



Chesterton Primary School

Green End Road, Cambridge, CB4 1RW

Tel: 01223 728392

Email: admin@chestertonprimary.org

Headteacher: Mrs Kate Yeoman

SEND Information Report

This SEND information report is written in compliance with the 2014 Children and Families Act and is associated regulations together with the Equality Act 2010 and follows statutory guidance for the SEND Code of Practice (2015)

1. What is SEND?

The definition of special educational needs and disabilities (SEND) is taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significant greater difficulty in learning than the majority of others the same age;
- or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. How is SEND Classified? (Code of Practice, 2015)

Speech and Language

- Speech, language and communication difficulties
- ASD – including Asperger's Syndrome and Autism

Cognition and Learning

- Learning difficulties requiring a slower pace than peers, differentiation
- Specific learning difficulties such as dyslexia, dyscalculia

Social, Emotional and Mental Health difficulties

- Mental health issues such as anxiety, self-harm, eating disorder, ADHD SENDsory and/or physical needs
- Vision or hearing impairment
- Physical disability requiring additional ongoing support and equipment



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SEND support at Chesterton Primary School

3. Introduction

Chesterton Primary School is a school that believes in an inclusion approach towards learning where every child is valued and encouraged to strive to achieve and develop. We consider that all children, including those identified as having special educational needs, should access a broad and balanced curriculum and be fully included in our school life. This includes emotional, social and academic learning, in our commitment to providing equal opportunities, regardless of race, faith, gender or sexuality. We promote a happy, reflective and caring non-judgemental environment and encourage self and mutual respect for all.

4. Our Special Educational needs Coordinator (SENCo)

The current Special Educational Needs Coordinator at Chesterton Primary School is Victoria Storey and her designated SENCo days are Monday, Tuesday and Wednesday (AM only).

5. Roles and Responsibilities for the provision of SEND

Class Teacher He or She is responsible for:

- Ensuring that all children have access to high quality teaching and that the curriculum is adapted to meet children's needs
- Assessing the progress of your child and identifying, planning for and delivering any additional support your child may require (e.g. targeted work, additional support, adapting resources etc) in collaboration with the TA and SENCo if necessary
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and of any specific adjustments which need to be made to enable them to be included and make progress
- Ensure that they are liaising and working in partnership with you as parent/carers
- Ensuring that the school's SEND practice is followed in their classrooms and for all the pupils they teach with any SEND
- Adapting their classrooms and making reasonable adjustments to the learning environment so to meet the needs of the children with SEND
- Working collaboratively with Teaching Assistants, parents and carers and the school's senior Leadership team in meeting the needs of children with SEND in their class

SENCo he or she is responsible for:

- Coordinating the provision for children with SEND and developing the school's SEND practice to make sure all children receive a consistent, high quality response to meeting their needs in school
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- Meeting with future and present parents of children of the school, whose children require SEND provision and support
- Ensuring parents/carers are involved in supporting their child's learning, are kept informed about the support their child is receiving and are involved in planning and reviewing the progress of their child
- Ensuring targets for children with EHCPs are monitored and being worked on
- Maintaining the school's SEND provision map
- Supporting teachers, when required, on helping children with SEND meet their planned learning targets
- Ensure smooth transition between different educational phases
- Working with teachers to identify children who need additional support
- Coordinating SEND Learning Support Groups
- Meetings with teachers and teaching assistants to discuss and support the provision for identified children
- Termly recording, tracking and analysing data for children with SEND
- Liaising and working in partnership with external agencies, including the Educational Psychology Service, Primary Support Service, Child Protection Service, Health Education Service, Hearing and Visual Impairment Service, Educational Welfare Service Multi-cultural, Education Service, Speech and Language Service and the START team service
- Contributing, with support from outside agencies, to the inservice training of staff
- Liaising closely with Head teacher and Senior Leadership Team and SEND governor
- Overseeing the work of Teaching Assistants in supporting pupils with SEND
- Managing, with support, from Head teacher, the SEND budget

The Head teacher she or he is responsible for:

- The day to day management of all aspects of the school, this includes the overview of the provision for children with SEND
- Monitoring, tracking and analysing the attainment and progress of all pupils
- Ensuring the Governing Body is kept up to date about any issues in school relating to SEND
- Liaising with external agencies
- Supporting the SENCo in delivering the highest standard in SEND provision

SEND Governor she or he is responsible for:

- Making sure that the school has up to date procedures/information reporting
 - Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school
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- Making visits to understand and monitor the support given to children with SEND in school and being part of the process to ensure all SEND children can achieve and progress

6. Individual Support

If your child is identified by the class teacher and SENCo as having or suspected having a specific SEND need (see section 2), then personalised targets will be created to help support the needs of the child.

Our school process for this is as follows:

7. Assess, Plan, Do, Review Cycle

In One Page Profile meetings, the Class Teacher, along with parents/carers and the child, will follow the Assess, Plan, Do, Review cycle. This four-stage cycle is used to ensure, that together, we will use our best endeavours to ensure necessary provision is made and attainable next step targets set.

PLAN

Together the teacher and parent will plan targets to be worked towards and what could be done to help meet these targets

DO

The actions identified at the planning stage will be implemented. Progress towards targets will be regularly monitored.

ASSESS

The teacher will carry out assessments to gain an understanding of the pupils needs in school. A focussed conversation will take place.

REVIEW

The targets are revisited and re-viewed. The next steps in learning can be planned for.

8. Assessing the impact of Learning Support Groups, Provision and Personalised Targets.

When support is put in place for a child at our school, it is essential that the provision is tracked, monitored, and the impact evaluated. A triangulised approach is used to assess impact and identify next steps.

9. Children with Education, Health and Care Plans (EHCP)

In some instances, despite all in school measure being implemented, a pupil does not make expected progress. In these cases, an application for an EHCP may be made. Either the parent or the school can request that the Local Authority carry out a statutory assessment of a child's needs. This



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is a legal process which sets out the amount of support that will be provided for your child. You can find out more information about this in the Local Offer on the Cambridgeshire County Council website:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/localoffer/local-offer-identifying-special-educational-needs-and-disabilities-0-25/>

After the parent/carer or the school has sent in the request to the Local authority, it will be decided whether your child requires statutory assessment. To help them decide the LA will ask parent/carers and all professional involved to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue to support the child, seeking additional advice and support as appropriate.

If the LA do decide the child's needs are complex and require additional support in school to make good progress, then the LA will write an EHC plan. The EHC plan will outline the support the child will receive from the LA and how the support should be used and what strategies should be put in place.

For families that are thinking of joining our school and have children already with an EHCP, visits are warmly encouraged before applying. It is important that the school can talk opening to new parents of SEND children, so that we can work with them collaboratively to meet and discuss the specific needs of their child. It is also an opportunity for families to observe our setting, talk with staff and decide themselves if the school meets the specific individual needs of their child.

10. Interventions at Chesterton Primary School

We run a range of interventions at Chesterton in order to support the children to achieve and bridge the gaps that are needed to help them make progress.

Sensory Circuits - Participation in a short sensory motor circuit at the beginning of the busy school day prepares children to engage effectively and allows them to more easily access learning and communication. A series of physical activities in the hall for the children who need stimulation in the morning, and for those who may need a release for excess energy.

Precision Teaching - Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is basically a means of evaluating the effectiveness of what is being taught.



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ERT - ERT aims to develop rapid recognition of letter sounds, blends and words. It supports pupils by breaking learning down into smaller steps, providing opportunities for frequent repetition and building upon existing knowledge so that the pupil experiences success. At the end of each teaching phase the letter sounds are tested for speed and accuracy. Speed of recognition is key because fluency is important for rapid recognition and effortless reading. The iPad app 'CAMBUGS' supports this intervention.

Inference - Inference training is a group intervention for pupils in Key Stage 2 who decode adequately but fail to get full meaning and enjoyment from their reading. The techniques can also be used in guided and whole class teaching.

Other interventions:

- Lego Therapy
- PiXL Interventions (based on PiXL assessments and gap analysis)
- Additional reading
- Social Stories
- 5 Minute box (maths and writing)

11. Complaints

If you have a complaint about the support the school provides for your child, please put your complaint in writing to Mrs Kate Yeoman Head Teacher, who will arrange to meet with you to discuss your complaint and if necessary will carry out an investigation. After your discussions, if you are still not satisfied, please follow our formal complaints procedures. The complaints policy can be found on our website, www.chestertonprimary.org

12. Common Questions & Answers

a) How does the school know if my child needs extra help and what should I do if I think my child may have special needs?

- Pupil Progress is regularly and systematically monitored by class teacher and the Head teacher during formative and summative assessment opportunities.

Pupil progress meetings are held half termly allowing identification of pupils who are not making expected progress in particular areas.



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- Our school may arrange for more in depth assessment to be carried out by members of the local authority specialist teaching team. These colleagues will then support the school in making appropriate provision for the needs of individual pupils and will contribute to the setting of targets.
- Parents are informed at all stages when additional needs have been identified. They have regular opportunities to discuss their child's progress at termly parent teacher meetings and are included in any professional meetings regarding their child.
- Parents who have concerns regarding their child's progress should raise these initially with their child's teacher. They may also request an appointment to meet with the school's SENCo.

b) How will Chesterton support my child?

- Once pupils have been identified as requiring additional support their parents will be invited to the school to discuss how this support will be delivered. A 'One Page Profile' will show what provision is being given, by whom and for how long. There is a regular process of review to examine whether this targeted support is having expected impact.
- Our school utilises a range of interventions which have been nationally shown to make a positive impact on pupil progress.
- Our school will continue to work in partnership with parents to ensure that individual pupils receive the best possible support both in and out of school.
- Specific details of how the school manages provision for pupils with additional needs can be found on our school provision map. This is regularly updated and linked with end of intervention progress reviews to ensure the continued impact and efficacy of our interventions.
- Education provision for pupils with SEN is the key responsibility of the SENC supported by the Head teacher.
- The governing body are responsible for overseeing the school's provision for pupils with SEND. There is a link governor who liaises regularly with the SENCo to monitor provision.
- The SENCo provides an annual report to the governing body on the progress of pupils with additional needs and disabilities.

c) How will the curriculum be matched to my child's needs?

- All teachers provide a range of differentiated learning opportunities within the curriculum to ensure that learning is accessible to the majority of the pupils in their class.
- Assessment of pupils' learning is used to inform ongoing provision in an ongoing continuous cycle.



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- Some pupils will require support above and beyond this differentiated learning. These pupils will have a 'One Page Profile' drawn up by the class teacher. Parents and other agencies may contribute to the targets on this profile.
 - Teachers' work closely with the SENCo and other specialist agencies to discuss the needs of individual children and to consider the most effective strategies and any additional resources to support individual pupils.
 - In some cases it may be appropriate to provide additional adult support for part or all of the pupil's time in school
 - Support for pupils will often be through adaptation of the teaching materials or physical environment or through small group teaching.
 - Our school endeavours to ensure that pupils are given every opportunity to develop self-confidence and independence in their learning.

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

- Our school welcomes and encourages parental involvement in children's learning. We provide regular opportunities to demonstrate to parents how they can support their child's learning through our parent sessions.
- Parents can make an appointment at any time to speak to their child's class teacher to discuss progress and any concerns they may have.
- Parents are invited to termly parent/teacher meetings where they can discuss the provision being made for their child.
- Parents are invited to structured conversations to review the 'One Page Profile'
- Home/school communication are used. These allow close liaison between parents and school staff.
- Parents are invited to review meetings with our partner agencies to discuss how they can support their child at home. Written reports are provided detailing any assessments, outcomes and recommendations made.

e) What Support will there be for my child's overall wellbeing?

- Our school has a focus on metacognitive skills (learning to learn). We have high expectations of all of our pupils and although some pupils learning levels may be below average we will ensure that these pupils are enabled to make the best possible progress through effective and targeted provision. This allows pupils to achieve a positive sense of success about their own learning and abilities.
- Feedback given to pupils about their learning always identifies something they have done well and something they should aim to do to improve their learning. Pupils are encouraged



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to discuss and evaluate their own learning performance and to identify what they think might need to make progress.

- Where children have additional physical or medical needs, the school will draw up a healthcare plan to ensure that this pupil's needs are known by all staff. If appropriate, medical alert cards will be used to prioritise the pupil's well-being and safety in school.
- Pupil's social interaction is monitored as a matter of routine and this enables vulnerable pupils to be identified. Where pupils have a particular difficulty in this area support may be provided through social skills groups and activities. Regular circle times are included as part of class management strategies and Personal, Social and Health Education (PSHE).
- We celebrate children's successes and progress through our achievement assemblies each week.

f) What Specialist Services and expertise are available at or accessed by the school.

- Our school is fortunate to have access to a broad range of professionals and agencies to support pupil's needs. If we feel a child may benefit from this support we will discuss our views with parents and ask for their permission to involve other agencies.
- There is a process of referral which must be followed and most agencies operate a system of criteria for their involvement. Our school has access to support (subject to referral system) from the following agencies:

Local Authority Specialist Teaching Team including:

- Specialist Teachers and TAs
- Behaviour Support
- Educational Psychology Services
- Family Support Workers

Medical and Health Agencies including:

- Hospital
- Community Paediatrician
- School Nurse
- CAMHS
- Speech and Language Therapy
- There is a wealth of expertise available from teachers within the school.
- We work closely with our parents and where appropriate liaise and refer to other agencies.

g) What Training are the staff supporting children with SEND had or are having?



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- All staff at our school undergo regular and targeted training relevant to their role and there is a programme of continuing professional development in place for teaching and learning staff.
 - Individual staff members may be trained to deliver specific interventions under the guidance of a trained teacher or SENCo.
 - Some staff have responsibility for delivery targeted interventions to individuals or a small group working on targets set by partner agencies. In this instance training may be provided on an ongoing basis to these staff members directly from our partner agencies who continue to oversee the delivery of these interventions.

h) How will my child be included in activities outside the classroom including school trips?

- Our school endeavours to ensure that all children have equality of opportunity in all aspects of the curriculum. This is outlined in our Single Equality Policy in line with the Equality Act 2010.
- Inclusion may require a pupil to be given alternative, adapted or additional activities and opportunities to achieve the same learning outcomes as their peers.
- Risk assessments are carried out for all out of school trips and visits. The needs of vulnerable pupils such as those with SEND are considered as part of this process and appropriate arrangements made.

i) How accessible is the school?

- The Single Equality Act 2010 requires all public service providers to ensure that their establishments are accessible to all potential users including those with SEND. As part of our Single Equality Policy, we have regularly reviewed accessibility plan to ensure full access to our school site is available.
- We will work with our partner agencies in the case of individual pupils to ensure that any additional access requirements are put in place.

j) How will the school prepare and support my child to join the school and transfer to a new one?

- In Early Years every child is visited at home by 2 members of our team. This allows us to build positive relationships with children and their families and for parents to share any sensitive information or concerns they may have. It also enables us to plan appropriately for individual needs based on our knowledge of children's home experiences.
- When children move onto their new classes within our school they benefit from having planned transition days where they spend part of the day in the new classroom with new teachers. This happens in the final half term before the summer break. In some cases,



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where children have additional social or emotional needs, a personalised transition plan may be put in place to support these needs and to allow a longer period of gradual transition. Parents, and other professionals, are invited to be part of this plan.

- Within school teachers meet for 'handover' meetings to ensure that receiving teachers are well aware of individual needs, targets and any material or resources they require.
- Our school liaises regularly with other schools and nurseries to ensure a smooth transition is in place for pupils coming into our school or moving on to new schools.

k) How are the schools resources allocated and matched to the children's special educational needs?

- Our school receives a set amount of funding to allow us to make provision for children with additional educational needs. We use this funding in the most economical way to allow us to effectively target the needs of individuals and groups across a range of areas. This funding is used both for staffing and for resources. Our provision mapping breaks down the cost of delivering any intervention and allows us to see which of these interventions offer the best value for money in terms of overall impact.
- Where children have a statement of special education needs a small amount of additional funding may be available to allow a more personalised approach (such as additional adult support or specialised resources)

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

- Termly progress reviews and teacher observations will highlight children who may benefit from additional support or intervention programmes. We will also take into account the recommendations of our partner agencies and the views of parents.
- If we feel a pupil may benefit from an intervention, we may put them forward for a particular one. We aim to ensure that we do not deliver numerous interventions at the same time as this may be disruptive for the pupil and affects our opportunities to measure whether an intervention is successful.
- All of our interventions are time bonded and regularly reviewed to see if they are appropriate and/or effective for individual pupils.

m) How are the parents involved in the setting? How can I be involved?

- We welcome involvement from parents as we feel it benefits their child's education. We aim to work with our parents to support their child's learning at home and are happy to help and support in any way we can.
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An Active Learning Trust School



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- Our school website and weekly newsletters provide information to parents about how they can support their child's learning and be involved in school events.

n) Who can I contact for further Information?

- At Chesterton your first point of contact is always the class teacher. If your child has an Education, Health and Care plan the SENCo will oversee the implementation of the plan in school.

Updated: October 2022

Due to be reviewed: October 2023

Learning, growing and achieving together