents and the child.

Learning Support Assistants work in partnership with the class teacher and SENCo to enable pupils to achieve the desired outcomes.

### **How is the decision made about the type and how much support my child will receive?**

All our teachers are involved in identifying, assessing and making provision for children with SEND. The majority of children will have their needs met through normal classroom arrangements and Quality First Teaching.

The class teacher will consult with the SENCo to identify the area and level of need and to establish whether additional support is necessary. A range of assessments and Hampshire Advisory Criteria for SEND are used to support decisions. Pupils identified will be recorded on the SEN register. This will be updated regularly.

### **Who will oversee, plan, work with my child and how often?**

The SENCo will oversee the agreed support and progress of children who are having any provision that is different from or additional to mainstream provision. Class Teachers will monitor the effectiveness of support and plan adjustments where appropriate.

Provision may involve adjustments made to the environment, teaching style, resources and curriculum or may be in the form of structured programmes (interventions) which pupils follow, either in a small group or on a 1:1 basis. Support and planned interventions are delivered by LSAs and teachers. The frequency of interventions will vary depending on the programme being followed and the nature of the need.

### **Who will explain this to me?**

The Class Teacher will communicate with parents either through a parent consultation or written report to discuss a child's needs, support available for them in class and the progress they have made. Provision will be shared with parents and carers and their views will be taken into account in planning and delivering additional support.

The SENCo, Mrs Kemp, oversees any additional provision and is available to discuss the additional support and progress with parents and carers.

### **How are the governors involved and what are their responsibilities?**

The Governor responsible for SEND will meet regularly with the SENCo in order to discuss SEND outcomes and is involved in planning and development. Individual children are not discussed and confidentiality is maintained at all times.

The school governors will ensure that:

- They are familiar with and review the SEND Information Report and SEND policy.
- They hold the school to account and monitor the necessary provision is available for any pupil who has Special Educational Needs
- They report to parents on the implementation of the school's policy for inclusion and Special Educational Needs and Disability
- All Governors will have regard for the SEND Code of Practice (2015), the Disability Rights Code of Practice for Schools.

### **How will the curriculum be matched to my child's needs?**

Class teachers use formal and informal assessment to plan the curriculum according to the requirements of the National Curriculum. The learning within each class is planned to support and challenge, so that children are able to access learning according to their specific needs and abilities. In some cases learning is further personalised to meet highly specific needs.

### **How does the school know how well my child is doing?**

Class Teachers continually assess each child, identifying learning strengths and areas for development and plan further support. The school measures children's progress in learning against Age Related Expectations. This information is updated termly and forms the basis for pupil progress meetings with the Headteacher, Assistant Headteacher and SENCo. Children identified as not making expected progress are discussed with a view to finding out why difficulties are being experienced and identifying means to re-track their progression.

### **How will I know how my child is doing and how the school will help me to support my child's learning?**

We believe that a child's education should be a partnership between home and school and aim to ensure that there is good communication between the two. We hold parent consultation meetings for parents of all children with an annual report which is sent home in the Spring Term. We also have an open door policy and parents are welcome to make an appointment to meet with the class teacher or SENCo to discuss progress and any concerns. Advice and practical ways in which a child can be supported at home are shared with parents and carers.

If a child has a complex SEND they may have an Educational, Health and Care Plan (EHCP). A formal meeting will take place annually to discuss a child's progress and identify further desired outcomes. A review report will be provided for parents, agencies involved and the Local Education Authority.

For some children it can be helpful to have an additional home / school communication book which travels between home and school each day. Comments from parents and teachers can be shared and responded to when needed.

### **What support will there be for my child's overall wellbeing?**

We welcome and celebrate diversity. All members of staff believe self-esteem and resilience is crucial to every child's well-being. The Class Teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required the Class Teacher liaises with the SENCo for further advice and support. This may involve working alongside outside agencies such as Health Services, Primary Behaviour Support, Children's Services and Educational Psychology services.

Personal achievement both in school and at home is valued and celebrated through an extensive programme involving individual as well as group recognition.

The school has access to two trained Emotional Literacy Support Assistants (ELSAs); programmes are designed to support the emotional wellbeing and resilience of vulnerable children under the direction of the SENCo and through liaison with the Headteacher and class teacher.

All Staff are made aware of particular children who may need additional support for a period of time so that a consistent and understanding approach is maintained across the school.

Children with severe allergies or medical conditions have care plans and their photos and medical information is distributed in appropriate areas around the school to ensure all staff are aware of their needs.

### **How does the school manage the administration of medicines?**

There is a policy regarding the management and administration of medicines. Parents are required to complete a medical consent form and care plans are completed for those children who have complex needs. Our support staff is First Aid trained and we have staff trained in Paediatric First Aid.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

We have a positive approach to behaviour management with a structured reward and sanction system that is made clear to all children. For those children who need more support we seek advice from the Primary Behaviour Support Service.

Attendance and punctuality of all children is monitored. Good attendance is actively encouraged throughout the school. The school works closely with parents and children who are identified as needing to improve their attendance or punctuality to further support them at an individual level.

### **How will my child be able to contribute their views?**

We offer a supportive environment where every child is encouraged to express their own views; value the opinion of others and develop a greater understanding and awareness of the difficulties faced by others. Our school ethos is based on our core values of: Love, courage and fellowship which permeate all aspects of school life.

Opportunities to do this are also provided at a formal level through the School Councillors; children in every year group who are voted for by their class peers to represent their views.

Children are also encouraged and supported to contribute their views about their learning and school life.

### **What specialist services and expertise are available at or accessed by the school?**

The SENCo is a qualified teacher with experience in a range of settings and engages in continual professional development.

As a school we have positive working relationships with outside agencies. Advice and support from outside agencies for individual children will be obtained when there is agreement that there is a need. These may include the Educational Psychologist, Primary Behaviour Support Team, Occupational Therapist, Speech and Language Therapist, Specialist Teacher Advisors, local Outreach and EMTAS for children with English as an additional language. There is also close liaison with and involvement from health and social care agencies when necessary. Parents are always consulted and encouraged to be involved in any school consultations with outside agencies.

### **What training have the staff supporting SEND had or what training are they having?**

The SENCo has qualified teacher status and attends regular training sessions relating to SEND.

All the staff at Chawton engage in a range of training opportunities through INSET to support the needs of the children. Training in dyslexia, speech and language, ASD, literacy and numeracy support has been undertaken. The school has two ELSAs.

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

We endeavour to include our children in all aspects of the school curriculum and our aim is that all children participate in both day and residential trips and sporting activities. As far as we are reasonably able we will provide support to ensure that this is both possible and successful.

A risk assessment is carried out prior to any off site activity to ensure the health and safety of everyone. Whilst every attempt is made to include all children, if it is unsafe or inappropriate for a child to take part in an activity, alternative activities which will cover the same curriculum areas will be provided in school. As a general rule we will endeavour not to book activities which cannot be fully inclusive.

It is our aim that outside activities, PE lessons and sports days can be accessed by everyone and children are able to take part in activities that are suitable for them.

### **How accessible is the school both indoors and outdoors?**

The school is on two levels set in an elevated position above the road. The front entrance, office and school hall is accessible by wheelchair users via a ramp. Parking is on a residential road. There is a disabled toilet facility in the main hall. The small front playground is accessible to wheel chair users.

### **How will the school prepare and support my child when joining the school and when transferring to a new school?**

All pre-school children and their parents / carers will be involved in the pre-school induction that takes place in the Summer Term before they start school. This involves visits to the school and the Reception Class. In addition, children will be visited at their pre-school setting and in their own home by the Reception Teachers and sometimes another member of staff.

In all cases for children transferring from pre-school, to another school or transferring to secondary school we will endeavour to ensure that all relevant paperwork is passed on and all needs are discussed. This process involves meetings that parents, staff from both schools and any relevant outside agencies are invited to attend. Children may need extra visits in the run up to transfer or the use of transition booklets or social stories which can be arranged as needed.

### **How are parents involved in the school and how can I become involved?**

Parents of all children are actively involved in their education. We encourage parents to join the Chawton School Support Group, volunteer in school or become a Governor. We encourage parents to attend meetings and to meet with staff if any concerns arise. We actively encourage parents to support their children's learning through daily reading and regular spelling, number bond and tables practice. Further advice on best strategies to support at home can be obtained through the class teacher or SENCo.

### **Where can I find information on Hampshire County Council's Local Offer?**

The Hampshire County Council's Local offer can be found at:

[www.hantslocaloffer.info](http://www.hantslocaloffer.info)

### **What is the name and contact details of the school Special Educational Needs Coordinator (SENCo) and the Head of Resourced Provision?**

The SENCo is Mrs N Kemp who can be contacted via the school office by telephone on 01420 544381 or by e-mail at [adminoffice@chawton.hants.sch.uk](mailto:adminoffice@chawton.hants.sch.uk)

### **Who can I contact for further information?**

The school office on 01420 544381 or by e-mail at [adminoffice@chawton.hants.sch.uk](mailto:adminoffice@chawton.hants.sch.uk) should be your first point of contact. Admin staff will then be able to arrange for you to speak to or meet with the Headteacher, Mrs Sarah Goldsworthy or the SENCo, Mrs N Kemp.

<sup>1</sup> Parents consulted by Hampshire Local Educational Authority SEN Service