

**SEN Report**  
**September 2021**

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

**SENDCO - Mrs S Johnson (Infants) Miss J Derry (Juniors)**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
  - Ensuring that you are:
    - involved in supporting your child's learning
    - kept informed about the support your child is getting
    - involved in reviewing how they are doing
  - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
  - Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
  - Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- 

**Class/subject teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
  - Writing Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
  - Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
  - Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
-

**Headteacher Mrs J Westley**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
  - Giving responsibility to the SENDCO and class teachers but is still responsible for ensuring that your child's needs are met.
  - Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
- 

**SEN Governor Mrs M Whiteman**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND

***What types of SEND has the Federation had experience of?***

- Hearing impairment
- Speech and Language
- ASD - Autism Spectrum Disorder
- Physical Disability - Including fine and gross motor
- SpLd- Specific Learning difficulties
- MLD - Moderate Learning Difficulties
- SEMH - Social, Emotional, Mental Health

***What are the different types of support available for children with SEND in The Federation?***

**Class teacher input via excellent targeted classroom teaching also known as 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 based on building on what your child already knows, can do and can understand.

- 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.
- Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn e.g. Dyslexia Friendly strategies.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.

### ***How will school ensure all pupils are treated equally?***

To ensure that:

- All pupils have an equal opportunity to participate in as many aspects of the curriculum and of school life as possible.
- The SEN and Disability Act 2001 and relevant codes of practice and guidance are implemented effectively across the school
- All pupils have full access to a broad, balanced & appropriate curriculum.
- All pupils make consistent progress at their own rate and have a positive view of their talents and potential.
- A partnership is developed between parents, pupils and school in which each have an active role.
- Multi agency partnerships are developed.

We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Gifted and talented children;
- Children with disabilities
- Children who are at risk of disaffection or exclusion.
- Children in care
- Children who have a medical need, those who are in families under stress and those who are young carers.
- Children in receipt of Pupil Premium

### ***What facilities are available for vulnerable pupils and those with SEND?***

The schools are committed to providing an environment that allows all children full access to all areas of learning.

Most pupil entrances/exits are ramped. Arrangements are made regarding the location of classes due to restricted access to the mobile classroom at Chadsmoor Community Infant and Nursery School as necessary.

All our classroom entrances are wide enough for wheelchair access and designated points of entry for our schools also allow wheelchair access.

We have an accessible toilet with changing facilities located in the wet area near the staffroom at Chadsmoor Community Infant & Nursery School. At Chadsmoor Junior School this is located next to the hall. There is a room incorporating multi-sensory equipment on each site. Shower facilities are available on both sites.

The school does not have a specialist unit. We recognise that more children are successful when taught using dyslexia friendly teaching methods and while dyslexia friendly techniques can be applied to children who are not dyslexic, this does not work the other way round.

The school follows the Special Educational Needs Code of Practice and Disability 0-25 years 2014 when carrying out its duties towards all pupils with special educational needs and ensures that parents are involved in discussions before a decision by the school is made that SEND provision is required for their child.

The EYFS Curriculum and National Curriculum KS1 and KS2 are our starting points for planning the curriculum to meet the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- working with outside agencies;
- providing other curricular opportunities outside the EYFS and National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)
- providing different learning environments

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier year groups or key stages.

In order to help children who have special educational needs, the schools will adopt a graduated response that recognises there is a continuum of special educational needs and bring increasing specialist expertise to bear on the difficulties that a child may be experiencing. We also strive to provide whatever strategies and help we can to our children within our schools. We use our learning support assistants to work with individuals and small groups so that more children are able to benefit and have the support they require.

At Chadsmoor Community Infant and Nursery School we have a variety of specific intervention programmes that address needs including

- Precision teaching
- Speech and Language
- Developing Early Motor Skills
- Time to Talk
- Sounds Write - Phonics
- Neli ( Nuffield Early Language Intervention)
- Start Bee Handwriting programme
- RAG reading
- One minute read

At Chadsmoor Junior School we have a variety of specific intervention programmes that address needs including

- RAG Reading
- Mentoring
- Sounds Write phonics
- One minute read
- Precision teaching
- Speech and Language
- Start Bee Handwriting

At both schools we give extra support for each class for writing, reading and maths lessons and the support worker also works specifically with SEN children. At the junior school additional teachers enable targeted year groups to have reduced class sizes for both Maths and English.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs and sometimes pre-teaching may be necessary.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

---

### **Specific group work within a smaller group of children.**

This group, often called Intervention groups by schools, may be

- Run in the classroom or outside.
- Run by a teacher or most often a teaching assistant who has had training to run these groups.

*SEN support* which means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.
- A learning support assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

---

### **Specialist groups run by outside agencies e.g. Speech and Language therapy OR occupational therapy groups.**

AND/OR Individual support for your child of less than 10 hours in school

If learning does not progress as hoped or further gaps become apparent school may request specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/SENDSCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You may be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Language Therapist or Educational

Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g a social skills group
  - A group or individual work with outside professional
- The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

---

### **Specified Individual support**

For your child of more than 10 hours in school.

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching (more than 10 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the ASD Outreach Team or Sensory Service ( for students with a hearing or visual need)
- 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 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 for your child.
- After the school have sent in the request to the Local Authority (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. 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 support at School.

- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 10 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at School 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 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 put 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.

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 10 hours of support in school

### ***What are the Admission arrangements for your school?***

The school follows the local authority admissions arrangements and the DFES SEND code of practice 2014

### **Nursery Admissions**

When applying for Nursery an application form will be required to be filled out before starting containing the parent and child's details. Within this application form we request details such as any medical and SEN information, so that we are able to ensure we can try to help with your child's requirements as much as we possibly can.

### ***How can I let the school know I am concerned about my child's progress in school?***

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO or Headteacher
- If you are still not happy you can speak to the school SEND Governor.

### ***How will the school let me know if they have any concerns about my child's learning in school?***

If your child is then 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 too

- plan any additional support your child may receive

- discuss with you any referrals to outside professionals to support your child's learning

***How is extra support allocated to children and how do they move between the different levels?***

- The school budget, received from Staffordshire LA, includes money for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENDCO discuss all the information they have about SEND in the school, 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

And decide what resources/training and support is needed.

- All resources/training and support are reviewed regularly and changes made as needed.

***Who are the other people providing services to children with an SEN in this school?***

Directly funded by the school:

- Pastoral Support Workers
- Teaching Assistants
- OWL Behaviour Support

Paid for centrally by the Local Authority but delivered in school:

- Autism Outreach Service - 01785 356830
- Educational Psychology Service - 01543 512050
- Sensory Service for children with visual or hearing needs 01785 356830
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).- 01543 509796

Provided and paid for by the Health Service (Staffordshire NHS Trust) but delivered in school:

- School Nurse - 07742 561245

- Occupational Therapy - 01785 854700
- Physiotherapy - 01889 572021

***Which other SENSS also are accessed for support?***

- Behaviour Support. - 0300 1118030
- CAMHS - 01785 221665
- CDC - 01785 221664
- Sustain - 01785 224545
- NSPCC-0808 8005000

***How are the teachers in school helped to work with children with an SEND and what training do they have?***

- The SENCO's job is to support the class teacher in planning for children with SEND.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service.

***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.
- Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.
- Specific resources 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.

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

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term and an assessment is made in reading, writing, numeracy and science.
- If your child is in Year 1 and above in the infants but is not yet at age related expectations a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 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. Pre Key Stage Standards are for pupils who are working below the overall standards of National Curriculum Assessments.

- Children at School support will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENDCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Y1 Phonics test

### ***What support do we have for you as a parent of a child with an 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 similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- Information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- IEP's will be reviewed with your involvement each term.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

### ***How are children involved in the SENprocess?***

Consideration is given to the wishes of the child if applicable. They are encouraged to participate in reviews of plans and target setting.

### ***How is The Federation accessible to children with SEND?***

- The buildings are accessible to children with physical disability via ramps.
- We ensure that equipment and facilities are accessible to all children regardless of their needs.
- Extra curricular activities are accessible for children with SEND.
- Modifications to routines are made where necessary to address physical / personal needs.

### ***How will we support your child when they are leaving this school? OR moving on to another class?***

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

- If your child is moving to another school:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher IN ADVANCE. All IEP will be passed onto the new teacher.
  - If staff feel your child would be helped by a book to support them understand moving on then it will be made with them.
  - Transition visits to new classroom and to meet the teacher.
- In Year 2
  - Literacy transition text.
  - Transition visits Y3 staff to Y2.
  - Y2 children go to Chadsmoor Juniors for a morning and sports focus.
  - Pastoral worker attends Chadsmoor Infants for an assembly with the School Council
- In Year 6:
  - The SENDCO will attend a Transition Day to discuss the specific needs of your child with the SENDCO of their secondary school.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - 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.
  - Y6 meet Y7 staff to discuss children
  - Y7 visit Y6 at Chadsmoor Juniors

### ***Which other policies could I look at with regards to SEND?***

Dyslexia Friendly Status, Behaviour, Equal opportunities, Teaching and learning, Assessment, Disability Equality scheme and Accessibility Plan 2014-17, ISEND.

### ***What do I do if I am not happy?***

If there is a problem parents should talk first to the class teacher and then the Head teacher. If the problem is not resolved it should then be discussed with the Governing body. (See full complaints policy on school website, in policy section, for further information and complaint form)

The next step would be to telephone the Staffordshire SEND Family Partnership help line: 01785 356921.

If there is a problem with the LEA, the Midlands the SEND Family Partnership can explain the appeal process and provide impartial advice and support.