

# Chesterfield Primary School Special Educational Needs Information Report

**Chesterfield Primary School is part of the Enfield Learning Trust**

**Our motto: Be Included**



**How we support children with special educational needs or disabilities.**

## **Our Vision**

Chesterfield Primary School transforms lives by ensuring our pupils make excellent progress, seize opportunities and develop skills to become successful citizens of the future. Our innovative curriculum is designed to inspire pupils to learn. Our inclusive ethos, and the support we offer families, ensures we have high standards for all.



We are a Primary School and we admit pupils from age 2 to 11. Chesterfield Primary School also has an additionally resourced provision for children with complex special needs e.g. cerebral palsy, global developmental delay and autism. We have a Key Stage 1 Nurture Group and we have a nurturing ethos throughout the school.



Our Ofsted rating is 'Good', with outstanding leadership and management. Our most recent inspection was in February 2013. The full report can be downloaded from Ofsted's website, please click the following link for further information.

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131528>

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

Children are identified as having special educational needs through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parent and consultations with them
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed.
- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable
- Through our, “observation, assessment, plan, do, review” cycle



### 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 the Assistant Inclusion Manager for KS1 and Foundation Stage Pupils, Sylvia Hart or the Assistant Headteacher for Inclusion and Pastoral Support, Glynne Hill for KS2 pupils.

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 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 team are available to discuss support in more detail.

Sarah Evans – Deputy Headteacher for Inclusion

Glynne Hill – Assistant Headteacher for Inclusion and Pastoral Support

Sylvia Hart – Assistant Inclusion Manager and Specialist Literacy Teacher

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

- Our Deputy Headteacher for Inclusion oversees all support and progress of any child requiring additional help across the school.
- The class teacher will oversee, plan and work with each child with special educational needs or disabilities in their class or in a small group 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 a Learning Support Plan with specific 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 the class teacher sees this as necessary. The regularity of these sessions will be explained to parents when the support starts. This is called enhanced adult support.



- Some of the teaching assistants in school specialise in a specific area, these staff may work with the class teacher to plan a specific intervention to meet a child's needs or they may work with the child themselves.
- Specialist staff include those who specifically support pupils with motor skills difficulties. At Chesterfield Primary School this is called 'Tiger Team' and is organised and run by three trained staff.
- We also have a lead teaching assistant for speech, language and communication. Some of our children with language difficulties use symbols, picture exchange communication (PECs), colourful semantics or I pads to help them communicate their needs.



The school also has a Key Stage 1 Nurture Group, which is a small class with a maximum of ten pupils who are supported by two qualified staff. This is called 'Rainbow Class'. Children attend Rainbow Class if they have difficulty succeeding in a full class environment and therefore require a smaller learning environment with a higher number of adults to help them.

### **How the Local Governing Board are involved and what are their responsibilities?**

- The Deputy Headteacher for Inclusion reports to the Local Governing Board 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.
- The Safeguarding Governor, Charlie Byham, meets regularly with the Deputy Headteacher for Inclusion. She also reports to the Local Governing Board to keep them informed.
- Jan Beard is the 'Be Included' Governor and responsible for SEND and PPF vulnerable groups.
- The Local Governing Board 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 some occasions this can be individually differentiated for a specific child.
- 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 teaching assistants and part of their responsibility is to deliver programmes designed to meet individual 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 Deputy Headteacher for Inclusion will discuss the child's needs and what support would be appropriate. Different children will require different levels and types 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 termly on Learning Support Plans and ensuring they are being met. Parents will be involved in the review meeting and the setting of new targets if necessary. A copy of the targets will be given to the parent.
- The child is making progress academically against national/age expected levels, discussed at Progress Meetings, attended by Class Teachers, a member of the SEN team and the Senior Leadership Team.
- Verbal or written feedback from the teacher, parent and pupil.
- Children may be taken off the Special Educational Needs 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's evenings.
- You are also welcome to make an appointment at any time to meet with either the class teacher or Deputy Headteacher for Inclusion and discuss how your child is getting on.

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

- The class teacher or the Deputy Headteacher for Inclusion can offer advice and practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- If your child is on the special needs register they might have a Learning Support Plan (LSP) which will have individual / group targets. This will be discussed with you on a termly basis and you will be given a copy of the LSP. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed.
- 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.

Recommendations from external agencies e.g. a speech and language therapist, will be shared with you so that strategies can be implemented at home and school.



- If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.
- The school parent support advisor (PSA) also runs coffee mornings with a member of the SEN team. This is an informal time to seek advice and support about home learning. These sessions also provide parents with the chance to 'get together' and support each other.
- There is a homework club in school at lunch times to support any pupils who have been unable to complete their home learning.
- We also invite parents to 'Learning Events' in school, where we explain how we teach certain areas of the curriculum.

### **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 Curriculum 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 LSP 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. As a nurturing school, all our vulnerable pupils are known to staff.

- The school entrances are staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day.
- Every child is offered a free breakfast in school to help children socialise, develop life skills and independence. It also helps children start the day in a positive way.
- 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 the class teacher liaises with the Deputy Headteacher for Inclusion for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Service.
- Children with eating difficulties are encouraged in school to try different types of food. If necessary children are supported in the dining room. Children are not rushed to eat their food.



For safety reasons, younger children are separated from older pupils when playing and also because of the different sizes of the fixed play equipment.

The school has a team of Learning Mentors, who work under the direction of Kim Stephenson, another Deputy Headteacher. The mentors work with children who need emotional support.

### **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 class teacher if medication is recommended by Health Professionals to be taken during the school day.
- The school welfare staff administer medicines. If a child requires medication in school, this will be managed through an individual care plan written by the welfare assistant in conjunction with parents.
- 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 for Learning policy that is followed by all staff and pupils. We are an inclusive school and we make every effort to include all pupils in learning sessions with their class. We also take every opportunity to include pupils socially at break and lunch times.
- 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 Local Governing Board.



Good class attendance is rewarded through a special mention in weekly achievement assemblies. Every half term, the class with the best attendance in Key Stage 1 and Key Stage 2 is able to choose a fun trip or activity.

- 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 about 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.

## 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 Parliament**.



**Our Learning Quest** enables pupils to choose some of what is taught and how it is delivered, thus children take some responsibility for their own learning.

- Children who have Learning Support Plans (LSP) 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?

- The Deputy Head Teacher for Inclusion is a Specialist Leader of Education for Special Educational Needs.
- The school also has a Specialist Literacy Teacher with a Graduate Diploma in Specific Learning Difficulties (Dyslexia)

- We also 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, including Cheviots Children's Disability Service, and Social Workers.
- From the 1<sup>st</sup> September 2014 the 'Enfield Local Offer' is available at [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)

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

- All of our teaching assistants have had training in delivering Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory programmes.
- We have a member of staff who has had training in delivering Speech & Language programmes planned by a Speech & Language Therapist.
- A number of teachers and teaching assistants are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour (these incidents are always recorded).
- A small number of teaching assistants are trained to deliver Tiger Team sessions, an intervention to help develop gross motor skills.
- Staff within our Additionally Resourced Provision are experienced and skilled in a range of Autism-specific strategies, such as TEACCH (Treatment and Education of Autistic and related Communication-impaired Children).

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

- 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 ground floor of the main school building and both floors in the year 6 hub are wheelchair accessible.
- ☐ There are 3 disabled toilets, which are large enough to accommodate changing and personal hygiene care.
  - Three classrooms have 'Sound Field' systems to support hearing-impaired children.
- ☐ The school building is decorated and maintained to support children who are visually impaired or have ASD.
  - Both playgrounds have purpose built shaded areas to support pupils with light sensitivity.
  - Our classrooms environments and corridors are low sensory so that they are 'autism friendly'. This is called an enhanced learning environment.

## **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 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, we 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 are parents involved in school life?**



We have 'Bring your Parent to School' days, which give parents the opportunity to see and participate in their children's learning and offer their views on day to day school life.

- 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.
- For children with special needs or a disability, parents are often invited to help support their child on a school trip.
- 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 a member of the SEN Team.
- Look at our Special Educational Needs policy on our website.
- Enfield SEND IASS is an organisation that provides independent advice and support for families – 0208 3732700 or enquiries@enfieldparents.org.uk

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

- Contact Lorraine Bellot, to arrange a meeting and tour of the school.
- If your child has a special educational need or a disability you could contact the Deputy Headteacher for Inclusion who will discuss how the school could meet your child's needs.

Our school is currently undertaking a review of our SEN policies to meet the new SEND Code of practice effective from 1<sup>st</sup> September 2014. To provide an improved compliant set of policies we are committed to co-producing them with the parents, families, children and young people in our school community.

**Our offer to children with special educational needs and disabilities was reviewed in October 2016.**

**It will be reviewed in September 2017.**

**A big thank you to all the parents who helped us to co-produce and review this document.**