

Chew Stoke Church School

Special Educational Needs Information Report 2022-23



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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy at Chew Stoke Church School.

Our school vision is based on the bible story in Luke Chapter 10, the parable of the *Good Samaritan*

'Love God, Love Yourself, Love Your Neighbour'

As a consequence, we use this vision as the basis for our SEND provision with the aim of encouraging all of our pupils to be:

'Confident in learning and caring in life'

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website:

<https://chewstokeacademy.org/key-information/special-educational-needs-and-disabilities>

Note: If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Chew Stoke Church School provides a caring, supportive and inclusive environment, based on our Christian Values for **all** of our pupils, but especially for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (including Pathological Demand Avoidance PDA)
	Speech and language difficulties (including Developmental Language Disorder DLD)
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator:

Mrs Carole Hope

Mrs Hope has been our SENCO for 6 years and she is also a qualified teacher and part of our Senior Leadership Team.

She achieved the National Award in Special Educational Needs Co-ordination in 2017.

Mrs Hope has attended Level 3 Autism Education Training, Dyslexia, Dyscalculia and ADHD training.

Twice a year, Mrs Hope sits on the B&NES Education and Healthcare Plan (EHCP) panel.

She is allocated one and a half days per week to manage SEN provision.

Mrs Hope can be reached on 01275 332354 or via our e-mail: office@chewstokeacademy.org

Class Teachers

All of our teachers receive in-house training each term at our SEND staff meetings, and are supported by the SENCO to meet the needs of all pupils who have SEND.

Teaching assistants (TAs)

We have a team of TAs, including two higher-level teaching assistants (HLTAs), who have received training to deliver SEND provision.

In the last academic year, all members of staff including teachers, teaching assistants, office staff and lunchtime staff have received Level 2 Autism Education Training.

We have teaching assistants who have received external training to deliver Dyslexia and Dyscalculia interventions and who are qualified in Makaton Sign Language.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapist – We have a speech and language therapist (Bryony Mann) from 'Talkspeech' in school for one day, every week of the school year. As well as delivering high-quality speech and language therapy for our pupils, Bryony carries out assessments, provides reports for EHC Plans and helps to train our TA's.

As required:

- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?

Tell us about your concerns

If you think your child might have SEN, the first person you should talk to is your child's teacher. You can do this by e-mailing or ringing the school office or by talking to your child's teacher at the end of the school day.

They will pass the message on to our SENCO, Mrs Hope, who will be in touch to discuss your concerns.

You can also contact our SENCO through our school office (see page 3).

We will invite you to a meeting to discuss them

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what has been discussed and add this to your child's record. You will also be given a copy of this.

We will decide whether your child needs SEN support

If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are constantly on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially and emotionally.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they find a gap, they will give the pupil extra tuition to try to fill it. The class teacher may refer your child to our 'keep-up' intervention teacher, Mrs Baker, who teaches groups of children in school each afternoon. Pupils who do not have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

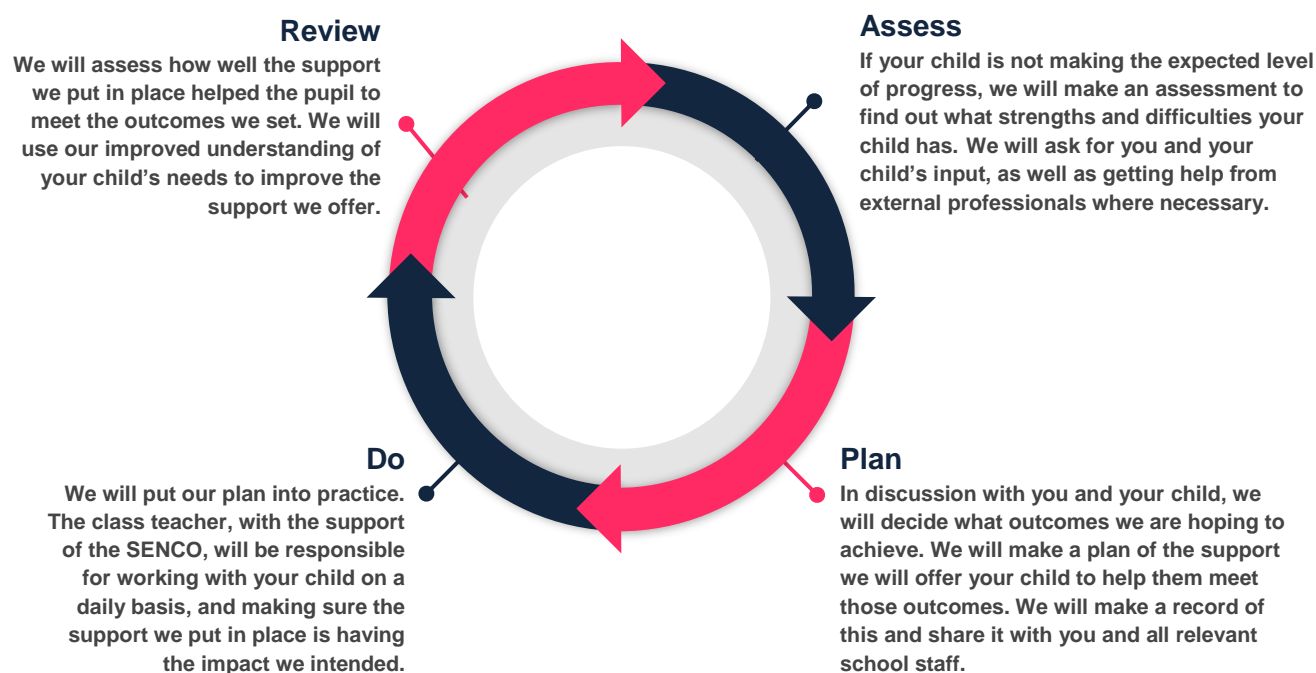
If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

You can see a flow chart outlining these steps at **Appendix A** on page 12.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set small achievable targets that we want to see your child achieve.

We will track your child's progress towards these targets over a given time, usually about 12 weeks. At this stage, together with parents, we will review the targets as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support.

For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide verbal reports on your child's progress at approximately 12 week intervals (2 terms) and a formal annual report.

Your child's class teacher will meet with you to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what support your child needs from you, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child. This will also help us to build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact your child's class teacher or our SENCO.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of ability. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend informal child-friendly meetings to discuss their progress and outcomes
- Prepare a short video or drawing.
- Discuss their views with a member of staff who they feel confident with and who can act as a representative during the meeting

8. How will the school adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Individualising our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as Ipads, coloured overlays, visual timetables, larger font, magnifiers
- Teaching assistants may support pupils on a 1-to-1 basis
- Teaching assistants may support pupils in small groups

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Calm spaces Whole school training
	Speech and language difficulties	Speech and language therapy – Pre-teaching groups Lego Therapy Sessions
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Precision Individual Tasks Pre-teaching Numicon
	Moderate learning difficulties	All or any of the above
	Severe learning difficulties	All or any of the above
Social, emotional and mental health	ADHD, ADD	Quiet work areas and break out spaces
	Adverse childhood experiences and/or mental health issues	Thrive & Listening Skills Outdoor learning including Forest School
Sensory and/or physical	Hearing impairment	Advice from Sensory Support Service
	Visual impairment	Advice from Sensory Support Service Magnifiers, visual aids, increased font. RNIB Books
	Multi-sensory impairment	Advice from SASS, OT, physio
	Physical impairment	Lifts and ramps

These interventions are part of our contribution to B&NES's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals three times per year and reviewing the impact of interventions after 12 weeks
- Talking to your child
- Monitoring and observations by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

Chew Stoke Church School is a stand-alone academy (SAT) and the head teacher, senior leadership team and school business manager are responsible for allocating the SEN budget. Occasionally, additional funds are needed for:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If this is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will consult with our local authority (B&NES)

11. How will the school make sure my child is included in activities alongside pupils who do not have SEND?

Staff at Chew Stoke Church School have high expectations and aspirations for each and every child. We will do everything possible to make all activities accessible to all children.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our two residential trips to Mill-on-the-Brue (Year 4/5) and Simonsbath (Year 5/6).

All pupils are encouraged to take part in our exciting school trips, school sports days, inter-school events and all of the rich and exciting activities that we offer to our school community throughout the year.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that everyone is included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

We would never discriminate against a child with SEND requesting a place at our school.

We prioritise pupils with EHC Plans on our admissions policy.

Please see our Admissions policy:

<https://chewstokeacademy.org/key-information/school-policies>

13. How does the school support pupils with disabilities?

Our school is fully inclusive and supports all pupils to reach their full potential. We ensure that all pupils have access to all activities, this includes such activities as participating in the Dance Umbrella at Bath Forum, sports, residential camps and visits and Nativity plays and productions.

- Our school has lifts at both ends of the school, ramps and disabled toilet facilities. Where there are steps hand-rails have been fitted to aid access to different parts of the school.
- Our school Accessibility Plan can be found on our website under the special needs heading.

<https://chewstokeacademy.org/key-information/special-educational-needs-and-disabilities>

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Through our school PSHE programme which has well-being and emotional development at its core
- By ensuring that our staff put pupil well-being at the centre of all planning
- By providing extra pastoral support when needed for pupils with SEN, through our listening support work and our Thrive programmes which are both run by our HLTA, Mrs Lewis.
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings?

Our SENCO liaises closely with and visits pre-school settings before pupils start in our reception class. She also liaises with secondary schools and other specialized settings if a pupil is transferring onto a new school.

Between years

To help pupils with SEND be prepared for a new school year we:

- Schedule extra familiarity visits to new classrooms and extra meetings between pupils and their new class teachers

Between schools

When your child is moving on from our school, we will work closely with you and the new setting to ensure a smooth transition. Where possible our SENCO will visit the new school to meet with staff and with your permission pass on relevant paperwork.

Between primary and secondary

Our SENCO will have several meetings with the SENCO of the secondary school to discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Additional escorted tours of the new school
- Arranging familiarisation visits with new support staff both at Chew Stoke and at the new school
- Arrange additional meetings for parents with the new school staff and SENCO

16. What support is in place for looked-after and previously looked-after children with SEN?

Our deputy head teacher, Miss Hennessy, has overall responsibility for children who are looked-after or previously looked-after. Miss Hennessy works closely with Mrs Hope, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to our SENCO in the first instance. They will then be referred to our head teacher, Mr Hewett and then if necessary to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint by writing to our Chair of Governors.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Advice on these complaints procedures can be found at the B&NES SEND Parent Support Service at:

<https://sendiasbathnes.org.uk/>

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at our Bath & North East Somerset local offer. B&NES publishes information about the local offer on their website:

<https://beta.bathnes.gov.uk/get-help-children-or-young-people-additional-needs-send>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://sendiasbathnes.org.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)

- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendix A

