

Church Eaton Primary School					
Approved by:	CHURCH EATON PRIMARY SCHOOL LAC	Issue date:	September 2023	Review date:	September 2024
Written by:	Mrs Zoe Russell	Policy Title: SEND and Inclusion Information Report			
Audience:	Staff <input checked="" type="checkbox"/> Parents <input checked="" type="checkbox"/>	Students <input checked="" type="checkbox"/> General Public <input checked="" type="checkbox"/>	Local Academy Council <input checked="" type="checkbox"/>		



SEND Policy

Definition:

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Our Special Educational Needs Information Report reflects our SEND policy. The aims of our school ethos are that all children are entitled to education, whatever their need.

Aims:

Every child has the right and entitlement to a broad and balanced, relevant and differentiated curriculum, which is delivered appropriately to meet a range of needs and abilities.

Purposes:

- The whole school as a whole recognises and meets the needs of all its pupils
- Staff will share clear expectations that children will do their best
- Children's needs will be accurately assessed and their needs matched with appropriate work to match the needs of the child
- Children with special educational needs and disabilities will have the right to work successfully alongside their peers
- Children with special educational needs and disabilities may need additional help and support to enable them to take advantage of all the opportunities open to member of the school
- The school will recognise different learning styles – visual, auditory, kinaesthetic and take these into consideration
- The school will develop partnership with all parents
- To encourage children to participate in all decision making processes and contribute to the assessment of their needs

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SEND Information Report

What is the Local Offer?

Staffordshire's Local Offer describes provision that is available for children and young people with Special Educational Needs and disabilities (SEND) and their families. The Local Offer can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

This website helps families by gathering information in one place. This enables families to make informed choices about the support they receive.

How does Church Eaton Primary School know if my child needs extra help?

Staff (Teachers and Teaching Assistants) might notice signs such as:

- a child may start to fall behind- they may not be working at the level expected for their age.
- there is limited progress being made
- there is a change in the pupil's behaviour or progress
- a child might come into school with an Education and Health Care Plan (EHCP) in place with an identified need.
- a parent or a child might raise concerns with us about progress or if there have been changes in behaviour at home.

Support can be given for a child with additional needs in one or all of the four areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. They will be able to give you the most accurate information about how your child is performing in school compared to what is expected for their age.

You can also make an appointment to see the SENCO to discuss your concerns. They will be able to offer support and refer to specialist services if and where appropriate. Your GP may also be able to help with onward referrals.

Our Special Educational Needs Co-ordinator is Mrs Zoe Russell, who has gained the National Award for Special Education Needs Co-ordination (NASENCO).

How will I be consulted if school feel my child needs additional support?

If the class teacher feels there is a concern they may ask you to come and see them or may telephone you in between scheduled parents evening appointments. They will always speak to you first and will not seek advice from other agencies without your permission. They may also ask the SENCO to contact you if that is felt to be appropriate.

In the first instance, your child may be monitored for two terms whereby an intervention may take place (this is targeted support in addition to the class teaching). Parents will be informed and will give permission for their child to go on the monitoring list for this period. If after the two terms their child has made progress and no longer needs additional support, then they will be taken off the monitoring list. If further support is required, then they will be added on the SEN Register and this will be reviewed termly or sooner if required. Parents will be consulted at both points and a discussion will take place.

[What will happen once a concern has been raised?](#)

We have a variety of ways to begin to identify any additional needs that your child may have. These may include:

- Observation of your child in class by the class teacher or the SENCO.
- Observation by an outside agency. This would need your written permission and you will be made aware of this happening.
- Analysis of any recent assessment or testing- the aim is to give you a snapshot of where your child is working now.

We will always meet with you to discuss any outcomes and decide together what the best course of action may be. The interest of the child is always paramount and staff are aware that it can be very upsetting for parents to think that their child may have SEN. By working together, hopefully parents will feel reassured that school only want the best for their child.

[How will Church Eaton Primary School support my child if they have SEND?](#)

Each pupil's education programme will be planned by the class teacher. This is differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class. If a pupil has needs related to more specific areas of their education, such as spelling, reading, fine motor skills, numeracy and literacy skills and social and emotional needs. The pupil will be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term.

The interventions are reviewed regularly to ascertain the effectiveness of the provision and to inform future planning. These interventions are recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCO.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Your child may need more specialist support from an outside agency, and with your consent a referral could be made. These agencies may include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Paediatrician
- School Nursing service or Health Visiting Team (age-dependant)
- Autism Outreach Team
- Early Year Forum
- Early Years Area SENCO
- SEND inclusion hub
- CAMHS- Children and Adolescent mental health services

The Governing Body of Church Eaton Primary School are responsible for entrusting a named person to monitor Safeguarding and Child protection procedures. In a support and challenging role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department for Education.

[How will the curriculum be matched to my child's needs?](#)

When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If a pupil has been identified as having an additional need, they will be given an Individual Education Plan (IEP). Targets will be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCO three times per year. IEPs will be discussed with parents at Parents' Evenings and a copy given to them or alternatively at a pre-arranged meeting. If appropriate, specialist equipment may be given to the pupil to use e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

[How is the decision made about what support my child will need? How much support will they receive?](#)

For pupils with SEN but without an Education Health and Care plan (EHCP), the decision regarding the support required will be taken at joint meetings with the SENCO, class teacher and parent. For pupils with an EHCP, this decision will be discussed when the plan is being produced at the Annual Review.

Funding is not automatically applied for if a child has SEN or receives a new diagnosis. The decision to apply is based upon whether the individual meets the threshold using the needs matrix as specified by Staffordshire County Council.

[How will I know how well my child is doing?](#)

Church Eaton Primary School operates an open door policy. You may contact school at any time to arrange a meeting with the class teacher or SENCO. Parents will also be able to discuss your child's progress termly throughout the academic year.

[What support will there be for my child's overall well-being?](#)

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include members of staff such as the class teacher, TA and SENCO. They are readily available for pupils who wish to discuss issues and concerns. An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.

Small group evidence-led interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing. We have a member of staff training in Emotional Literacy through ELSA supervision to provide tailored social and emotional support. Permission will be sort by parents for this to be delivered.

For this academic year, we are able to access a Resident Wellbeing Support Worker employed by our Academy. Church Eaton Primary School is able to refer children, families and staff for support with emotional resilience, wellbeing and other social and emotional needs.

[Pupils with medical needs](#)

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves.

Staff who administer medicine complete training and are signed off by the school nurse as competent. Epi-pen training is annual and open to all staff.

Staff in close contact with children with specific medical needs will also receive additional training to support the child and their role.

All medicine administration procedures adhere to the LA policy and DfE guidelines included within 'Supporting pupils at school with medical conditions (DfE) 2015.'

Where necessary and in agreement with parents/carers, medicines are administered in school but only where signed consent is given by person/s with parental responsibility.

[What services and expertise are accessed in school?](#)

In some cases, it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- AAP (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
- Amy Hatfield - Resident Wellbeing Support Worker as part of SUAT
- Autism Outreach Team
- Child Protection Advisors
- Chuckles
- CAMHS (Child & Adolescent Mental Health Service)
- Children's Therapy Team (Speech & Language/Occupational Therapy)
- Educational Psychology Service
- Hearing Impairment and Visual Impairment teams
- Inclusion Team
- Local G.P surgeries
- Saplings

School Nurse
SENDIASS- previously known as SEND Family Partnership.
Social Services
SEND inclusion hub

Mrs Russell is a fully qualified and experienced teacher.

All staff receive continuous updates and relevant training on SEND, provided where possible, by the outside agency most appropriate.

[How will my child be included in activities outside of the classroom?](#)

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

[Pupil Voice](#)

Pupils' voice is very important at Church Eaton. They can share their opinions through the school council, pupil questionnaire, self-evaluation stamps on their learning and reviewing target plans with their teacher and parents/guardians.

[How well will my child be supported at times of transition such as joining the school or from year 6 to High School?](#)

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These **include**:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- Additional visits are arranged for pupils who need extra time in their new school.
- Mr Shaw is always willing to meet parents/carers prior to their child joining the school.
- If appropriate, children arriving at our school may be given a booklet with key photographs such as key staff, their classroom, the cloakroom, toilets and playground.
- High school staff visit pupils prior to them joining their new school.
- Staff liaise with the SENCOs from the receiving schools to pass on information regarding SEN pupils and where a pupil may have more specialised needs, a separate meeting may be arranged with Church Eaton Primary School, the High School SENCO, parents/carers and where appropriate the pupil.
- The SENCO meets with new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.

[How accessible is Church Eaton Primary School to anyone with a specific need?](#)

As a school, we are happy to discuss individual access requirements.

In the last five years, the following adaptations have been made to the school environment:

- *The resurfacing of the playground to enable safer surfacing and accessibility for additional physical needs.*
- *Specific adaptations to toilets for ease and safety.*
- *One toilet has been adapted to ensure accessibility for visitors with a disability in reception and a toilet has been adapted in school for children with a disability to use.*
- *A ramp is attached to the outdoor classroom to ensure ease of access.*

[How are LAC Governors involved with SEND?](#)

Church Eaton Primary School has a named Governor responsible for SEND, Mrs A. Hatfield, who has the responsibility to ensure that Church Eaton Primary School works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within the school. Mrs Hatfield meets termly with the SENCO to monitor progress.

[The role of the Governors](#)

The Governing Body supports and challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the Governors.

[Parents & Partnerships](#)

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have the unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, in the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents will be invited to a meeting at the start of each term to review previous targets, discuss progress and set new targets if necessary. Parent views will be monitored once a year using questionnaires. This will contribute to the SEND Action Plan and the School Academy Development Plan.

[What should I do if I am worried about SEND or wish to make a complaint?](#)

If you wish to discuss your child's educational needs or to discuss something regarding your child's schooling, please contact your child's class teacher or our SENCO in the first instance.

If you wish to make a complaint please contact Mr David Bakr or put the complaint in writing for the attention of the Chair of Governing Body, *Mr Richard Harris*

Contact details: rharris@churcheaton.staffs.sch.uk

If you require further information, please visit Staffordshire Connects:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Linked Policies and Documents

Accessibility Policy

Medicines in school policy

DfE (2015) Supporting children in schools with medical conditions.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

DfE (2018) Mental health and behaviour in schools.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

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