

To enable every child and adult within Chapmanslade School to be the very best version of themselves by attending regularly, participating fully, applying themselves consistently, communicating respectfully and succeeding joyfully.

Chapmanslade CE VA Primary School
SEN Information Report
October 2021

Our Aims

Chapmanslade Primary School is committed to providing the best learning opportunities through a broad and balanced curriculum, for all children, including those with Special Educational Needs and Disabilities. Wiltshire Local Authority Schools are supported by the LA to ensure all pupils make the best progress possible in school and, to be as inclusive as possible, with the needs of pupils being met in a mainstream setting wherever possible. Chapmanslade Primary School is fully committed to upholding the SEND Code of Practice (2015) and this document reflects the guidance from the SEND Code of Practice, the Equality Act 2010 and Part 3 of the Children and Families Act 2014.

The four broad areas of need, as defined in the SEND Code of Practice 2014 (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>) are

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties (SEMH)
- Sensory and Physical Needs

Chapmanslade Primary School provides support for pupils in all of the above areas.

What is the Local Offer / SEN Information Report?

Local Authorities and schools are required to publish and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged between 0-25, this is known as 'The Local Offer'. Wiltshire's Local Offer can be found here <http://www.wiltshire.gov.uk/local-offer>

Chapmanslade Primary School's information report tells you how the school meets the needs of pupils with SEN, using resources taken from the Local Offer and also those available in school.

What is our current SEND profile?

At Chapmanslade Primary School we currently have approximately 100 children on roll and within that figure, approximately 10% children are on the SEND register. The majority are at SEN support level. The main types of need that we are catering for at the moment include ASD, ADHD and SEMH.

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How does the school identify if a child has a Special Educational Need?

There are a range of ways in which we might identify possible SEND. The main ones are shown below.

- **Class teachers** – Monitor the progress being made by all children on a day to day basis and use their own assessments and observations to identify what children can do and understand, and where they are having difficulties. If they are concerned about something they will try a different way and they may talk to you about it to explain this if the problem persists. They may also speak to the SENCO for some informal advice in the first instance, or later make a referral to the SENCO for support.
- **Senior leaders** – Hold regular Pupil Progress Meetings with class teachers that explore the progress being made by every child. Any children who are not making enough progress are discussed and action to address the problem is agreed and later reviewed. Sometimes this triggers consideration of SEND.
- **Parents** – Parents know their children best of all, so sometimes the concern is raised by a parent. If you are worried, please make an appointment to discuss your concern with the class teacher in the first instance.
- **The SENCO** – If a child is presenting with difficulties that are not being resolved by simple adjustments in the classroom, the SENCO will conduct further observations and/or assessments, as appropriate, and provide advice. There will be a meeting with the class teacher and the parent(s) to discuss ways forward. The SENCO can also identify if an external referral might be of benefit.
- **Using the ‘Assess Plan Do Review’ process** – This is a cycle of meetings used to discuss and plan provision for individual children who have, or may have SEND. Together with parents we agree what outcome we would like from the extra support, and we plan provision in the classroom and any additional interventions. At this point we would place a child on the SEN register at SEN Support.

Going onto the SEN register is not a one way trip, and at any point it may be decided that the child is making sufficient progress to come off the register. At this point, they would be monitored to ensure that the progress continues to be maintained. It must be stressed that in all parts of the process, parents, carers and learners will continue to be an integral part.

How are resources allocated and matched to the needs of SEND children?

Like all schools, we receive funding from the Local Authority for SEND pupils as part of our budget. The school SEND budget is derived from data used in relation to a national formula applied to the Local Authority education budget.

The basic SEND funding we receive pays for the majority of SEND provision and is allocated based on our overview of SEND needs in the school at any one time. Like many schools, our budget is stretched and we have to allocate it as efficiently and as fairly as possible.

We do not have the capacity to provide extensive 1:1 support for children from within the school budget. If children have a higher level of need that is recognised by the Local Authority through an Education Health and Care Plan, funding is allocated by the Local Authority on a banding system.

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How will Chapmanslade support my child?

Every Teacher is a Teacher of SEND

The **class teacher** has the **primary** responsibility for your child, and this includes ensuring the day to day implementation of any additional support and provision agreed, even when this is not happening directly in the classroom.

1. Universal Support

This is the support all children get in class as part of being Inclusive, and although the adjustment may be small the impact can be huge.

- Teachers knowing exactly where each child is in their learning and the next step they need to achieve personally to make progress.
- Teaching children in ways they can learn best, e.g. using a multi-sensory approach, using a different way of introducing a topic; helping children to understand for themselves how to be good learners.
- Teachers using a variety of verbal, visual and gestural methods to support communication and understanding.
- Providing support and additional resources. This might include for example using extra visual aids to remind children of key ideas and concepts, or the steps in a task, to help build independence.
- Working with a Teaching Assistant in a small group to provide additional explanation or practice.
- Using additional resources equipment or strategies that will enable a child to participate in and access the curriculum – e.g. a dedicated workspace; time out for a child with emotional needs.

2. Targeted Support

- Some children need additional and different support to meet their needs. It can happen both inside and outside the classroom, in small groups or one to one.
- Taking the advice from external agencies.

3. Higher Needs Support

In exceptionally a pupil needs more extensive support in order to participate and make progress, and this would usually come through as part of an Education Health and Care Plan. In addition to the support described above, the pupil would have provision subject to regular review and adjustment. Every child is unique so the pattern of support would reflect this.

It is not usual for a child to have extensive 1:1 support, but where this is needed we endeavour to use more than one adult to protect against staff illness and also because 1:1 work can be very intensive.

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What training and qualifications in SEND do the staff have?

All the staff have regular professional development training in SEND, usually accessed via the Local Authority.

All staff	Some staff	The SENCO
<p>Autism Introductory level training.</p> <p>Attachment Training</p>	<p>Qualified ELSA</p>	<p>Post Graduate Diploma in Specific Learning Difficulties,</p> <p>Associate Membership of the British Dyslexia Association (AMBDA)</p> <p>Qualified to assess for and identify Dyslexia.</p> <p>Dyscalculia and Maths Difficulties</p>

What specialist services or expertise are available and can be accessed by the school?

The school liaises closely with the Local Authority Education and Health Services and routinely involves a range of professionals to provide advice for pupils who need additional support. The services we can refer to request further support include:

- Child and Adult Mental Health Services (CAMHS)
- Occupational Therapy (OT)*
- Speech and Language Therapy (SALT)*
- The Behaviour Support Service (BSS)
- Educational Psychology (EP)
- Special Educational Needs Support Service (SENSS)
- Sensory Impairment Team (Hearing Impairment, Visual Impairment and Physical and Medical Difficulties)
- Wiltshire Autism Assessment Pathway (WAAS)*
- Community Paediatrician*
- school nurse*
- Spurgeons (Young Carers)
- Riding for the Disabled (RDA)
- Primary Mentoring
- EMTAS

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*These services are provided by Virgin Care and cover all children registered with a Wiltshire GP. There may be different arrangements for those children registered with a GP in a different county.

All services above are available free to charge to the school with the exception of the Educational Psychology service, which is now traded.

How can specialist equipment be secured if needed?

If a child is in need of specialist equipment to support their health, learning or participation at our school we will seek advice from Wiltshire County Council's specialist services or Virgin Care's medical services to source the necessary equipment.

How does the school prepare a child for transition?

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

We offer flexible support and adaptations to our environment and curriculum to allow successful inclusion of children with more complex needs. Continuity for all children while transferring either from class to class or school to school, involves carefully planned transition programmes and transfer of paperwork. We liaise closely with other settings to ensure a smooth transition occurs for new children starting or leaving the school.

Transition meetings at the end of each academic year ensure a smooth transition to the next classroom. Where appropriate, transition booklets are made, including photographs of designated staff, the layout of each class, corridors, toilet and coat areas, etc to ensure visual support is provided to cater for the child's needs. We also encourage and facilitate visits to the new classroom before transition to build familiarity.

How accessible is the school environment?

Chapmanslade Primary School has a mixture of buildings – some older and some more modern- on a sloped site with some steps. Adaptations have been made to ensure the site is accessible to those with additional needs and full details can be found in the school's Accessibility Policy available on the website. Visits to the school are highly recommended before a child is enrolled, so that any access issues can be carefully planned.

For ease of accessibility, doors can be secured in the open position to facilitate movement in and out of rooms and buildings. The school has one designated disabled cubicle with grab rails and a higher toilet, and a second cubicle that can be adapted for a disabled child if required. The astro turf area is accessible via an astroturf slope. Children are supported to learn how to use the play trail safely.

How will my child with SEND be included in activities outside of the classroom?

We **always** aim to include everybody as far as possible. This means that if additional or different arrangements are needed for some pupils we will plan for this, and we would discuss this with you.

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If there are particular individual safety concerns we may complete a risk assessment to identify what adjustments would be needed. Using the risk assessment we can identify what would be required to limit the risks and ensure safe participation.

What if my child has medical needs?

It is extremely important that the school has up to date medical information about the children in our care. Training is updated every three years for First aiders including in paediatric first aid. Where a more complex/severe medical need is identified a risk assessment will be carried out so that the school can assess how best to care for your child. The process may result in a healthcare plan to support staff in caring for a child. We are dedicated to children having access to the full curriculum despite any medical need wherever possible. Please see our **Handling and Administering Medicines in School Policy** in more detail. If your child needs prescribed medication for a short, or for a longer term condition, please complete a 'Request for Administration of Medicine in School' form and return it to the school office along with the medication. This medication **MUST** be in the original packaging and prescribed medicines must have the pharmacy label intact. If your child has had to take time off school to recuperate after a serious illness or accident please keep in contact with the school office so we can best plan for their safety when they return to school.

What support is available for parents?

We are committed to working alongside all parents / carers and are happy to meet with you to discuss your child's needs and the best way forward. Your child's class teacher will meet with you three times annually, in addition to Parents' Evenings for all, to ensure that you understand, and have input into, the targets set for your child and the support your child receives.

Another excellent source of information in support is the **Wiltshire Parent Carer Council**, an independent parent run body that works close with Wiltshire Council. For further information see: https://www.wiltshireparentcarercouncil.co.uk/en/Home_Page

Who are the best people to talk to in school about any difficulties your child may be having?

All staff are here to help you. In the first instance, please arrange a meeting with your child's class teacher to discuss any concerns you may have. If the class teacher feels unable to resolve your concerns, he or she will take advice from the SENCo or the Headteacher and a further meeting may be held. If you are not satisfied after speaking to your child's class teacher, or after a further meeting is held, please follow the school's complaints procedure. Our Complaints Policy seeks to resolve all concerns as speedily as possible in the best interests of everyone involved.

Other contacts are below, please contact them via the school office:

SENCo: Mrs Robertson (part time)

SENCo Liaison in Mrs Robertson's absence: Mrs Chapman

Headteacher: Mrs Chapman

SEN Governor: Mrs Sally Evans

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