



Chase Side Primary School  
School SEND Information Report  
2021 – 2022

**What is our school's vision and mission statement?**

At Chase Side, we want to ensure all children are given every opportunity to thrive throughout their time with us. We see everyone as a learner for life and we hope none of us will ever lose the enthusiasm and excitement that learning provides. This is clearly encompassed in our vision for the school and its community.

**What type of school are we?**

Chase Side is a primary school for children aged 3-11. There are two classes in each year group. We run one Nursery session each day. There are 450 children in the school, including Nursery. We are an inclusive school and strive to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. We make sure that additional needs are identified early and we offer a range of provision such as educational, pastoral, emotional and social support according to identified needs.

**What is our current Ofsted rating?**

In our last Ofsted (March 2018) Chase Side was rated as Requires Improvement.

**How does the school know if children need extra help and are identified early?**

Tracking the progress each child makes from Nursery to Year 6 is integral to our school therefore each half term the children's progress and attainment is recorded in English, Maths and Science on the school information system, Scholar Pack. Each half term Pupil Progress Meetings are held involving class teachers, support staff and a member of the Senior Leadership Team where progress and attainment is reviewed. Children who are not making the expected progress are quickly identified and appropriate strategies put in place that are reviewed after the next half term. If a child has a special educational need it is very important that they get the help they need as soon as possible.

**How will early years and school staff support my child?**

The school employs appropriately trained staff in Nursery and Reception. At the beginning of each school year there are home visits and "Stay and Play" sessions to ensure as smooth a transition to school as possible. When a child starts the school, parents have to fill out an admission form, where they have to state whether their child has a special need or medical condition. This information is then given to the

Assistant Head of Inclusion and the class teacher. In the early years learning through play and multisensory activities, taking into account the child's own interests are at the heart of the learning in school.

### **How can I inform the school if I am concerned about my child's progress in school?**

If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.

If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the Assistant Head of Inclusion or Head teacher.

If you feel that your concerns are still not resolved, you should speak to the SEND Governor.

### **What do we do to help children with special educational needs?**

A provision map listing all the different types of interventions is compiled by the Assistant Head of Inclusion and children are identified according to their needs for targeted support. We are committed to early identification of children with additional needs. A concern is raised with the Assistant Head of Inclusion stating the nature of the concern and the different strategies used in the classroom and their impact. The Assistant Head of Inclusion completes an observation of the child in class and a meeting is arranged with the parent/carer to discuss the child's needs. We agree a programme of support that is carefully targeted on the particular area of difficulty. To see whether the support is having an impact, a time frame is set and further assessment takes place. Those children with an Educational Health and Care Plan have Annual Review meetings, where all professionals involved with the child are invited.

### **How do we adapt our teaching for children with special educational needs?**

High quality teaching is our first step in responding to pupils who have SEND. Children with special educational needs are taught alongside other children but lessons are differentiated so that all children in the class can access the lesson, learn and make progress at their own level. Quality first teaching strategies including:

- Children with specific learning difficulties may record their learning using alternative methods. For example, a child with literacy difficulties may produce a mind map to demonstrate knowledge.
- Additional resources and/or scaffolds including word banks and sentence starters to support writing may be provided.
- Appropriately pitched questions are directed at children, so that all can be actively involved in whole class learning.

Teachers have high aspirations for all children. All class teachers are involved in planning, monitoring and providing support for all pupils in their class. Pupil Support Assistants and 1:1 staff are deployed to support children according to their need.

### **How do we decide what resources we can give to a child/young person with special educational needs?**

The Senior Leadership team discuss in depth with the Assistant Head of Inclusion the needs and requirements of all children. The impact of any interventions are evaluated and discussed. The budget is allocated following consultation with the Governors. Parent's views, are sought by the Assistant Head of

Inclusion at review meetings. Outcomes of progress data are analysed and the children's views are sought as well.

### **Specialist external help we use when we think extra help is needed**

Sometimes a child will have needs that will benefit from additional help from specialists outside the school.

Depending on a child's needs we may draw on support from:

- Educational Psychologist
- Speech and language therapy
- Occupational therapy
- Physiotherapy
- Hearing-impaired service
- Educational welfare

### **How do we check that a child is making progress and how do we keep parents informed?**

At Chase Side, we work hard to maintain good home/school links. We have weekly newsletters with general news and events that are happening in the school. We have parent/carers evenings three times a year and we send all parents and carers a report about their child's progress once a year.

Pupil progress meetings are held half-termly to monitor children's progress, with the Senior Leadership team. This also gives the team the opportunity to identify those children needing extra support.

### **What support do we offer for children's/young people's and family health and general wellbeing?**

Children need to behave appropriately in order to learn. All staff seek to praise children and give them encouragement whenever possible. It is the school's intention to actively look for success in every child and celebrate it. The school completes a lot of work on Bullying and Cyber Bullying through assemblies and PSHCE lessons which take place regularly in each class.

At Chase Side, we have a clear anti-bullying policy which is shared with the children. We have Speak Up in the school which supports the social and emotional health of children.

The children have a voice at Chase Side Primary School. We have a School Council with representatives from each year group. The School Council meets regularly to discuss issues which pupils wish to raise about any aspect of school life.

At Chase Side, we foster close links with families providing support through our fulltime Family Support Assistant. If appropriate she is able to seek support from external agencies.

### **What training have the staff supporting children and young people with special educational needs and disabilities had?**

At Chase Side the Assistant Head of Inclusion is a qualified teacher who has achieved the SENCO Accreditation and is part of the Senior Leadership Team. She regularly attends courses to update her knowledge. Most of our staff are experienced teachers and Pupil Support Assistants as well as 1:1 support staff who have experience working with pupils with special educational needs. All new staff receive an induction that informs them on the SEN procedures within the school. On-going training in the school focuses on special educational needs to make sure that every teacher and teaching assistant:

- Understands the different special educational needs

- Is familiar with the Child Protection Policy
- Develops an understanding of disability
- Knows how to support the needs of children with special educational needs
- Knows how to plan and teach their lessons in a way that is appropriate for children with special educational needs

All staff are required to attend this training.

### **How do we include children in activities and school trips?**

Any trips or outings we plan always include children with special educational needs and/or disabilities. We ensure that if a child needs extra support, it will be organised. We always consult with parents/carers before arrangements are finalised.

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

Access to the main building is via steps or slopes. We have a disabled toilet situated close to the medical room and another disabled toilet in the nursery.

### **How do we prepare for children joining our school and leaving our school?**

New children joining our nursery are invited to “Stay and Play” sessions with their parents/carers. This gives parents/carers the opportunity to see the environment, meet and talk to staff.

During the end of the summer term, all the children get the opportunity to meet their new teacher in their classrooms. We invite all parents/carers of children to meet the child’s new class teacher at the beginning of the autumn term.

We help older children to prepare for their secondary transition by working closely with their local secondary school. Children with an Education and Health Care Plan are involved in a transition programme with individually prepared Transition Booklets. The Assistant Head for Inclusion attends all relevant secondary school transition meetings. All information regarding children is passed onto the secondary schools.

### **Who to contact for more information or to discuss a concern**

If you wish to discuss something about your child, this should initially be the class teacher. Alternatively, an appointment can be requested with the following people:

- Assistant Head of Inclusion, Mrs Elaine Parsons
- SENCO, Mrs Katy Fitzgerald
- Head teacher, Miss Melanie Scull

If in doubt, ask the school reception. The school telephone number is 0208 363 1120

Our offer to children with special educational needs and disabilities was prepared in September 2021

### **Useful contact information**

Enfield Local Authority – Local Offer-

<https://new.enfield.gov.uk/services/children-and-educational/local-offer>

Our Voice – A parent-led organisation seeking to improve services for children with disabilities in Enfield.

<https://www.ourvoiceenfield.org.uk>

Phone: 07516 662315; or email: [info@ourvoiceenfield.org.uk](mailto:info@ourvoiceenfield.org.uk)

Community Parent Support Service – available to all families living in Enfield. For parents of children aged 0-18 years dealing with concerns and issues before they escalate and become a problem.

Phone: 020 8372 1500

SENDIASS- Special Educational Needs and Disabilities Information, Advice and Support Service.

<https://www.epandc.org.uk/services/sendiaass>

Autism Advisory Service

<http://www.enfieldasa.org.uk>

Administrator Contact Telephone Number: 0208 353 4186

EMAIL: [admin@enfieldasa.org.uk](mailto:admin@enfieldasa.org.uk)

ADDRESS: Enfield Advisory Service for Autism,  
c/o Russet House School, 11 Autumn Close, Enfield. EN1 4JA