



Chaloner Primary School

SEND –Information Report

Definition of Special Educational Needs

- A pupil has **SEND** if they have a special learning difficulty (or disability), which calls for special educational provision that is different from, or additional to, that which is normally available to pupils of the same age.
- These difficulties will fall into the following four categories:
 - Sensory and/or Physical
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health Difficulties

Some students may have complex needs, which cover a range of difficulties.

- The Disability Discrimination Act (1995) states that *‘a person has a disability for the purpose of the Act if they have a physical or mental impairment, which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.’*
- Children with EAL should not be regarded as having SEND, although pupils with EAL may also have SEND.

How does Chaloner Primary School identify children with SEND?

- At Chaloner Primary School we offer an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities.
- We aim to identify children with special educational needs as early as possible in their school career.
- Class Teachers continue to monitor any concerns they have about a child before, discussing these with the SENDCo.
- The SENDCo will then contact the parents/carers about the child’s needs, offering them a visit if required.
- Should a child be registered with Special Educational Needs, they will be given an SEND Support Plan.
- SEND Support Plans continue to be reviewed at least three times a year, with the parent/carer and the child, if it is appropriate to include the child.

How do we involve parents in planning for those needs?

- We continue to have regular discussions between the Parent, Child, Class Teacher and SENDCo. Over the past 12 months, these have taken place through both formal and informal meetings, including Parent Consultation Evenings.
- Parents are invited to share their thoughts on the termly SEND Support Plan.

Who in Chaloner Primary will support my child, and how will this be monitored and evaluated?

Mr Dale continues to oversee the monitoring and evaluation of progress and provision.

- We continue to ensure that **all** Class Teachers have a responsibility for teaching, monitoring and evaluating children with Special Educational Needs. This is done, in the first instance, through 'Quality First Teaching'.
- Over the last academic year, we have, in line with the SEN Code of Practice 2014, written termly planning and evaluation reviews, through our SEND Support Plans.
- Children with an EHCP continue to have a yearly progress review in addition to this. These reviews involve the Class Teacher, TAs (as appropriate), the Head Teacher and SENDCo. A range of professionals involved with the child naturally have contributed to these processes.
- Over the last twelve months, Chaloner Primary School has continued to work with many external agencies, where children have needed extra support. The school has links with a number of external agencies, who provide support and advice to help each individual child try to achieve their potential. These have included:
 - The Specialist Teaching Service (and Intensive Reading Class)
 - The Visually Impaired Service
 - The Hearing Impaired Service
 - Early Intervention Support Base (E.I.S.B.)
 - Inclusion (including, for one child, a period of respite at Archway)
 - CAMHS
 - The Link
 - Speech and Language Therapy Service (SALT)

Parents will always be consulted, and permission requested, before children work with these external agencies. Any external agencies working with children will provide verbal and written feedback, reports and advice which will be shared with the SEND staff, class teacher and parents so it can be acted upon.

How are the decisions made about the type and amount of provision a young person will need?

Over the last academic year, any decisions with regard to provisions were agreed by, and using professional reports submitted by,:

- Class Teachers with support from SENDCo and the Head teacher.
- Multi-Agency discussions, where appropriate.
- Parental consultation
- the referral process. This was by requesting additional support from an outside agency, such as an Educational Psychologist or Speech Therapist.

How will the curriculum be matched to the needs of the young person?

- There continues to be a disabled parking access at the front of the school, and all visitors are able to access the main entrance via an accessible entrance.
- The school is entirely based upon one floor, so stairs are not an issue.
- There is a disabled toilet in the front entrance, equipped with a hoist.
- Doorways around school are wide to allow wheelchair access.
- Links with the multi-cultural service and interpreters were required for the first few months of the year, and additional TA support was allocated. This was to aid communication with a child (and parent) whose first language was not English.

How do both Chaloner and the parent know how the young person is doing, and how will the school support the young person's learning?

- As always, parents are encouraged to support their child's learning at home. Appropriate Literacy and Numeracy homework (in both KS1 and KS2) is provided weekly, and children are expected to read every night.
- The format of the school's **SEND Support Plans** were revised last year into a simpler –one page where possible – document. These were reviewed termly, and a copy shared with parents. Where possible, this was done at Parents' Consultation Evening.
- Parents continue to have the opportunity to discuss the plans this if they wish, and have an allocated space on the plan to make comments.
- For those children with an EHCP, parents are invited to attend the 'Annual Review'.
- Parents' Evenings were held twice (and an additional drop in session) last year, so parents can meet with their child's Class Teacher and look at their work in different subject areas.
- A detailed Annual Report was provided for all children in the Summer term. Parents also received written termly progress reports in the Autumn and Spring terms.
- Class Teachers and HT have monitored progress through a cycle of assessment, reviewing data and interventions.
- Parents were invited into school regularly to share in a range of activities, including the half-termly Family Days, where parents can work in school with their child on a range of activities.

What support will there be for the young person's well-being?

- We continue to have two qualified first aiders; they are able to administer medication, if it is required, during the school day. All Teaching Assistants have the Paediatric First Aid Qualification.
- Staff have been trained as necessary to support children who have diabetes, or that need Epipens in school. The diabetic child has since moved to Secondary School. Staff were re-trained this year around 'Epilepsy' for one child, who will move into Year 4 in 2018-2019 academic year.
- Children have had daily access to a Learning Mentor (Mrs A Bailey) in school, should they need to talk with someone about any problems they may have.
- The School Council met at different points throughout the last academic year, to discuss key issues affecting children. Class Councillors were voted in by the children. The Councillors have continued to feedback ideas and collect concerns to share at meetings of the Council.

What specialist services and expertise are available at, or are accessed by, Chaloner Primary?

Apart from the expertise already employed by the school, we continue to call on help and advice from other agencies to support children with specific needs. Over the past academic year, this has included:

Specialist Teaching Service - Helen Bourne

Multi-Cultural Service – Sophie Lempereur

Educational Psychologist – Sarah Volkmann

Speech and Language Service – Lisa Gornall

Hearing Impaired Service – Ruth Crosby-Stewart

Visually Impaired Service: Karen Myers

CAMHs: Numerous Key workers

What training are the staff supporting children and young people with SEND had or are having?

- All teachers have Qualified Teacher Status and Teaching Assistants also have relevant qualifications up to HLTA status.
- There is an ongoing programme of professional development to ensure teachers and teaching assistants meet the special educational needs of our pupils and stay up to date with current research into teaching and learning. That includes training on the curriculum. Subject leaders are expected to take ownership of their own professional development.
- The SENDCo attends all relevant training to ensure that all policies and practices are up to date.
- Mr Dale has completed the National Award for Special Educational Needs Coordinator.

How will the young person be included in activities outside of the classroom including school/college trips?

- Chaloner is committed to providing all pupils and students with equal access to an enriched and extended curriculum.
- There continues to be an opportunity for the children to experience a residential holiday during their time in Upper Key Stage Two. This year was a trip to Northumberland.
- Visits to local theatres, art galleries, historic sites etc. are used to enhance and enrich the curriculum. Visiting artists and theatre companies allow all students access to cultural experiences.
- A variety of after school and lunchtime clubs have run this year, and cater for a range of abilities. They include; chess, computing, football, fitness, dance, art, book club, Lego and gardening clubs.

How will the school/college prepare and support the young person to join that particular school/college and how will it support the transition to the next stage of education and life?

- Most children enter school in September at Reception age from the School Nursery. At this point they are already familiar with the Early Years setting and Staff as the Nursery and Reception class operates as an integrated unit.
- Parents have the opportunity to experience a school lunch with their child before they start in Upper Foundation and we also hold a Parents' meeting.
- Transition from KS1 to KS2 is also a smooth process for the children.
- The process of transition from Primary to Secondary begins when the children are in Year 5, when parents make their choice of Secondary School.
- Our Year 6 staff and SENDCo liaise with the secondary school staff regularly, and share information to ensure a smooth transition. All SEND information is passed on to the Secondary SENDCo in these meetings.
- Y6 children take part in a period of extended transition in their new school.
- Secondary staff visit school to meet and work with the children in the Summer Term.

How are the Chaloner Primary School's resources allocated and matched to the young person's special educational needs?

- All resources are allocated to, and matched, using the data that school holds about each student. For children with a plan, this is evidenced through a costed provision map.
- Planning for these interventions with parents and students.
- The Governing Body allocates funding in consultation with school staff.

Key points of contact:

Chaloner Primary School

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Guisborough

Cleveland

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Tel: 01287 635728

Fax: 01287 610115

Head Teacher: Mrs. M. Parker

Deputy Head Teacher: Mrs L. Daley

SENDCo: Mr. A. Dale

Further information for parents and schools can be accessed at:

<http://www.peoplesinfolnet.org.uk/kb5/redcar/directory/service.page?id=vJb1Ho6ug4A>

or through the link on the School's website.

Redcar and Cleveland Council website is:

www.redcar-cleveland.gov.uk

SEN Officer: Elaine Andrews

SEND Team Manager: Mrs J. Bailey

Appendix 1

A Graduated response to SEN

| Action | Who is involved? | What is involved? | Next steps |
|-----------------|---|--|--|
| Differentiation | The class teacher is responsible for differentiating work for all the pupils. | The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved. | If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, placing the child on the SEND register for SEND Support is considered. The teacher responsible for the child informs the SENDCo of the concern. |
| SEND Support | <p>The child is placed on the SEND register. Appropriate interventions are identified and parents/carers are informed.</p> <p>The SENDCo requests advice from an external agency. The teacher involved delivers the plan of action.</p> | <p>Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. A Support Plan will be written which is reviewed at least three times a year.</p> <p>The Support Plan is modified from the additional guidance given, and is agreed with parents/carers.</p> | <p>Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, advice is requested from outside agencies.</p> <p>If the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for an EHCP.</p> |

