



SEND Information Report 2024/25

More information about Warrington Borough Council's Local Offer and the services available can be found on their website.

Full Name of Education Setting

Chapelford Village Primary School

Physical address	Santa Rosa Boulevard
Town	Warrington
District or Borough	Warrington
Postcode	WA5 3AL

Contact Person(s)	Mrs Laura Tottie, Head Teacher Mrs Lisa McDavid, SENDCO Mr Daniel Gibbons, Governor for SEND
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Website address	www.chapelfordvillageprimary.co.uk
Facebook address	https://en-gb.facebook.com/chapelfordvillageprimary/

Brief overview of our service

Chapelford Village Primary School is a three-form (reception to year 3) and four-form (year 4 to year 6) entry inclusive school. There are approximately 620 children in school. The school focuses on inclusion for all within a broad and balanced curriculum.

Type of education setting

Preschool aged 0-2		Secondary school	
Preschool aged 2-3		Nursery School	
Preschool aged 3-5		Secondary with 6 th form	
Infant school		Post 16 provision (Colleges)	
Primary school	*	Special school 2-19 years	
Junior school		Higher Education (Universities)	

Best description of our education setting?

Mainstream	*	Special	
Resourced Provision (Mainstream with resourced unit)		Academy	
Community school	*	Foundation	

Free school		Alternative Provision (pupil referral unit)	
Faith school		Residential 38/44 weeks	
Early years SEN provision		Residential 48/52 weeks	
Hospital school		Independent	
Opportunity school		SEN Hub	
Childminder (Early years education)		School Nursery	
Day Nursery (38/50 weeks)		Preschool playgroup	

What communication methods do we offer?

Signs and symbols		PECS (Picture exchange communication system)	
British Sign Language		Braille	
AAC (Augmentative and Alternative Communication)		Sign supported English	
Makaton		Visual Timetable	*

What facilities does our education setting have?

Hydrotherapy pool		Sensory room or area	
Wheelchair Access	*	Accessible changing area	*
Accessible toilets	*	Low stimulus environment	
Secure environment	*	Soft play facility	
Sensory adaptations (such as colour scheme)		Physical adaptations (such as hand rails)	
Accessible parking	*		
Any further comments regarding these statements (e.g. – “Not all toilets are accessible”)			

Special School Specialisms

Complex Health needs		Autistic Spectrum Conditions	
MLD (Moderate Learning Difficulties)		PMLD (Profound and multiple learning Difficulties)	
SLD (Severe Learning Difficulties)		Social, mental and emotional health	
SpLD (Specific learning Difficulties)		Hearing Impairment	
Challenging Behaviour		Visual impairment	
Physical Disabilities		Personal Care Needs	
Communication needs (Speech, Language and Communication)		Any Impairment (Any condition or impairment)	

Available on Site

Needs led school nurse		Needs led SALT (speech and language therapy)	*
Needs led O/T (Occupational therapy)	*	Needs led physiotherapy	*
Personal Care			

Answers to Parent and Carer Questions

1. How does our education setting know if children need extra help?

- Progress is continually monitored by staff and senior leaders. If the class teacher, teaching assistant, other member of staff or parent is concerned about progress then these concerns will be discussed with the Special Educational Needs & Disabilities Coordinator (SENDCO).
- A discussion with parents will follow.
- Information can be received from previous settings, parents, carers, Social Care and other agencies.
- Provision/ intervention is allocated for a fixed time and recorded on our Pupil Progress documents and possibly Individual Support Plans to ensure that the child's progress is reviewed.
- Progress Meetings held termly look at the progress of every child in the class and review actions taken and their effectiveness; new plans are drawn up following this review and parents consulted.
- Targets take into account information from the teacher, parents, SENDCO and other specialists (e.g. Educational Psychologist, Speech & Language Therapist, School Health) and these are reviewed termly
- Programmes are decided and staff allocated accordingly. At this point, it is decided whether no further action is required, to continue with the programme set or if further advice or assessment is required from specialists to help the child overcome barriers to make progress.

Examples of concerns could be:

- Issues or changes regarding progress, behaviour or development.
- Observation of a specific difficulty meeting age related expectations.
- Issues raised through assessments or on entry data.

2. What do I do if I think my child has special educational needs?

The first member of staff to recognise that your child may have a special educational need is usually your child's class teacher. Teaching staff receive regular training on the identification of specific needs. They use this information, together with continual assessment of your child's rates and patterns of progress plus any information provided by yourselves, to identify and support any concerns that may arise. Should your child's class teacher become concerned about your child in any way, they will speak to you and the SENDCO. The identification pathway is explained in further detail in the SEND Policy.

Alternatively, if parents' raise initial concerns, they should speak to the child's class teacher. A meeting may be arranged with yourself and the class teacher. If you remain concerned, then you can contact the SENDCO directly (or ask the teacher to organise their involvement) and a meeting with you, class teacher and SENDCO can be arranged or phone calls if that is more convenient.

3. How will Chapelford Village staff support my child?

The class teacher in consultation with the SENDCO, parents and young person will discuss and plan the education programme. Strategies that enable a child to progress at home can also help them at school and vice versa. That is why we ensure that a continuing dialogue takes place with parents/carers, sharing any successes and approaching any difficulties that may arise together.

Individually produced plans, referred to in Chapelford Village as Individual Support Plans, track the progress of all children that are identified as having SEND. These are produced and reviewed termly by the child's class teacher and monitored by the SEND Team. The effectiveness of this will be monitored over time and reviewed at least termly. The class teacher will continue to inform parents of pupil progress and will update the SENDCO and Head Teacher at least termly or more frequently if required.

Teachers or teaching assistants will plan and deliver interventions as appropriate; a programme may last for a period of a few weeks or be longer term depending on the need and progress. The Governors will continue to monitor the progress of children on the SEND register; Mr Daniel Gibbons has the specific responsibility

for this at Chapelford Village and she meets regularly with the SENDCO.

During meetings with the teacher and/or SENDCO or Head Teacher, you as a parent will have the opportunity to state how you would like the programme to develop and children will be involved where age-appropriate. The SEND Identification Pathway offers further information- please see our SEND Policy

4. How will the curriculum at our education setting be matched to my child / young person's needs?

Staff at the school are adept at differentiating the curriculum, planning for support and integrating programmes to ensure that all children make progress at an appropriate pace. The broad and balanced nature of our curriculum linked to multi-sensory approach to teaching ensures that all children are given the opportunity to show their strengths to build their self-confidence. Areas of weakness are identified as well as areas of strength.

If a child is identified as having SEND

- They will be placed on the SEND Register which will be reviewed half termly.
- They will have specific targets and provision planned for them. School Provision documents identify areas of need and resources are allocated to meet those needs. Children are given specific targets for English and Maths. Most children will access the main age-appropriate curriculum with differentiation and targeted support. However, a minority of children will require an individual approach to the curriculum, or specific curriculum areas, and this will be decided in consultation with parents and other professionals.
- They will have a separate Individual Support Plan, outlining targets.
- Discussions will take place at least 3x per year between the class teacher and parent.
- Teaching Assistants may work with a child 1:1 on specific focused tasks or in a small intervention group.
- Specialist equipment may be given to a pupil to help them such as tabletop prompts, a wobble cushion etc.
- Work may be differentiated by outcome, pace of completion, support offered or by breaking it down into smaller chunks.

Additional pre and post learning opportunities may be offered if appropriate.

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

Class teachers will share, discuss and review progress and targets with parents and the young person at regular intervals. Regular discussions are encouraged with the class teacher who is usually available at the end of the day. You will be invited to Parents' Evening twice a year.

You will be given an evaluated Individual Support Plan termly. You will be able to attend individual consultations with the class teacher, SENDCO and Head Teacher as required.

You and your child will be aware of the targets set for your child and progress towards these; these will be written each term and you will be given a copy.

You will be provided with a written report annually and this will detail test results benchmarked against national expectations. If available and appropriate, you will be signposted towards courses and external sources of support to help you meet your child's needs.

Additional meetings with the class teacher or SENDCO can be made directly by speaking to the class teacher, by email to class teacher or SENDCO or through the front office.

Recommendations received from external agencies are discussed with parents and pupils. You will be invited to communicate with specialist advisors (e.g. Speech & Language Therapists, Occupational Therapists, Play Therapists) as appropriate.

6. What support will there be for my child's overall emotional health and wellbeing?

- More than anything else we want all our children to feel safe with a good sense of wellbeing.
- PSHE in school is strongly promoted, with all children receiving lessons focusing on health and wellbeing.
- The school has a Positive Behaviour & Anti-bullying Policy which is available on our website. Staff promote an ordered and safe environment where children feel safe and parents value the ethos of the school.
- If we feel, after discussion with parents, that a pupil requires further expert support we refer to external agencies for counselling and support. We have previously commissioned the work of Play/Art Therapists, Bereavement Counselling, etc.
- Trained Emotional Literacy Support Assistant (ELSA).
- Close working with Schools Link Mental Health Team.
- Social Skills and Nurture groups are delivered to children who require additional support.
- Class teachers, Teaching Assistants and Senior Leaders are always available to talk.
- All staff trained on Attachment and Early Trauma.
- Drawing and Talking course undertaken by TA.

7. What specialist services and expertise are available at or accessed by the education setting?

We are supported by a range of professionals from whom we can access support as appropriate.

- Educational Psychologist
- School Nurse
- Occupational Therapist
- Physiotherapist
- Family Support
- Schools Mental Health Link Team
- IDVA
- Parent Partnership
- CAMHS
- Counselling
- Visual and Hearing Impairment Team
- Specific Learning Difficulties Orthoptist
- Speech and Language
- Play Therapy
- Art Therapy
- Early Help
- Visual Processing Difficulties Clinic
- SEMH/SEND Specialist
- The school will seek private specialist services where necessary and where the budget allows.

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

The SENDCO, Lisa McDavid, and the Deputy Head Teacher, Laura Tottie, have gained the National Award for Special Educational Needs Coordination.

Regular Teacher and Teaching Assistant CPD training.

Whole school staff training on Attachment.

Whole school training on Dyslexia and Autism

Variety of SALT training received by support staff and teaching staff across the school.

One teaching staff with additional qualifications and wide experience in speech and language therapy

Trained Emotional Literacy Support Assistant (ELSA).
 Social Stories training completed by SENDCO and training given to key staff.
 Team Teach training where appropriate.
 Effective Questioning Training completed by Teaching Assistants.
 Lego Therapy Training from SALT.
 There are a number of teachers and teaching assistants trained in the use of Language Link and Derbyshire Language Programme, 1stclass@number Maths intervention, Better Reading Partners intervention, Inference training and other group and 1:1 specific support programmes.
 The SENDCOs attend local cluster groups to ensure that their training and practice are in line with the latest recommendations and the Code of Practice 2014.

9. How will my child be included in activities outside the classroom including school trips and provision for access to after school clubs?

Trips and activities are always available to all regardless of SEND need. Where necessary, we may ask a parent to accompany a child on an activity.
 1:1 Funding for children supported by EHCPs can be used for before and after school provision if this helps following planning and discussion.
 School endeavours to include all pupils in all activities and will work closely with parents to ensure barriers to participation are eradicated. If your child is going on a residential visit, then your child’s needs will be discussed with yourself and the group leader so that needs can be identified and barriers to participation overcome. Where appropriate, the views of the child will be sought and incorporated into any plans made.
 Risks assessments will be completed as required and take into account how we will facilitate the needs of all children. Afterschool Club providers are informed about children’s needs so their practice can be adapted.

10. How accessible is the Chapelford Village environment?

The school building is barrier free and there are two accessible car parking spaces. There are a number of accessible toilets. Adaptations to the toilets and furniture have been made to meet the needs of individuals as required.
 The data collection form asks for information about the child and their family so that any adaptations necessary can be made to the school environment.

11. How will Chapelford Village prepare and support my child to join the school, transfer to a new education setting or the next stage of education and life?

The school works closely with local high schools and any other educational setting to ensure smooth transition for all pupils. All moves to and from other schools/settings are managed by Chapelford Village to ensure that transition for your child is as smooth as possible. If a child comes to us from another school or a pre-school/nursery, every effort is made to liaise with that setting before your child arrives and any existing paperwork is requested.
 Where required, extra transition activities will be agreed for those pupils considered vulnerable at transition. The school shares data and information with receiving schools as appropriate. The final progress meeting of each year involves the class teacher, the class teacher who will be teaching the child the next year, the SENDCO and the Head Teacher to ensure all available information is passed on and future needs planned for.

12. How are Chapelford Village’s resources allocated and matched to children’s special educational needs?

Provision Planning identifies categories of need on an individual, class and whole school basis.

Funds are allocated to best meet the needs of pupils; however, this is funding dependent. Spending is regularly reviewed to ensure funds are achieving the best practice and support is in place. Governors regularly review spending and the allocation of the school budget. Funding is used to provide resources or to deploy staff in line with the recommendations of external professionals to ensure needs are met.

Children with an EHCP plan will have their own detailed plan to support them.

13. How is the decision made about what type and how much support my child will receive?

The type of and amount of support offered will be made based upon:

- Following detailed assessment of the pupil, the class teacher, the SENDCO, Head Teacher and parents will discuss the nature and regularity of individual and group support.
- Advice from outside agencies
- Pupil progress data and discussions
- Discussion between staff
- Discussion with the child
- Discussion with parents/carers
- Support will be reviewed

14. How are parents involved at Chapelford Village? How can I be involved?

Parents receive Curriculum Newsletters, weekly newsletters, Parents' Guide to SEND information on the school website and invitations to school events.

This is in addition to any individual meetings deemed necessary or required by the parent. We have an open-door policy and parents can talk to any member of staff they feel comfortable speaking to.

In addition, parents may request a formal appointment to discuss issues of concern.

Parent Forum groups meet regularly to support school improvement.

Parents are also welcome to join CHAPTA who work hard fundraising for school.

We will restart concerts, assemblies and sporting events which parents can attend. These paused due to the restrictions from the pandemic 2020-21.

15. Who can I contact for further information?

Your child's Class Teacher.

The school cvpsoffice@cvps.omegamat.co.uk

The SENDCO, Lisa McDavid l.mcdavid@cvps.omegamat.co.uk

The governor for SEND, Daniel Gibbons d.gibbons@cvps.omegamat.co.uk

Other contacts include Local Authority, Parent Partnership and School Health Advisor which can be signposted through school staff.

School and/or the local authority may also point you in the direction of other agencies operating outside the school setting such as SENDIASS etc.

Answers to Children's Questions

1. How does Chapelford Village know if I need extra help?
<p>Through something that you or your parents have told us. Through something you may have told us. We might have noticed that you are struggling with work in class. Your behaviour or development might tell us that you need support. You may not be making the usual progress in your work. You may be showing signs of emotional distress.</p>
2. What should I do if I think I need extra help?
<p>Speak to your parents and ask them to have a discussion with your teacher. Speak to your teacher or another adult who works in your class. You can add a comment to your work to tell the teacher. All adults in school will want to help and support you, let them know what you are worried about and where you want extra help.</p>
3. How will my work be organised to meet my individual needs?
<p>We will look at your strengths and the things that you find difficult We can differentiate your work. We can give you different resources to help you. We can break your work into smaller chunks. We can give you some extra work on a new topic before you start it so you feel more confident. We may give you help in a small group to help you learn a new skill. We will listen to you and understand what you find difficult so that we can offer the right kind of support.</p>
4. How will I be involved in planning for my needs and who will explain it and help me?
<p>Your class teacher and teaching assistants will speak to you. Your teacher will talk to you about targets and any areas that you are worried about and you will work together to make progress. You can tell your teacher how you learn best and which resources help you.</p>
5. Who will tell me what I can do to help myself and be more independent?
<p>The adults who work with you will support you. Every class has a visual timetable that we use, but we can make you an individual one too. Your teacher and TA will set you targets to help you break big tasks into smaller ones. We do lots of lessons and assemblies in school to develop resilience, risk taking, resourcefulness, reflection and good relationships. Everyone has targets to get better at these things and so will you.</p>
6. What should I do if I am worried about something?
<p>Speak to a friend, a parent or an adult in school – we all care and want to help! If you worry a lot, you may have a worry book/diary and use that to communicate with adults at home. Talk to someone you trust - your teacher, parent, teaching assistant, Head Teacher – so we can help.</p>
7. How will I know if I am doing as well as I should?
<p>We will talk to you regularly. When your teacher marks your work they will tell you.</p>

Your teacher and TAs will give you feedback during lessons.

Talk to someone you trust - your teacher, parent, teaching assistant, Head Teacher – so we can help.

Adults will review your targets with you.

You can ask your teacher if you are doing well.

Your teacher will let you know when you have achieved your targets and will tell you the next steps in your learning

8. How can I get help if I am worried about things other than my work?

Talk to us about what is worrying you and we will work with you and find people to support you. Use our online S.H.A.R.P. system.

If you are worried about anything then you have the right to talk to any person you trust who will get help for you. If you have a medical need then we will talk to you and your parents to make sure that those needs are met. Staff expect children at this school to behave well and so you should feel safe at all times. If you do not feel safe then let an adult know.

9. Are there staff in school who have had special training to help young people who need extra help?

Yes we have regular training in areas of SEND and have specialists in this in school.

We work with other schools to ensure we are doing the best we possibly can for all children. Staff are trained in lots of intervention programs to help you with your learning.

We have two trained SENDCos

We have lovely teaching assistants who are trained to help when you feel sad, worried, anxious or lacking in confidence.

We can also signpost you to various experts should we need to. We have two staff trained in Youth Mental Health First Aid.

All staff at this school know that they have a responsibility to teach you well and to look after you emotionally. All staff should listen to your concerns and offer you support. If you feel this is not the case, then you have the right to tell another person.

10. Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)

Yes. We can get help from lots of different professionals to help with your needs as appropriate

- Educational Psychologist
- School Health Adviser
- Occupational Therapist
- Early Help Team
- Parent Partnership (SENDIASS)
- Schools Mental Health Link Team
- CAMHS
- Counselling
- Visual and Hearing Impairment Team
- Speech and Language
- Play Therapists
- Art Therapists

We will try our best to help you, but if we do not know how to help you make further progress with any problems that you have then we will ask experts from outside of school to give us advice.

11. If I have difficulty in taking part in school activities what different arrangements can be made?

- a) How will I know who can help me?
Talk to a member of staff with your parents.
- b) Who can I talk to about getting involved in student activities if I need extra help?
If you want to get involved in an activity we will make sure that you can and give you the help you need. Talk to one of the adults in you classroom.

We will make sure that, whenever possible, we will adapt things so that you can join in with as many activities as you can at the level that you are able to take part. We will talk to you and your parents about how to make things possible for you.

12. What help is there to help me get ready to start school?

We will speak to you and your parents before you start. We will visit you at your nursery or speak to your previous school so that we have lots of information.

We will usually hold a meeting with the people who help you now so that we have everything in place to help you.

We will make sure that you can visit and meet the people who will help you before you start. We will keep in touch with your new school to make sure they know how to help you.

You can come for a visit too first before you begin.

When you are ready to move class or move to a new school we will meet with your new teachers and tell them everything they need to know about you. We will tell them about your successes, things you like and how you learn best. We will make sure that you get to meet your next teacher or, if you are changing schools, that you go on a visit.

13. I am coming to school to prepare for employment – how will I be supported?

We will listen to your dreams and aspirations. We will encourage and support you. We will help you develop social skills; good relationships; resilience and confidence to take risks; resourcefulness; independence and reflection skills. We will see you as an individual.

We will teach you study skills, interpersonal skills, communication skills, English, Maths and computing as well as all the other subjects so that you are well prepared for every stage in your life.