



## Special Educational Needs information

*At Chapel End Primary School our job is to do the best we can to enable our children to become the best they can.*

*In order to do this many steps are taken to support them through their learning journey.*

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

*This booklet is to inform you of the types of support available for your child at Chapel End Primary School. It will help you to understand who can help and how this support can be accessed.*

All children in school receive quality first teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. All our year groups are supported by teaching assistants, and pupils participate in intervention programmes or small group work where necessary.

We also support every child's wellbeing at a number of different levels and in a number of different ways. All children and parents are encouraged to follow our 'Code of Conduct' and 'Home School Agreement'. The named Safeguarding officers for the school are Mr Smith, Mrs Trivass, Miss Sharratt and Mrs Baxter and all staff are trained in child protection and are responsible for ensuring the children's safety. We support children across all areas of their school life, whether emotionally, physically or socially.

Where children have a medical need these will be discussed on an individual basis and Health Care Plans will be written in conjunction with the parents. School liaises closely with the School Nurse to ensure staff are up to date with any relevant training. There are a number of trained staff who deal with the administration of medicines and any personal care

needs. Many of our school staff are trained first aiders.

The school operates a positive behaviour policy with clear sanctions and rewards. All children are valued as individuals and are encouraged to value and respect others. SEAL is part of the school curriculum and takes place weekly throughout the school. Our successful School Council act as the pupil voice to share their views and ideas. Children are involved in tracking and discussing their behaviour and attitudes as part of our Positive Discipline approach.

At Chapel End Primary School the progress and attainment of all children is reviewed on a termly basis by class teachers and members of the Senior Leadership Team, at which time provision may be adjusted to meet identified needs. We know that a pupil will need help if concerns are raised by parents/carers, teachers or the child; limited progress is being made; or if there is a change in the pupil's behaviour or progress.

You will be informed about your child's general progress and targets through the twice yearly Parents' Evenings and annual end of year report.

- If you are concerned about your child please contact your child's teacher as soon as possible - you do not have to wait until a 'Parents' Evening' to talk to a member of staff about your child. Explain what your concerns are and what has made you identify these. The teacher / SENCo will make some notes on the schools concerns sheet so that this can be fed back to the relevant staff who work with the child and any appropriate support will be implemented.

If a child continues to have a difficulty after intervention or support, or has a high level of difficulty when they join us, they may be considered to have special educational needs (SEN) and placed on the school's **SEN Register**. Parents will be informed of this.

Approximately one in five children will have special educational needs (SEN) at some point during their school career.

Children with SEN have learning difficulties and/or physical difficulties which make it harder for them to learn than most children of a similar age, and they may need extra help or support. They may have difficulty with

- some or all of the work in school

- reading, writing or mathematics
- understanding information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour
- making friends or relating to adults

At Chapel End every effort is made to ensure that points of transition are effectively managed. Some children complete pen pictures about themselves to inform their next teacher or school. Other children make transition books all about their next class or school to refer to in order to ease anxieties. Additional visits may also be arranged to reassure pupils and parents.

### **SEN Stages**

The Special Educational Needs Code of Practice gives guidance to schools in meeting the needs of pupils. It sets out how to help should be given in a step by step approach. You will be consulted at all stages of this graduated approach and staff will inform you of the additional work they do with your child.

Class teachers will assess your child to identify their strengths, needs and any extra support they may require.

If they need additional support than most children their age they may be placed at:

### **SEN support**

This may involve:

- extra help from a teaching assistant in class
- small group or individual support out of class
- alternative resources such as a sloping board, access to ICT or visual prompts.

If your child is on the SEN Register class teachers will write an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP) for them. This will be reviewed by the teacher, adults working with your child and parents every term and new targets will be set. At Chapel End we understand that you have a valuable understanding of your child's needs and wishes and we aim to involve you in every decision making process. Home School Communication Books are used for some children if staff feel that it is appropriate.

If your child continues to have difficulty even with this extra support we will seek additional advice from other professionals .

These professionals may be:

- Visual or hearing impairment teachers

- Learning Support Service teachers
- Health professionals
- Educational Psychologists
- Children's Disability Service. This service provides a wide range of advice and support about children with a disability which may include additional or complex needs, learning difficulties, sensory impairment or children with a speech, language and communication need.
- Behaviour Improvement Team.
- They will continue to be supported in the classroom in small groups and will work on intervention programmes to help them achieve their targets.

School can apply for additional funding from the Local Authority for children who are at the SEN support stage of the Code of Practice if professionals feel that it would be beneficial.

If your child's needs are complex or severe we may suggest that we ask the Local Authority for a Statutory Assessment which may mean that your child is given an '**Education Health Care Plan**'. This may mean that the Local Authority provides extra resources to help your child. This could mean funding, staff time, special equipment and attendance at a school with specialised resourced support. This

additional provision will be reviewed annually or sooner if required and would normally include parents, teacher, SENCo and pupil.

If you would like to know what provision is in place for your child or if you have some concerns that your child has some additional needs please speak to your child's class teacher.

You are also welcome to make an appointment with our SENCo. Appointments can be made through the school office (01744 678230).

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

- Your child's teacher, who will make sure that the tasks set for your child are appropriate and accessible for your child.
- Teaching Assistants, who support children in class. We have several additional TAs who help support groups and individual children with their learning.
- The SENCo (Miss Catherine Sharratt) who has the National Award for Special Needs Co-ordination and co-ordinates the provision of SEN throughout the school.

- One of the School Governors (Mrs A Danne) works with the SENCo in leading SEN throughout the school.
- Sometimes staff from other agencies work in school to support children with a particular focus e.g. Occupational Therapists, Speech and Language Therapists.
- To ensure that our staff have the skills and knowledge to support children with SEN there is an ongoing programme of training both in school and elsewhere. All staff receive regular training to update SEND information. Staff meetings are sometimes led by professionals from other services e.g. The Behaviour Improvement Team. The SENCo attends cluster meetings with other SENCos from the Local Authority. Our School Nurse and other medical professionals provide advice for staff around current needs of individual children Staff have had training in behaviour support from the Team Teach programme. Specialist Training is accessed by teachers and teaching assistants who work with children with specific needs. Recent training has included: ADHD training from an outside agency, ASD awareness, Sensory Profile training.

As part of our support for all children in school we consult and liaise with relevant professionals.

Relevant professionals may include:

- Our **School Nurse** who works with us to advise and assess any medical needs. If a Care Plan is required this would be done in conjunction with parents and reviewed annually. We would also look at any staff training that may be needed as part of this process. At Chapel End we have a toilet and a wet room that can be accessed easily and ramps in designated areas for wheel chair access. Although dogs are not allowed on the school site Guide Dogs are welcome.

Accommodating children with additional needs is considered carefully when children move classes. Every effort is made to include all children in activities outside of the classroom including school trips. All schools require a Risk Assessment and for children with significant needs an individual Risk Assessment may be required. Parents will be involved in this process to ensure that the child is able to take part in the trip successfully.

- Our **named Speech and Language Therapist** who works regularly in school to assess and support children.
- Our **Educational Psychologist** may offer advice or complete an assessment for a few children.

- Professionals from the **Behaviour Improvement Team** can offer advice about how to help children to manage their behaviour.
  - Our **Inclusion Officer** attends some meetings and offers advice for schools
  - We also work with **Secondary School SENCo**s to ensure successful transition to Year 7. When children are moving to a new school we can arrange extra visits and we work with children to make booklets about their new school. Parents are encouraged to visit the new school and ask any questions they have that may be specific to their child. The SENCo liaises closely with other schools to ensure continuity of provision.
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- Useful information:

Independent Advice Service - IAS (formally Parent Partnership)- 01744 677368

<http://cds.sthelens.gov.uk/>

<http://www.sthelens.gov.uk/what-we-do/schools-and-education/sthelens-cyps-behaviour-and-inclusion-improvement-service/behaviour-improvement-team/>