

## **Chase Side Primary School Special Educational Needs Information Report**

How we support children with special educational needs or disabilities

Our vision and how we hope to achieve it:

- All leaders and managers are highly ambitious for Chase Side pupils to ensure they achieve more than they believed possible.
- All pupils have positive attitudes to learning in whole class lessons, in groups and when working independently.
- Every pupil makes strong progress from their different starting points in English, Mathematics and other subjects.

We are a Primary School and we admit pupils from age 3-11

The Ofsted rating for Chase Side Primary School is 'Good'. The most recent inspection was in 2011

### **How does your school ensure that children who need extra help are identified early?**

Children are identified as having SEN through a variety of ways including the following:-

- Child performing below age expected levels;
- Concerns raised by parent;
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance;
- Liaison with external agencies , e.g. Educational Psychology Service;
- Health diagnosis through a paediatrician;
- Liaison with previous school or setting, if applicable.

### **What should a parent do if they think their child may have special educational needs?**

- Talk to us – in the first instance contact your child's class teacher; if you still have concerns you can contact:

Chase Side Primary School Inclusion Manager: Elaine Parsons

- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

### **Who will explain my child's needs and progress to me?**

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent's evening) to discuss your child's needs, support and progress.
- For further information the Inclusion Manager is available to discuss support in more detail.

### **How will school support my child?**

- Our Inclusion Manager oversees all support and progress of any child on the Special Educational Needs (SEN) Register across the school.
- Class teachers will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress in every area is made.
- The class teacher will use a provision map to set out the support your child is receiving and evaluate the success of any interventions.
- Some children are given Individual Education Plans (IEPs) with specific time limited targets so that it is easy to track progress.
- There may be a Teaching Assistant working with your child either individually or as part of a group, if this is seen as necessary by the class teacher. The regularity of these sessions will be explained to parents when the support starts.
- Some of the teaching assistants in school specialise in a specific area such as motor skills or speech, language and communication. These staff may work with the class teacher to plan a specific intervention to meet a child's needs.

### **How are the Governors involved and what are their responsibilities?**

- The Inclusion Manager reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for special educational needs in Chase Side Primary School and meets regularly with the Inclusion Manager. They also report to the Governors to keep them informed.
- The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress.

### **How do teachers match the curriculum to an individual child's needs?**

- Class work is pitched at an appropriate level so that all children are able to access it according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

### **How are the school's resources allocated and matched to children's special educational needs?**

- We ensure that all children with special educational needs are provided for to the best of the school's ability with the funds available.
- We have a team of class based teaching assistants and SEN teaching assistants and part of their responsibility is to deliver programmes designed to meet individuals' or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

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

- The class teacher and the Inclusion Manager will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to help them make progress and achieve their potential.

### **How does the school judge whether the support has had an impact?**

- By reviewing children's targets on Individual Education Plans and ensuring they are being met.
- The child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by the Class Teachers, Inclusion Manager, Deputy Head teacher/Head teacher
- Verbal feedback from the teacher, parent and pupil.
- Children may be taken off the SEN register when they have made sufficient progress.

### **What opportunities will there be for me to discuss my child's progress?**

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate with you regularly.
- You will be able to discuss your child's progress at parent consultations.
- You are welcome to make an appointment at any time to meet with either the class teacher or Inclusion Manager and discuss how your child is getting on.

### **How will you help me to support my child's learning?**

- The class teacher or Inclusion Manager can offer advice and practical ways that you can help your child at home.

- If your child has complex special educational needs or a disability they may have a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP), which means that a formal meeting will take place annually to review your child's progress.
- If your child has a Statement of Special Educational Needs or an Education, Health Care Plan (EHCP) they will have an Individual Education Plan (IEP) which will have individual targets.

### **How do you measure my child's progress?**

- As a school we measure children's progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children's progress from their admission through to Year 6, using a variety of different methods, including National age related levels and some standardised tests, as appropriate.
- Children who are not making expected progress are identified through the termly Progress Meetings. In this meeting a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's IEP is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

- We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this should be your first point of contact. If further support is required for children with Special Educational Needs and/ or Disabilities, the class teacher liaises with the Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- The school has "Place to Be" and "Place to Talk" for children who may need emotional support or somewhere to talk through anything which concerns them.

### **How does the school manage the administration of medicines and personal care?**

- We have a policy regarding the administration and management of medicines on the school site.

- Parents need to contact the school Welfare Officer if medication is recommended by Health Professionals to be taken during the school day. The Welfare Officer will then inform the class teacher if it is decided the medication can be given.
- The school welfare officer administers medicines.
- Staff have regular training regarding conditions and medication affecting individual children so that all staff can manage medical situations if the need arises.
- If a child requires personal hygiene care this will be managed through an individual care plan.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear Behaviour policy that is followed by all staff and pupils.
- If a child is at risk of exclusion a Pastoral Support Plan (PSP) is written with the child and parents to identify the specific issues and reflect the relevant support and targets in place.
- After any serious behaviour incidents we will inform you what has happened. We would then expect the child to reflect upon their behaviour with you; this helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.
- The attendance of every child is monitored on a daily basis by the attendance officer. Lateness and absence are recorded and reported to the Head Teacher and Governing Body.
- Good class attendance is rewarded through a special mention in weekly achievement assemblies.

### **How will my child be able to contribute their views?**

- We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council.
- Children who have Individual Education Plans (IEP) discuss their targets with their class teacher.
- If your child has a Statement of Special Educational Needs or an Education, Health Care Plan their views will be sought at the review stage, if appropriate.

### **What specialist services and expertise are available at or accessed by the school?**

- We work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services.

### **What training have the staff supporting children with special educational needs, had or are currently having?**

- Members of staff have had training in delivering Speech & Language programmes from Speech & Language Therapists.
- A number of teachers are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
- All of our teaching assistants have had training in delivering interventions such as, Catch Up Literacy and some other reading, spelling, phonics and multi-sensory programmes.
- A number of our teaching assistants have had training in delivering Maths programmes, such as First Class in Number.
- A small number of teaching assistants are trained to deliver Tiger Team sessions, an intervention to help develop gross motor skills.

### **How will my child be included in activities outside the classroom including day and residential trips?**

- Sports leaders alongside members of staff organise playtimes and lunchtime activities to ensure they are safe and enjoyable times of the day.
- We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### **How accessible is the school environment?**

- The school has a disability and accessibility plan.

### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability we may facilitate a phased transition to help your child to acclimatise to their new surroundings. We would also visit them at home and in their current setting if appropriate.
- We write social stories with children to help explain and prepare them for any major transition.

- When children are preparing to leave us for secondary school, where appropriate, we work with the Secondary School to arrange visits for them.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

### **How parents are involved in school life?**

- We have parent workshops which give parents the opportunity to see and participate in their children's learning.
- We have 'Curriculum Evenings' during which parents are invited to offer their comments and opinions.
- Parents are also welcome to help out as volunteers, for example, listening to readers, subject to a D.B.S. check.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip, if the school feels this would best meet your child's need.
- Parents are also invited to regular class assemblies and concerts.

### **Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the Inclusion Manager
- Look at our Special Educational Needs policy on our website.
- Enfield Parent Partnership is an organisation that provides independent advice and support for families – 0208 373 2700.

### **Who should I contact if I am considering whether my child should join the school?**

- Contact the Head Teacher to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the Inclusion Manager who will discuss how the school could meet your child's needs.

Our offer to children with special educational needs and disabilities was prepared in September 2014.

It will be reviewed in September 2015