



**Reach for the Stars**

**Cheswardine Primary and Nursery School**

**Policy Document: Cheswardine Primary and Nursery School**

**Local Offer**

**Special Educational Needs and Disability 2019**

**Support for Children**

Cheswardine Primary and Nursery School is an inclusive school, and is committed to safeguarding and promoting the welfare of all children and expects staff (and volunteers) to share this commitment. We are a small rural school, with children ranging from 2 to 11 years old. We

currently have 3 classes and a nursery unit, and we seek to ensure that all children, including those with special educational needs or disabilities (SEND) make expected or better progress in their learning.

This document sets out the policy and information about our practice and provision for pupils with special educational needs and/or disabilities. It adheres to the requirements of the SEN Code of Practice: 0-25Years (2014) which became effective from September 1<sup>st</sup> 2014.

From time to time some children require additional support for a set period of time to help meet their needs or improve their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. Parents and carers will be informed when this happens. The SENDCo is Mrs Rachael Williams and she can be contacted through school (01630 661233) or via email: [head@cheswardine.shropshire.sch.uk](mailto:head@cheswardine.shropshire.sch.uk). She is able to talk about your child's needs and ways in which the school can support your child and was awarded the National Award for SENCOs. (NASC) in 2013.

### How we identify special educational learning needs:

We have an "open door" policy at our school and hope that parents and carers will come and talk to us at any time with any concerns that they may have.

- When children have identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting and how we can manage it.
- If you tell us you think your child has SEN we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.
- If our staff are concerned that your child has a SEN this may be because they are not making the same progress as other children or are presenting a specific barrier to learning; for example they may not be able to follow instructions, maintain concentration or control their writing / spelling. We will observe them, assess their understanding of what we are doing in school and use tests to find out what is causing this difficulty. Should we require further help we will contact Woodlands SEND team, who help us to assess children, in particularly Autism and specific learning difficulties.
- If a child is having problems with their speech, then we shall ask parents to get involved with the Speech and Language services, this service will then make contact with school and give TA's work that can be incorporated within the child's learning.
- We have worked with occupational Therapists, who guide us in teaching us specific exercises that can be used with children within our care.

### How we involve children and their parents/carers in identifying SEND and planning to meet them

- We are a child and family centred school, so you will be involved in all decisions making about your child's support.
- When we assess SEND we discuss it with you to determine whether your child's understanding and behaviour are the same at school and home; we take this into account and work with you so that we are all helping your child in the same way to make progress.
- We write and review Education Plans termly with children and parents/carers for children that are recognised as needing SEN support on our register. These will detail achievable targets / small steps to work on reducing your child's barriers to learning. These will be reviewed and hopefully moved on in the termly meetings.
- We use homework to repeat and practice activities that are new and present an achievable challenge for the individual pupil.
- Some children may need medicine within the school day. The school has an "Administration of Medicine" Policy, which can be viewed at the school reception. Forms will need to be filled in and training needs will be met for some medicines.
- Some children may need support in moving around the school: we have a ramp that can be used to get to the upper part of school, and also a disabled toilet that can also be used if needed.

### How we adapt the curriculum so that we meet SEND

- All our staff are trained to make lessons easier or more challenging so that every child is able to learn at their own pace and in their own way. We will make or provide additional resources required.
- We use additional materials/interventions so that we have something at the right level for children with SEND. We use Letters and Sounds, Precision Teaching, Social Stories, specific objective work in a 1:1 or small group basis, Babcock spellings and Beanstalk.
- The lessons are differentiated by the class teacher so that all abilities are catered for. Planning will identify where Teaching Assistant support will be available
- A variety of groupings are used within the various lessons, and on some occasions there will be 1: 1 groupings.
- The SENDCo will speak with staff to determine whether a child may need extra support and what this support could be. The SENDCo will make arrangements to meet outside agencies such as Physiotherapists, Learning support, Autism aware. These meetings will allow the staff to develop learning strategies that can be used to help a particular child with a particular need. These strategies will be reviewed termly to make sure they are working and the child's progress is continuing
- We will use specially trained support staff who can adapt the teachers' planning to support the needs of your child where necessary.
- We will also use specific resources and strategies to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

### How we modify teaching approaches

- All staff have been trained on techniques that can be used to respond to the differing needs that may occur in the classroom and many needs can be met by this Quality First Teaching. For example: using visual timetables, different coloured books / paper, differing backgrounds.
- Some staff members have worked with external agencies to use other strategies for specific children and their needs.
- The majority of staff has been trained to work with children that have severe emotional problems, learning techniques that will prevent harm to the child and those children around them.
- A member of staff has been trained to carry out therapeutic techniques to enable a child to work that had cerebral palsy.
- Two members of staff have worked alongside a Speech and Language therapist, thus enabling work to continue within the class.
- Teachers and TA s have received training on strategies that can be used with children who are on the Autistic Spectrum. This can be modified depending on the severity of the condition.
- Some staff have been trained in dealing with children that may cause a concern over safety to children and staff.
- We have a member of staff who is trained as a Learning Mentor, Cathy Swinnerton. The mentor can be used to discuss a child's issue such as bullying, self-esteem, death of a parent or pet, worries. She will discuss concerns with the class teacher, parents. She will talk to the SENDCo to see whether any outside agency needs to be contacted, or with the help of the SENDCo devise some work to help the child with their issues.
- The training needs of Teachers and Teaching Assistants are assessed according to intake each year, this assessment will look at learning about needs which will help the children within our care.

### **How we assess pupil progress towards the outcomes we have targeted for children. How we review this progress so that stay on track to make at least good progress.**

- Your child's progress is continually monitored by his/her class teacher.
- Each child identified to require SEN support or an EHCP will have a termly meeting to agree and review targets on their individual education plan, this meeting should be between, pupils, parents and teacher. The SENCO will attend if required but will collect in and check these IEPs to make sure targets are smart and the process of plan, do, review is firmly in place.
- We use P levels to assess progress in smaller steps and at a slower pace than the usual National Curriculum if required. There is currently only one pupil who may require this more broken down level of assessment.
- Children in Nursery will have termly meetings with parents and discuss any concerns they may have, and how we can move forward with their learning. E.g Specialist support
- We use half termly progress meetings between the teachers and Headteacher to discuss the progress of all pupils within Reading, Writing, Maths and across the curriculum in which we discuss the needs of the whole child and any necessary interventions.
- Each term we moderate our writing assessments across local schools.
- We check how well a child understands and makes progress in each lesson through the use of success criteria learning objectives.
- We assess reading of pupils within group reads and when they read to an adult and through using standardised tests such as Salford Reading

#### **Test.**

- Children that have a n EHCP will have an Annual review, which is reported to the Local Authority.
- Children will have specific outcomes, that will help them to self -assess their own work.
- At the end of each Key Stage (i.e. at the end of Year 2 and Year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.
- The progress of children with an Education Health Care Plan (EHCP) of SEND is formally reviewed at an Annual review with all adults involved with the child's education and health.
- The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.

### **What equipment or resources we use to give extra support**

- We use laptops; visual timetables and cues; various ICT programmes such as Fiction Express, Wordshark, Purple Mash, Times tables rock Stars and timers for children who need it.
- We deliver speech and language programmes provided by the Speech Therapy Service. A therapist will demonstrate to school staff how to use the programme and this will be then taught and assessed after a given period of time.
- We use i-pads and various apps to help our children with their learning.
- We use a range of software to help children engage within their lessons. Each class have an interactive whiteboard and the classes have access to a bank of laptops.
- We have access to specialist equipment from the Occupational Health Service.
- If a child requires specialist equipment as a school we endeavour to loan or purchase this equipment as soon as the need is recognised.

### **What extra support we bring in to school to help us meet SEND: Specialist services, external expertise and how we work collaboratively**

- We have support from specialist teachers/support for accessing the curriculum extra work on SEND related needs ( Speech, language and communication, hearing impairment, behaviour related needs and learning difficulties, ie autism)
- We get support from other Local Authority services, SEND specialists, Educational Psychologists, Speech Therapy and CAMHS.
- We get support from Occupational Therapy for children who need assessment for special seating or other specific needs.
- We review all targets set at review meetings with the child, parent and any other services involved. We agree what everyone will do to make teaching more effective to support the learning. New targets/ outcomes will be discussed and a date set to review how well the child is doing, if the targets are making a difference and what we need to do next. This information is recorded to ensure accountability.
- School purchases sessions with The Woodland Centre, to come into school to assess children and give extra strategies to the class teacher and

parents.

- Speech and Language Therapy is not paid by the school, but is part of the funding for the National Health Service. The therapist works with the child and also gives work that can be used within the class or given as homework.
- The school can speak to the School Nurse and ask for advice about concerns. Recently the school Nurse gave training on the use of an epipen and also how asthmatic children can be assessed within school.
- Our Nursery Nurse has attended sessions on using Makaton with the children. We will be accessing more Makaton training in the near future.
- Staff have had training on 'severe deafness' in the classroom recently and nurses are involved with school to provide stoma feeds for a specific pupil.
- We will always chase and follow through any specialist support we required dependent on the needs identified for the pupils in our care.

### **Extra-curricular activities available for children with SEND**

- We have a number of after school activities, which are open to various age groups. Should any child need support to access these activities, school will make the necessary arrangements.
- We have regular educational visits as well as people coming into school to support different topic areas. We have an outdoor residential trip every two years, this is usually to Arthog, near Barmouth, which is open to Year 5 and 6.. We provide any support required for nay SEND pupil's full inclusion. We choose visits that are accessible to all. The teacher in charge will visit the location and access what risks may occur whilst the visit is taking place. The teacher will produce Risk assessments, so that all members know what is expected from them. These assessments will be adjusted if needed depending on the needs of the children attending this visit.

### **How we support children in their transition into our school and when they leave us**

- Children entering into Cheswardine Primary and Nursery School, will have a couple of welcome sessions in the Summer term before they enter the school in September. Information will be gathered regarding any SEND and any necessary support put in place on their entry into school. Additional school visits are arranged for all children to meet each other and the adults that will be working within the class.
- Meetings will be arranged for those children who are already known to Early Years SEND Services to make school aware of their needs to ensure the correct support is in place.
- Children in our Nursery will work within the main part of the school, use the school hall for lunch and activities, visit the church with the rest of the school. The teacher within Class 1 will visit the Nursery on many occasions so the children will become familiar with this teacher.
- When children leave Cheswardine Primary and Nursery School, meetings are arranged between the schools to speak to the children. SENDCo's will discuss those children with SEND. If required, extra visits are arranged to visit the new school with teachers from the receiving school. Children with ASD will receive booklets containing pictures of new staff and the main areas that the child will visit.

- Access to Woodlands transition visits are arranged if necessary for those SEND pupils moving to secondary school.



### **How funding works**

- Schools receive funding for all children including those with SEND and these needs are met from this, (including equipment). The Local Authority may contribute more funding if the cost of meeting an individual child's needs is more than £6000.
- Presently the school has two EHCP pupils on roll who receive further banded funding from the LA to meet their needs.
- The additional funding from the Local Authority, will allow parents a say into how these funds are spent. The funds must go towards the agreed personal plan for their child.

### **Where children can get extra support**

- Your views are important to us and we want to listen to them and know that you are satisfied with what happens in school to support your child.
- In school, Mrs Williams is the SENDCo and Mrs Griffiths is a Governor that is responsible for making sure that the children on the SEND register are getting the correct support.

### **What to do if you are not satisfied with a decision or what is happening (For parents)**

- Your first point of contact is always the person responsible - this may be the class teacher; and then the SENDCo. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the Headteacher then ask to speak to the School Governor representative.
- If you do not feel the issue have been resolved, we will arrange a meeting with the Chair of Governor's who can be contacted via the school.

For more information about the services and support that are available in Shropshire for children and young people with SEND and their families, please visit the following website: <http://www.shropshire.gov.uk/the-send-local-offer/>