Chapel St Leonards Primary School

SEN Information Report

2020-2021

SENDCo: Mrs S Pruhs-Borrell

Headteacher: Mr G Almond

SEND Governor: Mrs PJ Powell

Special Educational Needs

Support for your child at

Chapel St Leonards Primary School

Information Report

Lincolnshire's Local Offer can be found:
https://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/the-local-offer/

Introduction

Chapel St Leonards works hard to provide a broad and balanced curriculum for all children.

However, you know your child best and may feel that they need some additional help or support for some or all of their time at school.

This leaflet is designed to inform you of the types of support available, who can help you and how support can be accessed.

A paper copy is available at the school office if you would prefer that.

The SEN Code of Practice 2014 requires all Local Authorities, Schools and Academies to provide access to the support they provide to their SEN pupils and parents.

What is special educational needs and disability?

A special educational need (SEN) is a difficulty, difference or barrier that affects a child's ability to learn and access the curriculum.

A disability is a longer term health condition which causes a difficulty, difference or barrier to learning and/or accessing the curriculum.

The special needs and disabilities code of practice: 0-25 years states that:

'A child or young person has SEN if they have a learning difficulty of disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age: OR

Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in main stream schools or post 16 institutions.'

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

1. Contact your child's class teacher

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2. Together you will decide on a plan of action

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3. The special needs co-ordinator (SENDCo) and Head will be informed and may place the child on the special needs register

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4. Targets will be discussed and set with you

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5. Outside agencies may be consulted for further advice

All children identified with an SEN and/or disability have full access to engage in activities available with children and young people in the school who do not have SEN. NB The above will take account of all Health/Safety and Risk Assessment etc.

How will the school respond to my concern?

- Initial concerns may be expressed at parent's evenings or on request after school with the class teacher.
- A further meeting may take place.
- Your concerns will be discussed with the Head and SENDCo.
- Depending on the child's needs outside agencies may be requested to assess or observe the child.
- A plan of action will be put together with you and your child. Specific targets will
- be set. The plan and targets will be reviewed regularly with you and your child.

How will the school decide if my child needs extra support?

At this stage decisions can be based on formal or informal assessments

- If limited progress has been made it will show up on our tracking system which is regularly updated and monitored
- If concerns are raised by parent/carer, teacher or the child
- If concerns are raised through adult observations over a period of time from teacher, teaching assistants or midday supervisors
- If there is a sudden change in the child's behaviour

Early Years Foundation Stage (EYFS) How do we identify SEND?

Throughout a child's learning career a child may have a learning need. These may be identified by parents/carers, school staff or outside agencies working with the child. We encourage parents/ carers to share information and concerns with us as early as possible. We also use observation and assessment tracking systems to identify any possible concerns. We are committed to ensuring that all children in our Foundation Stage have access to learning opportunities, for those who are at risk of not making expected progress we will implement programmes to support their needs. This does not mean that all disadvantaged learners will have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

In our Foundation Stage Class we will include the child (where necessary), parents/carers, class teacher, Mrs Borrell (SENDCo) and Mr Almond (Headteacher) to support and identify barriers to learning. We will gather evidence and arrange suitable intervention support. Also, we have access to various specialist services that can make further assessments and provide additional support:

Mrs Borrell will coordinate these services on your behalf.
Each learner identified as having SEND in our FS Class will receive support based on their individual needs, this is flexible and may change over time. It will be designed to support learning and also the child's well-being. A child's needs will be specifically targeted according to Development Matters and the Early Learning Goals. Targets will be reviewed at meetings with the class teacher and SENDCo, Parent's Evenings and Focus Child meetings. Children are taught in

small groups according to their needs as part of our day to day practice and will be extended to support children with additional needs.

In the Foundation Stage we use a range of programmes to support children's learning: Speech and Language Support

- Read Write Inc- Phonics and Wellcomm
- Social Communication Programmes/Games
- Training is assessed according to the needs of the children in The Foundation Stage.

What will the school do to support my child?

Your child's targets will be set by the class teacher and monitored by them. However, support may be given by a teaching assistant within the classroom.

Assess

Through summative data from:

- Regular assessed pieces of writing
- Weekly table test or mental maths
- tests Weekly spelling tests
- Assessed
- comprehensions Termly
- maths tests Agency assessments

Through informal methods:

- Observations over time within the classroom or
- playground Daily formative assessments
- Observations from outside agencies

Plan

- Differentiated tasks are set in lessons by the class teacher
- Individual Education Plans set out specific targets using assessed information - This could be using the school monitoring system .

Do

A range of different strategies are used which might include:

- Additional classroom support by a teaching
- assistant Small group support within the classroom
- 1:1 support within or outside the classroom
- Agency support 1:1 or with a small group
- Specific teaching practices to support your child

Review

- Pupil Support Plans are generally reviewed three times a year with parents and pupils, however, if targets are fulfilled reviews will be held more frequently.
- Additionally Parents evening are held three times a year to review progress.
- If further meetings are required feel free to contact your child's class teacher.

All meetings will review targets against progress, effective or non-effective strategies and the next steps for focus.

Who will support my child in school?

We have an experienced team of staff who may be involved in supporting your child. These include:

Who?	How and why?
Your child's class teacher	Will set tasks that are appropriate and accessible for your child Will be responsible for interventions that are set Will monitor the effectiveness of interventions
Teaching Assistants	Who support all pupils in class May provide 1:1 or small group work in class May provide 1:1 interventions outside the classroom in or out of school time
The SENDCo	Completes referrals to agencies for support Will take review meetings and complete relevant paperwork
Midday supervisors	Who may provide support for monitoring personal, social and emotional needs through play
Additional agency	May complete assessments or observations to assist with target

Support	Setting May be involved with reviews and next steps
SEN Governor (Mrs Powell)	Who oversees the SEN policy
Volunteers	Who may hear readers within the class

Equipment:

If your child has any specialised equipment which needs to be stored at school we have a specialised hygiene suite which is lockable and such items will be stored in this room.

What training and experience do staff have for the additional support my child needs?

First Aid
All members of staff hold valid First Aid Certificates.

Safeguarding
All staff have taken part in safeguarding and attachment training.

Colourful semantics
Mrs Overton (EYFS Leader) and Mrs McEwan (TA support) are trained in the use of colourful semantics. This is used to teach the possible structure of sentences by using colour coded words. It develops and consolidates the understanding of question words who, what, where.

Team Teach

Some members of staff are trained in Team Teach Methods. It involves being trained in de-escalation techniques. These include strategies to avoid physical contact but also include training in the positive handling of pupils. The course is based on positive behaviour techniques, communication and use of body language to manage behaviour

Autism and dyslexia
Mrs Borrell (SENDCo) has taken part in autism and dyslexia training provided by The Working Together Team.

National SENCo Award.
The National SENCo Award is a masters level course that is statutory for all SENDCo's appointed newly to the role since September 2008. Mrs Borrell (SENDCO) achieved this award in 2014.

Who else might be involved in supporting my child?

Name	Agency	Support available
Catrin Harley	Educational Psychologist	Assessment for learning; personal, social and emotional needs Observations Target setting Support with paperwork
Ruth Chapman	Specialist Teaching Service	Assessment for learning difficulties (including the identification of dyslexia) Observations to support with learning behaviour Target setting
Amber Horwood		Assessments of speech difficulties and language acquisition
Helen Pitfield	Speech and Language Therapy	Observations to support children with social, communication difficulties including those with Autism Target setting
	The Working Together Team	

We can also make referrals to:

Paediatricians
Early Assessment Workers (to support with actions impacting on the child and family) Child and Adult Mental Health Service (CAMHs)
Education Welfare Service
Healthy Minds

What support will be there for my child's emotional and social well-being?

Pastoral and Social Support:

- All members of staff build up strong relationships with children to support their social and emotional needs.
- Members of staff, such as the class teacher, designated teaching assistants and SENDCo are readily available for pupils who wish to discuss issues and concerns.
- A lunch club is available for those who find lunchtimes
- challenging.
- All child protection issues are reported to Mr Almond (Head Teacher). We have a clear behaviour policy which is adhered to by all staff.

Medical Needs:

- If your child has specific medical needs please contact the class teacher or Head
- Teacher. If needed a detailed ‘care plan’ can be written through consultation with the school nurse and parents to inform and guide staff about the care required.7

- Where necessary medicines can be administered by the first aider (in the company of another member of staff) in agreement with the parent/carer. Medicines will only be administrated in school if directed by a GP. A medicine administration form must be completed and medicines are kept in a safe place.

Support for Behaviour:
If your child has specific difficulties regarding behaviour they may require a behaviour plan. This will follow the '**assess, plan, do, review'** process.

Assess
Your child will be observed by adults, such as, the class teacher, teaching assistants and outside agencies (generally the Educational Psychologist or specialist teacher from the Teaching and Learning Centre) in order to understand your child's difficulties.

Plan
- A specific target will be agreed with you and your child based on the
- observations. Strategies will be decided with you and your child.

Do
The strategies will be put in place and all concerned will be informed of them.

Review
- Progress will be reviewed against the target within 6 weeks with pupil, parents and adults involved.
- Next steps will be agreed.

How will my child be involved in the process and be able to contribute their views?

Review meetings:
Your child will be asked for their thoughts regarding: their progress towards their targets
- what strategies have worked well
- what they think they may need support with next

Social stories:
These are written with individual children to help them understand how to manage their emotions or behaviour in certain situations i.e.: anything they are anxious about or acceptable behaviour.

Feelings books:
These are used by individual children who find it difficult to express themselves orally.

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

If your child has SEND then they will require support that is ‘additional to and different from’ the rest of the class. For most of the time your child will be taught along with the rest of the class where a variety of different strategies will be used to support them.

- Use of different groupings –
  - mixed ability
  - mixed ages
  - same ability

- Use of visual aids
  - visual timetables,
  - class/individual – displays
  - working walls – word mats

- Use of talking partners –
  - sharing ideas
  - peer learning

- Use of concrete apparatus
  - practical equipment in mathematics
  - magnetic letters, sand etc for letters and words

- Use of drama
  - hot seating
  - freeze framing
  - speaking and listening activities – filming

- Use of ICT
  - Laptops to record (as an alternative to writing)
  - Laptops to write, improve typing skills, improve skills through educational games in phonics and mathematics

- Use of seating
  - careful positioning of pupils

What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

Opportunity	Details	Frequency
Review meetings	Pupil Support Plans are reviewed with parents and pupils. Educational Health Care plans are reviewed with parents and pupils.	3 times a year Once a year
Assessment or observation feedback (outside agencies)	Feedback is given for an assessed report or observation from an outside agency or SENDCo. If reports coincide with review meetings they will be discussed then.	When appropriate
Parent consultations	Targets will be reviewed.	3 times a year
Class teacher feedback	If there are concerns or a celebration of success, you may be phoned or asked to a meeting.	When appropriate
Home/school communication	If there are behaviour, medical or anxiety issues a communication book, sheet or diary may be sent home.	Daily or weekly as appropriate

Your child's teacher is usually available at the end of each day if you wish to speak to them. Alternatively phone the office to request an appointment.

How does the school know how well my child is doing?

Each child's progress is carefully checked every term and placed on our tracking system using data from tests, classroom work and observations. These include the following:

- The school tracking system
- Early learning goals – for pupils in the Foundation Stage
- Reading and spelling assessments

- Standardised assessments (carried out by Specialist Teachers and Educational
- Psychologists) Assessment for learning – carried out within the classroom by the teacher, pupil self-assessment, peer assessment
- Individual targets, written as feedback by the teacher

These help to identify areas of weakness to target. If your child is struggling they will be given specific targets which will be discussed with them initially and then with you. If they continue to struggle it may be necessary to formalise their specific needs by applying for an 'Educational Health Care Plan'. This is the new legal document mentioned in the' Children and Families Act 2014'. It brings together all relevant agencies appropriate to your child's needs and will clearly set out what actions are required.

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

- Educational visits are an integral part of the curriculum at Chapel St Leonards. All pupils are included with special needs being considered in risk assessments. If you have any particular concerns do not hesitate to contact the school.

- All pupils are entitled to take part in clubs after school and are encouraged to do so. Some clubs are so popular a reserve list system has had to be put in place.

- We have a breakfast club, which all pupils may attend, starting at 7:45 am.

How accessible is the school environment?

- There is wheelchair access to the main building via the main entrance
- There is also wheelchair access at each pupil entrance
- 1 toilet is adapted for disabled users

How accessible is the curriculum?

- There is access to laptop computers, video equipment and
- cameras
  Each classroom is equipped with a variety of mathematical equipment

How will the school prepare and support my child to join the school?

Early Years Transition:

- The teacher and teaching assistants visit feeder nurseries when
- possible Parents are encouraged to look round with their children
- Visits can be arranged the term before starting
- School receives and uses relevant paperwork to plan extra support if
- needed Agencies already involved are consulted

- Parents are given an opportunity to attend an information event before their child starts in September

Transition between classes:

- Exchange of information between classes, including successful
- strategies Time with the new teacher before the end of the summer term
- Extra lessons with the new teacher can be arranged if a pupil is particularly
- anxious A parents evening in the Autumn term to discuss settling in and any concerns

How will the school prepare and support my child to transfer to secondary school?

We understand that this is a daunting time for all pupils but more so if your child has SEND needs. We support you child by:

- Meetings are arranged with outreach services and SENDCo's from Secondary Schools for parents if required
- Information is shared with the Secondary School through transfer of paperwork, face to face meetings, emails, etc
- Secondary SENDCo's and Teaching Assistants visit pupils in school to provide them with additional information and meet them prior to any visits
- Additional visits are put in place to meet each child's individual
- needs
- If your child has an Educational Health Care Plan relevant outside agencies and the Secondary School SENDCo will be invited to the annual review prior to transition

How can I be involved in supporting my child?

- At target setting reviews you will be asked to comment on progress and make suggestions for future targets
- You will be asked to support your child in achieving these targets either through the normal homework route or with extra work
- All parents are asked to hear their child read regularly, assist in learning spellings and x tables

Additionally parents are encouraged to support within school

- through: Hearing readers in spare time
- Using their expertise in after school clubs
- Joining us to celebrate success in activities, such as, assemblies, sports events, etc

Admissions:

For admissions regarding children with SEND please refer to our admissions policy.

How can I access support for myself and my family?

Useful organisations:

Organisation	Telephone	Website/email
Lincolnshire County Council		**www.lincolnshire.gov.uk**
Information, Advice and Support Services	0800 195 1635	http://www.lincolnshire.gov.uk/liaise email: liaise@lincolnshire.gov.uk
The National Autistic Society		http://www.autism.org.uk/
Independent Parental Special Education Advice		**www.ipsea.org.uk**
Young Minds	Parent helpline: 0808	**www.youngminds.org.uk**
KIDS	01522 542 937	**www.kids.org.uk**

Who can I contact for further information?

If you require further help please contact

- You child's class teacher
- The School Office
- The SENDCo: Mrs Pruhs-Borrell
- The Headteacher: Mr Almond

Complaints Procedure:

If you feel that something is not going quite as you would like it to, that we are doing something that you are unhappy with, or not doing something that you feel we should, please tell us about it.

- The first step:

Please arrange to discuss any concerns with your child's class teacher, or with the particular teacher concerned. We hope that most problems can be sorted out this way.

- The second step:

If, after speaking to your child's teacher, you do not feel that your complaint has been properly dealt with, or if your concern is about the conduct of a particular teacher, then you should discuss the matter with that teacher's manager.

In our school this is the headteacher. In almost all cases we can sort things out satisfactorily in this way.

- The third step:

You should make a formal written complaint to the headteacher, unless the complaint is about the conduct of the headteacher. You should then receive a written response.

- Taking matters further:

If your complaint is about the conduct of the headteacher, or, if you are dissatisfied with the headteacher's response to your formal complaint letter, then you will need to contact the governors.

You should send written details of your complaint, with any correspondence and evidence to support your complaint, to the Clerk to the Governors at the school address. If, for some reason, you do not feel able to do so, you should contact the Clerk, via the school, who will record your complaint as a statement for you to sign.

The governors will consider your complaint and write to advise you of the outcome.

- External Appeal:

The decision of the governors is normally final; however, if you are dissatisfied with the governors' response, you may be able to take your complaint to an external body by using the online School Complaints form. This can be accessed at:

http://www.education.gov.uk/b00212240/guidance-on-making-a-complaint-about-a-school/how-to-complain-to-the-department-about-a-school

You should be aware that the Secretary of State for Education will usually only consider a complaint once the school's internal processes have been exhausted. For the Secretary of State to intervene in a matter, he would also need to be sure that:

- The school has acted or proposes to act unreasonably in the exercise or performance of its functions under certain legislation
- Or, the school has failed to carry out a duty at all under certain legislation