



***Leran. Aspire, Achieve***

**At Churwell Primary School we want children, parents, and all staff and governors to feel welcome and part of our school family. Our vision is to prepare all children to meet challenges of life with confidence. We want to nurture children's academic achievement and talents as well as encourage individuality and responsibility. We also want our children to be successful and develop responsible and positive attitudes to learning. We support the principle that children have a right to be educated in their local school and we strive to adapt our provision, when appropriate, in order to make this possible.**

**What do I do if I think my child or young person may have special educational needs?**

The first person to speak to is your child's class teacher who will be able to talk to you about your child's attainment and progress within the class. If appropriate your concerns can then be discussed in greater detail with the Special Educational Needs Co-ordinator (SENCO).

If your child has not started school and you feel they may need additional support then please contact the SENCO through the school office on (0113 2527437) or by sending an e-mail to [office@churwellprimary.org.uk](mailto:office@churwellprimary.org.uk)

**How will school support my child or young person's learning?**

The SENCO works with the class teacher to develop an educational programme to meet your child's needs. Sometimes this will involve the support of other professionals from outside school. Usually this programme is delivered by a Teaching Assistant but carefully monitored by the Class Teacher. The Class Teacher and/ or Teaching Assistant will meet regularly with the SENCO to discuss the impact of the programme on the child's learning.

The Class Teacher will ensure that parents understand the programme that is in place and how they are able to support the objectives at home. This is done through meetings which are organised as appropriate to the child's needs.

A formal review (annual or termly) of a child's progress and needs may be appropriate for some children. This review is led by the SENCO.

Progress of all children is monitored by the Headteacher and specific interest is paid to identified groups in school. The Headteacher checks that children with SEN or disability are making good progress and that the support in place is appropriate.

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

We have an inclusive curriculum in place that promotes the progress of all children. Initially this is by adapting what we do in the classroom to meet a child's needs.

Groups, resources and activities in class are differentiated appropriately. In addition some children will access specific support programmes delivered to groups or individuals. We have Teaching Assistants, Learning Mentors, Nursery Nurses and Higher Level Teaching Assistants who are able to deliver these programmes.

### **How accessible is the school?**

Our main building is on two levels with a short flight of stairs and lift provision inside the building to enable access from one level to the other. Outside there are steps and a sloped pathway connecting the two play areas. We have an accessible toilet in the main building and simple changing facility and shower area in the Nursery. We also have some accessible parking provision on site.

In our Japa building, which is accessible through a pedestrian footpath, we also have an accessible toilet and a small changing area. The Japa playground is only fully accessible through the main gates to this play area. Our Japa building currently provides for our Before and After School Group, our Breakfast Club, Cookery area and additional learning areas.

Our school budget also supports the purchase of equipment and resources that we need to meet the needs of pupils with additional needs. We also use the local authority services for advice and support regarding access improvements..

### **How will I know how well my child or young person is doing and how will you help me support my child's learning?**

We hold two formal Parents Evenings each year and provide a written report for each child in the Summer Term. There is also an option to meet with the teacher to discuss the child's report. Class Teachers will also meet parents at any point during the school year to discuss their child's progress and needs. This may have to be by appointment.

In addition the class teacher will arrange to meet the parents of children with SEN or disability (SEND) to review their programme and plan new objectives. This meeting will sometimes include the SENCO.

The Headteacher provides the Governors with an annual report on pupil progress which includes children with SEN and/or disability. The Link Governor meets with SENCO regularly throughout the year to discuss pupil progress/ provision for SEN

pupils, and also conducts an annual survey with parents to highlight any areas of concern.

**What support will there be for my child or young person's overall well-being and social, emotional and behavioural development?**

We work closely with the Morley Cluster to provide support for children and families, including counselling, CAMHS and speech therapy support. We also have a link with a Children's Centre currently based at another local school.

We have two Learning Mentors (Mrs Hutchinson and Mrs Tindale) in school who work with children and families to provide emotional and pastoral support.

The following policies are in place and copies are available on the school website; SEN, Anti-Bullying, Behaviour and Discipline, Child Protection and Safeguarding.

**What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?**

The School Nursing Team are involved with all children in Reception and Year 6. We can also access their services for other children through a referral service. We have staff in school with training in areas relating to a range of SEN. This includes training in Speech and language development, Makaton and Autistic Spectrum Disorder.

We can access the support of other professionals such as the Speech and Language Therapy service (SALT), the Educational Psychologist, and Inclusion Support staff from the Local Authority. We also work with the STARS team (Specialist Teaching Autism Response Service) to support our children with autism.

**What training and development is done by staff supporting those with SEND?**

Our school has a strong commitment to staff development and training. We work within a partnership of schools (ASPIRE) and often organise shared training events. The SENCOs within the partnership meet to discuss issues and plan shared events. We identify training that is appropriate to the needs of our children and staff have had recent training around Speech and Language development, the use of Epipens and Autism.

**How will my child be included in activities outside the classroom?**

All children are given opportunities to participate in clubs, school trips and residential visits. We encourage parents to allow children with SEND to participate to the full and provide all the necessary support to enable this to happen safely. This often means providing an additional member of staff to support the child and this is funded through our SEN and inclusion budget.

**How will the school help children and young people transfer to the next phase of education?**

We work closely with all of our local high schools to ensure that transition for all pupils is as smooth as possible. The SENCO meets with the SENCO/Support Staff from the high schools to ensure that all relevant information is passed on and children with SEND often have additional transitional visits to support their needs throughout the year.

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

Any additional funds that the school receives to meet the needs of individual children are used directly to support them with additional staffing or resources. Where no additional funding is allocated we use the resources available through the school budget to provide support and resources. All funding decisions are monitored by the Personnel and Finance Committee of the Governing Body.

### **How are parents and carers involved in the school?**

We are fully committed to working with parents and actively encourage all parents to be involved in school life. This is through attending meetings, PTA events or volunteering in school. Staff will endeavour to make themselves available for parents at the earliest opportunity but sometimes appointments have to be made to fit in with the routine of the school day.

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

Our school phone number is 0113 2527437 and all staff can be accessed through the main office.

Alternatively you can e-mail us on [office@churwellprimary.org.uk](mailto:office@churwellprimary.org.uk)

Our main staff contacts are;

Headteacher	Mrs R Barson
Chair of Governors	Mrs S O'Hagan
SENCO	Miss C Whittle
Learning Mentors	Mrs J Tindale – Early Years and KS1 Mrs J Hutchinson – KS2
Admin	Mrs J Burnill
SEND Governor	Mrs F Shippam/Mrs K McGough