



SEND Information Report for Chapel End Primary School

Part of the St Helens Local Offer for Learners with SEND – Completed in compliance with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations

Introduction

Welcome to our SEND information report, which is part of the St Helens Local Offer for learners with Special Educational Needs (SEND.) All Governing Bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the Governing Body's or the proprietor's policy for pupils with SEND. The information published will be updated September 2025.

At Chapel End Primary School we are committed to working together with all members of our school community. This local offer has been produced with pupils, parents/carers, Governors, and members of staff. We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

Name of SEND Governor – Mrs A Danne

Name of Assistant Head & SENDCo– Mrs C Montrose

Name of Headteacher – Mr C Hewitt

If you have specific questions about the St Helens Local Offer, please look at the St Helens Council Website. Alternatively, if you think your child may have SEND, please speak to their class teacher or contact Catherine Montrose SENDCo on 01744 678230 or email chapelendSEND@sthelens.org.uk

Our Approach to Teaching Learners with SEND

At Chapel End we are committed to overcoming all barriers to learning and raising standards in all areas of school life. We aim to promote inclusivity as an integral part of our school development, permeating all our policies, to increase the learning and participation of our pupils. We recognise and value the varied life experiences and needs of our children, and our school is one in which the teaching, learning, achievements, attitudes and well-being of each child matters.

We value high quality teaching for all learners and actively monitor teaching and learning in the school.

We aim to create a learning environment that is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners, and staff are continually assessing children to ensure that learning is taking place. Our whole school system for monitoring progress includes pupil progress meetings, and staff engage in professional development opportunities in school and are supported by external agencies including LASC, Education Psychology, Speech and Language and Occupational Therapy to name a few.

At Chapel End Primary School we support a variety of Special Educational Needs including Autism, ADHD, Specific Learning Difficulties such as Dyslexia, Physical Impairment, Visual Impairment, Hearing Impairment as well as medical conditions that can impact learning. We aim to provide high quality education that is inclusive and equips pupils for lifelong learning. We strive to enable all pupils to achieve their optimum potential.

How we identify SEND

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEND as:

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age;

or,

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, to work towards overcoming the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school; they may have attended many different schools and not had a consistent opportunity to learn. They may speak English as an additional language or they may be worried about different things that distract them from learning. At Chapel End we are committed to ensuring that all learners have access to learning opportunities, and where appropriate, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

Data for July 2024 shows that 14% of children at Chapel End were identified as having SEND (National Average was 13.6%). Our EHCP profile in 2023/4 was 4% compared to National 4.8%.

Assessing SEND at Chapel End Primary School

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Chapel End Primary School, we ensure that assessment of educational needs directly involves the learner, their parents/carer and, of course, the child's teacher. The SENDCo (SENDCo – Special Educational Needs & Disability Co-ordinator) will also support with the identification of barriers to learning.

For some learners we may want to seek advice from specialist teams. In our school we have access to various specialist services. We have access to services universally provided by St Helens Council, which are described on the Local Offer website.

Chapel End Primary School has a working partnership with:

- Educational Psychology
- Speech Therapy
- Barnardo's
- Occupational Therapy
- Specialist Dyslexia teacher

- EAL Team
- TESSA
- School Nurse
- Local Authority Inclusion Team
- Diabetic/Epilepsy Nurses

What we do to Support Learners with SEND at Chapel End Primary School to access the Curriculum?

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. 'The Teacher Standards' detail the expectations on all teachers, and we at Chapel End Primary are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum, this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour rewards system
- Now and Next cards
- Sensory Breaks

Each learner identified as having SEND is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is described on an 'Assess, Plan, Do, Review' form which details the needs and describes the interventions and actions that we undertake to support individuals. We modify these plans termly and share them with parents, and where appropriate, learners.

Our termly assessment monitoring is shared with Governors who are able to ensure that we monitor the impact of these interventions on learning across the school.

Specialist equipment and resources are sought and funded via the Special Educational Needs Delegated Budget.

Staff regularly attend and request CPD to extend their own knowledge and employ strategies to use in the classroom with regards to Special Educational Needs. We are able to access Local Authority training and also specialist professional training either by outreach work or in-house staff meeting.

Funding for SEND

Chapel End Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEND.

Chapel End can also apply for additional funding from the Local Authority for learners with Education, Health and Care plans who require support that exceeds that available to the school.

How do we Find Out if this Support is effective?

Monitoring progress is an integral part of teaching and leadership within Chapel End Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model (see SEND policy) and ensure that parents/carers and children are involved in each step. Children, Parents/carers and their Teaching and Support Staff will be directly involved in reviewing progress. This review can be built into the intervention itself, or it can be a formal meeting held at least once a term, where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHCP) the same termly review conversations take place, but the EHCP is formally reviewed annually.

The SENDCo, alongside the SLT, collates the impact data of interventions to ensure that we are only using effective interventions. Teachers, Senior Leaders and Governors collate and monitor the progress data of all learners.

Other Opportunities for Learning

All learners should have the same opportunity to access extra-curricular activities. At Chapel End Primary School, we offer a range of additional clubs and activities. Letters will be sent home when clubs and places are available.

We are committed to making reasonable adjustments to ensure participation for all, so please contact Mrs Montrose to discuss specific requirements.

All staff at Chapel End Primary School have received training on the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities." *Section 1(1) Disability Discrimination Act 1995.*

This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

Preparing for the next step

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Chapel End Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Moving classes will be discussed with you and your child at their Spring term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 5, to ensure time for planning and preparation. Some children require a longer transition programme than others. Where applicable, this will be discussed and agreed with parents.

Admission Arrangements

Billinge Chapel End is a one form entry primary school and we have recently joined the Everyone Matters School Trust.

Admission arrangements are the responsibility of the Local Authority and other admission authorities in the relevant area. The Admission Number for the 2024 Reception year intake at Chapel End Primary School is 30. For Nursery, it is 26 places and hours can be arranged flexibly to suit need.

Our admission arrangements comply with section 69(2) of the Children's and Families Act 2014.

Making an application

For September 2025, applications should be made on the applicant's home local authority common application form. Copies of St Helens Primary Education Information for Parents Booklet and application forms are available at all St Helens primary schools and the Admissions Section of the Local Authority. St Helens residents may also apply online via <http://admissions.sthelens.gov.uk>

Applications must be submitted by January 2025

All applications will be considered at the same time and after the closing date.

Decision letters/emails will be sent to parents in April 2025.

The admission arrangements for Chapel End Primary School are in accordance with the School Admissions Code, the School Appeals Code, other laws relating to admissions, and relevant human rights and equalities legislation. It follows, therefore, that they do not discriminate against or disadvantage disabled children or those with special educational needs.

Local Offer

Our local offer is available to view on the Chapel End Primary School website.

Complaints Procedure

Parents or children who are dissatisfied with any aspect of the SEND support offered should raise their concerns/issues:

- in the first instance to their child's class teacher, or the SENDCo, Mrs Montrose or the Headteacher, Mr Hewitt.
- if the parent is still unhappy, she / he can put her / his concern in writing to the Chairperson of the Governing Body.

Useful links:

www.sthelens.gov.uk/SEND

<http://www.chapelend.st-helens.sch.uk/>

[SEND \(sthelens.gov.uk\)](http://www.sthelens.gov.uk)

Reviewed and updated by Catherine Montrose - September 2024

Next review date: September 2025