

Crowton Christ Church (Aided) Primary School
School SEND Information Report

We provide a safe and inclusive learning environment where everyone is valued and encouraged to be the best that they can be.

Name of SENCO -Mrs Heather Harris, supported by Mrs Deborah Martin .

Name of SEND Governor- Mrs Sadie Starkey

Date- April 2017

Please see also:

Admissions policy

SEND policy

Accessibility Policy

Crowton Primary School is a fully inclusive school which ensures that all pupils achieve their potential; personally, emotionally and academically, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. The school has experience of working with a range of conditions including Speech and Language, Social Communication, Cognition and Learning and Social, emotional and Mental Health. We believe every child has the right to fulfil our school motto of We Achieve. We Believe. We Care.

1. Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs or Disability (SEND)?

The Class Teacher – At Crowton Christ Church Primary School we believe that all teachers are teachers of pupils with SEND. We recognise that it is the class teachers responsibility to meet the needs of all the children and are responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
- Writing Pupils Progress targets/support plans and sharing these with parents at least once each term and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map - Ensuring that the school's SEN procedures are followed in their classroom and for all the pupils they teach with any SEN.

The SENCo's are responsible for:

1. Developing and reviewing the school's SEN procedures
 - Co-ordinating all the support for children with special educational needs or disabilities (SEND)
 - Ensuring that you are
 - i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are doing.
2. Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.

- updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

3. The day-to-day management of all aspects of the school; this includes the support for children with SEND

- The Headteacher will give responsibility to the class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEN Governor is responsible for:

- Making sure that the necessary support is given for any child with SEND who attends school.

2. What are the different types of support available for children with SEND?

Element 1

All schools receive a notional SEND budget. The school decides how best to use the funding to support children at this stage.

A) Class teacher input, via targeted classroom teaching (QUALITY FIRST TEACHING)

For your child this would mean

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work

Intervention which may be

- Run in the classroom or another designated area
- Run by a teacher or a teaching assistant (TA)

Element 2

School will ensure that up to £6000 of provision is made for the child.

B) Specialist groups run by outside agencies, e.g. speech and language specialist

This means a pupil has been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside school. This may be from -Outside agencies such as the Education Psychology Service.

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional. The school works closely with a range of agencies so that we can ensure the best provision for children with SEND. This includes paediatricians, physiotherapy, Occupational

therapy, speech and language therapy, educational psychologist, Autism team and CAMHs. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.

-The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

Element 3

Schools can apply for 'Top up' funding or an Education Health Care Plan (EHCP) which means children will be provided with additional funds from the local authority. This extra funding maybe used by the school in a number of ways and does not necessarily mean a teaching assistant will be employed to work with a child.

C) Specified Individual support

This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from - Outside agencies such as the Speech and Language Therapy (SALT) service.

For your child this would mean

-The school (or you) can request that the Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided by your child.

-After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment or 'Top up' funding. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.

-After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case they may issue short term 'Top up' funding or ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

-The Statement or EHC plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be in place. It will also have long and short term goals for your child.

-The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

3) How can I let the school know that I am concerned about my child's progress in school?

If you have any concerns about your child's progress, you should speak to your child's teacher initially.

-If you continue to be concerned that your child is not making progress, you may speak to the Special Educational Needs/Disabilities Co-ordinator (SENCo).

-The school SEN Governor can also be contacted for support.

4) How will the school let me know if they have any concerns about my child in school?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to

- Listen to any concerns you may have.
- Plan any additional support your child may need
- Discuss with you any referrals to outside professionals to support your child.

5) How is extra support allocated to children, and how is progress in their learning?

- The school budget, received from Cheshire West and Chester LA, includes money for supporting children with SEN.
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
- The Headteacher (SENCo) discusses all the information they have about SEND in the school with relevant members of staff, including
 - the children getting extra support already
 - the children needing extra support,
 - the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

- the school identifies the needs of SEN pupils on a provision map. This identifies all support given within the school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

6) Who are the other people providing service to children with SEND in this school?

School Provision

- Teachers responsible for teaching SEN groups/individuals on a part-time basis
- Teaching Assistants working with either individual children or small groups.
- ICT support through the use of laptops, i-pads, etc
- Teaching Assistants offering support for children with emotional and social development

7) How are the teachers in school helped to work with children with SEND, and what training do the teachers have?

The SENCo's job is to support the class teacher in planning for children with SEN

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues.
- Individual teachers and support staff attend courses run by outside agencies that are relevant to the needs of specific children in their class.

8) How will the teaching be adapted for my child with SEND?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources, equipment and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.

9) How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Headteacher/ SENCo at least every term in reading, writing and numeracy.

At the end of each key stage (i.e. at the end of year 2 and 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

Where necessary, children will have a support plan based on targets set by the class teacher. Targets are set to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.

- The progress of children with 'Top up' funding or an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book scrutinies and lesson observations will be carried out by the SENCo/Headteacher to ensure that the needs of all children are met and that the quality of teaching and learning is high.

10) What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

If your family need extra support then, with your permission, a Team Around the Family (TAF) can be arranged to discuss what support can be offered.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you, either with that person or where that is not possible, shared in a report.
- Personal support plans and targets will be reviewed with your involvement every term.
- Homework will be adjusted as needed to your child's individual requirements.
- A home-school communication book may be used to support communication with you when this has been agreed to be useful for you and your child.

11) How is Crowton Christ Church Primary School accessible to children with SEND?

The school building and surrounds are on one level with no stairs or steps. There is wheelchair access throughout the school and a disabled toilet. The school grounds are accessible by wheelchair including the car park where there is a designated disabled car parking space. Health and Safety checks are made regularly by staff and Governors. The outdoor area has suitable paths and is accessible to all.

12) How do we ensure that children with SEND engage in all aspect of school?

As a fully inclusive school, all children will be educated alongside their peer group wherever this is appropriate. Planning is highly differentiated so tasks are suitable for a range of learners. Where appropriate, children will receive intervention support from the class teacher or our highly skilled teaching assistants. All children have the opportunity to participate in After School Club, after school activities and school visits and residential, with appropriate support.

13) How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. We have a dedicated nurture room for children experiencing difficulties at school and to use as a quiet, withdrawal area for providing appropriate intervention. Staff have specialist training to support children with Social, Emotional and Mental Health difficulties, including 1:1 and small group interventions. All children take part in SUMO sessions, circle time and PHSCE (Personal, Health, Social, Citizenship, Education). Additional needs may also be met by morning Meet and Greet, lunchtime and playtime support and social talking groups.

If your child still needs extra support, with your permission the SENCo will access further support through the TAF process (team around the family)

14) How will we support your child when they are joining this school? Leaving this school? Or moving on to another class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The class teacher will visit pre-schools when appropriate
- If your child is helped by a book to support them moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child is helped by a book/passport to support them moving on, then one will be made for them.

When moving classes in school: -Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. Support plans will be shared with the new teacher.

In Year 6:

- The class teacher will discuss the specific needs of your child with the SENCo of the child's secondary school.
- You will be able to have a meeting with the SENCo of the child's secondary school.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

Contact details of support services for the parents of children who have SEND are below.

School SENCO/Headteacher – head@crowton.cheshire.sch.uk 01928 788230

SEN Team – senteam@cheshirewestandchester.gov.uk

Speech & Language – 01606 564005

School Nurse – 01606 542526

CAMHS – 01606 863152

Educational Psychologist – Please meet with the school SENCo if you feel that your child needs to be assessed by the Educational Psychologist.

Further information Services

If parents require any further information, please consult Cheshire West & Chester's Local Offer page which can be accessed at:

<http://www.westcheshirelocaloffer.co.uk>