



## CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL

*Be the best you can be through:*

*challenge, nurture, inspiration, respect, happiness, inclusion, in a safe, secure Christian family.*

### **SEND INFORMATION REPORT**

#### **Defining Special Needs**

The Staff and Governors of Chollerton Church of England First School define children with Special Education Needs as those whose needs may vary widely at any one time from those of their peer group. Those needs may not be long term.

#### **Types of Special Needs**

- Moderate Learning Difficulties – children whose learning progresses at a slower pace
- Speech and Language Difficulties, Social, Emotional and Behavioural Difficulties, Dyslexia (difficulties with reading, writing and spelling), Dyspraxia (problems with motor skills, organisation) and Autism.
- ADD (Attention Deficit Disorder – ADHD) Attention Deficit Hyperactivity Disorder)
- Other Physical or Medical Needs.

#### **Aims**

Chollerton C of E First Schools strives to provide a maximum of developmental and individual education for all pupils through providing a broad, balanced and differentiated curriculum, which is sensitive to the needs of each child.

The above will be achieved by:

- Early identification using teacher observation, home / school links and pre-school contacts.
- The use of assessments, including Baseline, End of Key Stage 1 SATS, Assessment materials and tracking children's progress.
- Provision of suitable programmes of work for individual needs using small step progression and built-in success. Time will be provided within the school day in order to implement individual programmes.
- At Chollerton, we implement effective teaching support through provision mapping. Arrangements for provision mapping are reviewed half termly.
- Provision mapping is a timetable which organises timings and staffing of teaching input for children who have additional / special needs.
- Within provision mapping, each child has their own plan with clearly defined targets, using the headings of 'why, how and when.'
- Children with special needs will gain access to the national curriculum across different subject areas by tailoring work to their own level.

- An 'Individual Education Plan' will be written for any child with SEND. It contains short term targets, how these will be achieved, when and by which member of staff.
- IEPs are shared with parents.
- All IEPs are assessed termly by teaching staff and the reviews are shared with the child's parents.
- Some children's needs can be severe or complex. Please see the separate section for further explanation.
- All Staff have a responsibility towards children with Special Need and all relevant information will be passed on when a child moves onto a different class / school.

Each child's teacher will be finding ways to support them such as:

- Changing the way activities are planned and delivered.
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs.
- Offer small group support to promote skills identified in the child's Individual Education Plan.

Parental involvement will be sought at all stages of addressing a child's Special Needs through shared reading, spelling games etc. Parents will be informed of any forthcoming discussions between staff or outside agencies and will be invited to attend these discussions (refer to Code of Practice).

The SENCO will help parents with supporting their child. This can take place in a parent interview, a discussion or over the telephone.

Agencies such as speech therapists, the hearing impaired service, the service for visually handicapped, educational psychologists, the learning support service, the advisory service will be contacted when particular needs arise.

Extra classroom support will be sought within budget constraints if it is felt that the child and the class as whole would benefit. This might include; learning support teacher, auxiliary help, and volunteer helpers.

Children with Special Needs will be encouraged to discuss their own achievements. Encouraging a child's awareness of his / her own success and the views of the child should be taken into consideration when evaluating learning programmes and teaching strategies.

The School will endeavour to provide adequate resources for children with Special Needs which will include a range of materials to be used at a practical level in Maths and Science work. The school currently uses 'Read, Write, Inc and Numicon' materials to help support children in maths and English.

## **SENCO**

The role of the SENCO (Special Educational Need Co-ordinator) will be responsible for the day to day operation of the school's SEND policy.

### **Mrs Broadbent is our school's SENCO.**

Every effort will be made to liaise with staff on in-service training issues, statutory requirements and recommendations and links with external agencies, including Education Psychologists, Medical and Social Services and voluntary bodies.

The SENCO will:

- co-ordinate provision for children with SEND.
- maintain an SEND register and oversee records on all pupils with SEND.
- liaise with parents of children with SEND whenever necessary.
- monitor and develop Individual Education Plans in close liaison with teachers, appropriate external bodies and the Headteacher.
- signpost parents to access the Local Offer which is explained on our website.
- contact parents when SEND Roadshows (Information Workshops) are available.
- meet with Middle School teaching staff prior to the child's transfer to discuss how their SEND needs have been met.

### **Complex / Severe Needs**

If a child's needs are very complex / severe the school will ask the Local Authority to carry out an Education, Health and Care Assessment.

This is a very detailed assessment of each child's needs. Parents or carer, the school and a range of professionals will be asked to provide written reports.

- At the end of the assessment phase, the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child.
- Parents / Carers also have the right to ask the Local Authority to carry out this assessment, although it is usually best if you can do this with the support of the school.
- Education, Health and Care Assessment is only appropriate for a small number of children. Your school SENCO or the Parent Partnership Service will be able to advise you about this.

### **Pastoral, Medical and Social Support**

At Chollerton First School we will consult with a wide range of agencies and partnerships to ensure the pastoral, medical and social needs of SEND children are met.

We have access to our Locality Inclusion Support Team (LIST), who offer specialist support and advice for pupils, families and staff and provides specialised staff training. LIST specialists include; educational psychologists, education welfare officers, inclusion support, behaviour support, literacy, speech and languages, autistic spectrum and social work. They offer a first point of contact for a wide range of issues and usually begin by listening to the child and their family.

We work with the school health service, which provides qualified nurses to support children with health needs to access education; work at community, family and individual level, sign post and refer to other services where appropriate.

We also have access to CYPS, Child and Youth Psychiatric Services (mental health team) who are able to provide:

- Assessment, diagnosis and intervention on a range of mental health issues.
- Intensive response and home-based treatment for those children and young people whose mental health is causing significant concern.

In addition, school staff can contact Children's Services who can provide social welfare support.

## **The Governing Body**

An annual report will be made to the Governors, outlining school provision, the number of pupils identified with SEND and the procedures for children with SEND.

The Governor responsible for Special Needs will make an annual visit and report back to the Governing Body. Denise Jones is currently our Special Educational Needs Governor.

The Headteacher will keep the Special Needs Governor informed of any development in the provision of Special Needs support.

## **Duties of the Governing Body:**

School Governing Bodies have important duties towards pupils with SEND.

The Governing Body must:

- Make explicit to shareholders the school's Local Offer
- Do their best to secure that the necessary provision is made for any pupil who has special educational needs
- Secure that, where the 'responsible person', the Headteacher or the appropriate governor, has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach the child.
- Secure that teachers in school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- Consult the LEA; as appropriate, the Funding Authority; and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Report annually to parents on the school's policy for pupils with special educational needs.
- Ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupils receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs.

## **Complaints**

It is hoped that through good communication with parents and their involvement in the provision of Special Educational Needs for their children, misunderstandings and complaints will be a rare occurrence.

However, if complaints do arise they will be addressed initially by the Headteacher and then in consultation with the appropriate support agencies.

***For more information please see our SEN Complaints Procedure.***

## **Admission Policy**

Chollerton C of E First School has an open admission policy and no further building adaptations need to be made to cater for physical special needs.

***For more information please see our Admissions Policy***

## **Behaviour Policy in respect of Special Needs**

Levels of acceptable behaviour are agreed between staff.

***For more information please see our Behaviour Policy***

## **Contact Details**

Parents are welcome to discuss their child's need or to ask for specific help.

Please contact:

- Mrs Maureen Broadbent – SENCO
- Mrs Hazel Davey – Head Teacher
- Mrs Sheena Murray – SEN HLTA
- Mrs Denise Jones – SEN Governor

Telephone: 01434 681572

At Chollerton C of E First School, we value good communication and support for SEND.

## **Evaluation**

This policy will be monitored continuously and evaluated every 2 years. If needed SEND provision will be reviewed if changes are made at a National Level.

Signed by the Governor responsible for Special Education Needs and Disability:

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**This policy was reviewed:**

**Autumn 2018**

**Date of next review:**

**Autumn 2019 (or earlier if need arises)**