



Adopted at...Full Governing Board.....Date...28.3.2023

Signed.....C Gate.....

Due for Review.....March 2024

Henry Chadwick Primary School

SEND Information Report – March 2023

Our Mission Statement

At Henry Chadwick our school motto is "Learn to Live". Everything that we do in school is to ensure that children have the skills to become independent learners.

We create a happy, caring, secure environment in which our children can develop confidence, individuality and good learning habits. We strive to nurture and develop the whole child, preparing each individual for the experiences, opportunities and responsibilities of adult life. In this way each child may have the opportunity to achieve his or her potential.

Children, like people in general, learn in many different ways. We believe that learning should be multi-sensory and interactive; where pupils have the opportunity to learn from each other, through peer support and peer assessment opportunities. Lesson planning reflects different learning styles and work is differentiated appropriately. We are proud to say that we are a fully accessible school for pupils or visitors who require a wheelchair and have held the Enhanced Dyslexia Friendly School award and continue to use the good practice recommended.

1. How does the setting school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

All pupils are monitored closely and progress is reviewed half-termly. If we feel a child is struggling to keep up with national expectations or is not making as much progress as we would expect, despite early intervention support, parents will be invited into school to have a discussion with the class teacher, in the first instance. If s/he fails to make progress, the child would then be placed on the school SEND register and after close monitoring, external support may be sought. Each pupil would be given specific targets to achieve, based on a specific learning programme. If progress and/or attainment is still a concern, the school, in consultation with parents, may consider requesting a statutory assessment of need for an Educational Health Care Plan.

We have experience of supporting pupils with a wide range of special needs and disabilities, including dyslexia, dyscalculia, dyspraxia, autism, speech and language difficulties and physical difficulties.

We have an open-door policy in terms of communication with parents. If you have concerns regarding your child's progress or attainment, or you feel that your child has a learning difficulty, we are happy to meet with you at any mutually convenient time to discuss your concerns.

2. How will school support my child?

In the first instance the child's class teacher will oversee the curriculum for your child and monitor his/her progress. If it is agreed by you and the class teacher that a special programme of work would benefit your child, we will set up initially a Classroom Support Plan. If, as part of the Plan, Do, Review cycle, we feel that sufficient progress is not being made, a personalised learning programme will be produced and the child's name will be added to the SEND register. It will identify the strategies and resources we will use and who will be responsible for the intervention and/or support. This may be a teacher or teaching assistant. Learning Support Plan will be reviewed with at least three times a year. Learning Support Plans will be reviewed with you and your child, and all members of staff involved. Children's views are always sought when reviewing their Learning Programmes or Classroom Support Plans.

Our Special Educational Needs Coordinator (SENDCo), Mrs Sarah Orme, is available to give advice at any stage of the process. If necessary, we may request support from external professionals who can offer advice and/or complete detailed assessments. You will always be contacted and your consent requested if it is necessary for your son/daughter to be assessed by or other professionals, such as behaviour support, the Educational Psychologist, Speech and Language Therapist or the Autism Inclusion Team.

3. How will the curriculum be matched to my child's needs?

All of our lessons are differentiated. That means that the class teacher will set work which is targeted at the needs of each individual in the class. The class teacher will use a provision map to set out the support your child is receiving and to evaluate the success and impact of any interventions.

4. How will both you and I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet parents at least termly to discuss your child's progress and attainment. We will also offer suggestions of work you can be doing at home to support your child. You are welcome to come in at any mutually convenient time to see the class teacher, but we can also keep in touch through home/school diaries or reading records which go home daily. From time to time, we offer training workshops for parents, covering aspects such as,

'How to support your child's learning at home'. We also offer useful leaflets that are available in the office.

5. What support will there be for my child's overall well-being?

If a child needs more than the usual pastoral support offered, a Pastoral Support Plan will be prepared. Your child will be given a designated member of staff who they can go to for support or advice. In order to consider and address the needs of all pupils, a Pupil Profile is completed for all children to identify his/her preferences and needs. School regularly addresses issues about encouraging friendships and positive behaviour through PHSE activities, assemblies and anti-bullying workshops.

If a child needs personal care or medical support, a Health Care Plan will be put in place detailing who is responsible for administering the support. If a child needs additional support for their behaviour, expected behaviours will be included in the Learning Support Plan including the details of how a child will be supported. These will be reviewed on a regular basis with you and your child, and all members of staff involved. The plans will also include what support is provided by external agencies.

Children's views are always sought when reviewing their Learning Programmes or Classroom Support Plans.

6. What specialist services and expertise are available at or accessed by the school?

School staff have received regular training to ensure that they can recognise and support children who may have a Special Educational Need or Disability.

As a school, we have access to support from the following external agencies:

Educational Psychologist; Autism Inclusion Team; Speech and Language Service; CAMHS; Behaviour Support Service; Physiotherapist, Visual Impairment Unit, the School Nurse team; CAMHS and the Occupational Therapist. We also work very closely with social services to support children who are looked after by the local authority. If you need the contact details for any of these services, in the first instance, please discuss your concerns with the SENDCo or Head teacher, who can provide contact details, if required.

7. What training has been made available to the staff to support children and young people with SEND?

Staff have received training in:

- *Dyslexia*
- *Supporting pupils with speech, language and communication needs*
- *Precision Teaching*
- *Memory and motor skills*
- *Autism*
- *Provision mapping*
- *Intervention programmes to develop language, reading and writing skills*
- *Enhanced Dyslexia Friendly Status requirements*

8. What different SEND needs does the school currently support?

Within school, we currently have children on the SEND register who have specific needs around Learning and Cognition; Speech, Language or Communication Needs; Social, Emotional and Mental Health Concerns; Specific Learning needs; Sensory or physical needs. School also provides intervention support to meet the social and emotional well-being of all pupils.

9. How will my child be included in activities outside the classroom including school trips?

As far as it is reasonably possible, all children will have access to all activities. For children who cannot access all activities, reasonable adjustments will be made. If necessary, special risk assessments and care plans will be put in place. Parents will always be fully included in this process.

10. How accessible is the school environment?

We are a Group A Accessible school which means that our environment has been adapted to be fully accessible to wheelchair users. We have disabled toilet facilities. Further work to improve the school's accessibility can be found on the Accessibility Plan. Children who have a specific learning difficulty (SpLD), for example, dyslexia, dyscalculia or dyspraxia, may have a range of needs around reading, spelling, writing, maths and organisational skills. Good quality teaching, differentiation, interventions and classroom strategies will be used to address difficulties in the classroom and further advice sought from external agencies.

11. How will the school prepare and support my child to join the school transfer to a new school?

We liaise closely with all the schools to which our children transfer. For children with SEND we ensure that we talk to the SENDCo of the pupils' next school and that all relevant information is passed on to the receiving school. Parents are also included in this process. For children with an Educational Health care Plan, professionals from the next school are invited to the last annual statement review. During Year 6, a member of the SEND team will be invited to attend the annual review, to support the transition to a suitable secondary setting, if required.

12. How does the school's Governing Board support SEND in school?

The Governing Board have a designated member, Mrs Rachel Essex, who is responsible for liaising with the school's SENDCo, termly, and feeding back information to the Governors. She will be responsible for ensuring that the Code of Practice is being addressed and that the school is adhering to the statutory requirements.

13. How are parents involved in the school? How can I be involved?

Parents are included in decision making at all times. We have an open-door policy which means that parents are welcome to come in and discuss their children at any mutually convenient

time. We welcome support in school and have a committed team of parent helpers who come in regularly to support reading and school visits. If you wish to join our pro-active Parents and Friends Association, please contact the office staff for the named contact.

14. How is Special Educational Need provision funded?

Funding is secured to pay for additional equipment and facilities through the SEND notional budget and through applications for Additional Educational Needs funding for pupils who do not have an EHC plan but require additional support.

15. Who can I contact for further information?

If you do not currently have a child in school please contact the school office. If you already have children in school, in the first instance please contact the class teacher or school office staff. If you need further information, or your concerns continue, the SENDCo and head teacher will always be happy to talk to you. In the unlikely event that school has not been able to address your concerns, please contact the Chair of Governors. If you have a child with SEND, you may like to contact the Family Partnership Service for advice and support on 01785 356921. Further information can be found at <https://www.staffs-iass.org/home.aspx>. Further support for SEND can be discussed with the local assessment team on 01543 512050.

Further information regarding Staffordshire's Local Offer can be found at:
www.staffordshireconnects.info

Updated March 2023

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