

Henry Chichele Primary School

SEND Information Report for Parents

January 2021

Mrs. S O'Brien Jones
Inclusion Manager

The report prepared by the school under section 317(5)(a) of EA 1996 (duties of governing boards in relation to special educational needs(6)) is available below.

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What is a 'Local Offer' for Children with Special Educational Needs and disabilities?

A message from Mrs O'Brien Jones, Inclusion manager

From September 2014, all schools are required to publish, in one place, and review annually; information for parents and carers about the support and provision for children with special educational needs or disabilities. As part of this commitment, all schools are asked to detail their approach, resources and provision for children who may have an additional SEND need. This is known as the 'Local Offer'. Further information about the Local Authority's Local Offer can be found [here](#).

At Henry Chichele Primary School, provision for children with Special Educational Needs and Disabilities is extremely important to us. We strive to ensure that all children achieve their best, irrespective of profile and just like our vision statement, we aspire to 'Everyone working together for lifelong learning.'

This guide aims to detail our 'Local Offer' to children and families who have an interest in, or need for SEND provision. The questions and answers below have been written to represent our common values and practices.

Who are the best people to talk to about additional support?

You can contact the following people at Henry Chichele Primary School 01933 352850

- Class teacher
- Inclusion Manager/SENDCo: Mrs. Samantha O'Brien Jones
- Inclusion Support Workers: Mrs Ros Gresham, Mrs Sarah Eyres
- Head Teacher: Mr. S. Dainty

What is the current percentage of children with Special Educational Needs and Disabilities (SEND) in our school?

The current percentage of children with Special Educational Needs and Disabilities in school is 5.2%.

What are the types and levels of need of SEND in our School?

Across our school, we have a variety of children with varying types and levels of need. Below is an overview of the types and levels of need across our school as of January 2021.

EHCP	2
Cognition and learning	7
Communication and interaction	1
Social, Emotional and Mental Health	4
Sensory and/or Physical	6
Total	20

How does the school know if children need extra help and what should I do if I think my child has special educational needs?

We are committed to early identification of special educational needs and adopt a graduated response to meeting them in line with the SEN Code of Practice 2014. A range of evidence is collated through school assessment and monitoring arrangements. If this suggests that your child is not making the expected progress, the class teacher will consult with both you and the school Inclusion Manager (SENDCo) in order to decide whether additional or different provision is necessary. In addition to the usual assessment, there are specialist assessment tools, which we use to explore the reasons for any difficulties. There is no need for pupils to be registered or identified as having special educational needs, unless the school is taking additional, or different action.

If you have a concern about your child's progress or believe they have a special educational need, this should be discussed first with the class teacher. Additional assessments or support can then be discussed with the Inclusion Manager.

How will the school support my child?

We support children in a variety of ways depending on their individual needs. We assess each child and provide personalised support within three levels:

Universal:

Quality first teaching. We start from what the children already know; set learning objectives and achievable individual targets. Learning tasks are matched to your child's needs, through differentiated activities and are overseen by the class teacher. Pupil progress is monitored and regular review meetings are held. Each class is supported by a teaching assistant.

Targeted:

Children are assessed on entry to determine their areas of strength and to establish any difficulties across the curriculum. Assessment data is collated to ensure appropriate support is put in place. A class provision map is created for each class and appropriate interventions are identified to support children. Additional provision may be through targeted small group work or 1:1 sessions that take place in or out of the classroom.

Specialist:

If your child's progress is cause for concern, the Inclusion team will become involved and in discussion with you, will decide further provision.

This means that your child will have been identified as needing a particularly high level of support or small group teaching.

Usually your child will also need support from a professional outside of the school. For some concerns, we may discuss the involvement of the Educational Psychology Service, the Occupational Therapy Service, Child and Adult Mental health Service or your local GP. It is important to understand, however, that the purpose of such involvement of professionals is not always to seek a 'label' or 'diagnosis' – but more often in order for advice to be offered to help the child to learn as well as they possibly can.

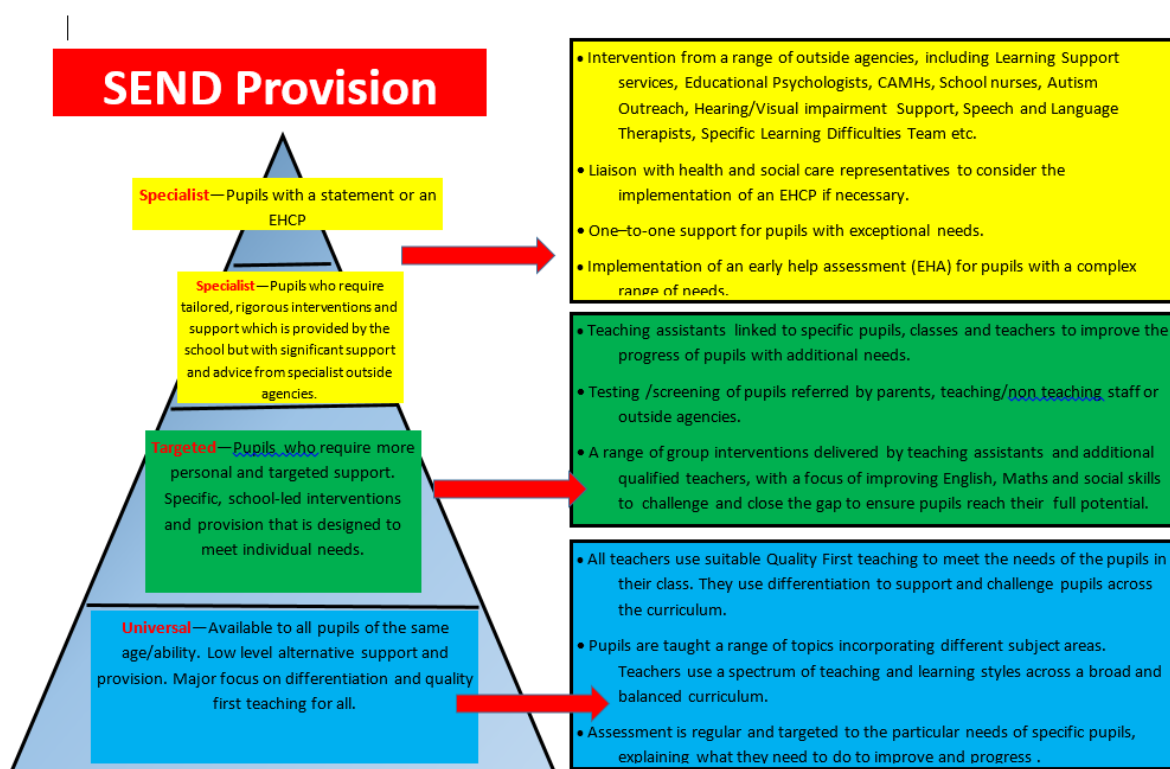
Your child may be assessed for and provided support via an Education, Health and Care Plan (EHCP). This is a legal process, which sets out the amount of support that will be provided for your child.

If your child is identified as having a SEND, they will be supported in school through an intervention plan (IP). Your child's IP and targets will be set by the class teacher; in collaboration with the inclusion team and yourselves; it will also include any advice given from external agencies.

How will the curriculum be matched to my child's needs?

We strive to provide an engaging and exciting curriculum for all children. Your child's class teacher will plan for the variety of needs in the classroom by providing appropriately differentiated tasks and achievable outcomes to consolidate and extend children's learning. For children with special educational needs, the teacher may provide different resources for children to use or there may be an adult to assist a small group of children to complete the task as independently as possible.

SEND Provision at our school



Henry Chichele Primary School Provision Map/School Offer

Category of need	Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health	Sensory and / or Physical
Universal	Quality First Teaching Baseline assessments Data collection and reviews termly SMART Targets set and reviewed termly Consistent and valuable feedback given on pupils work Lunchtime sports activities			
Targeted	Read Write Inc Numicon Switch on reading Further screening tests where appropriate Subject group interventions (Eng/Maths) Homework club	Communication group Drawing and Talking Further screening where appropriate Use of external agencies including SALT where appropriate	Nurture sessions Drawing and Talking CBT sessions Counsellor Bereavement support 1:1 sessions with a nominated member of staff Extra-curricular Clubs Buddies	Teaching Assistant as required Access Plan if required Reasonable adjustments and adaptations made where required Fine/Gross motor skills
Specialist	Personalised pupil one-page profiles In class support where appropriate			
	Read Write Inc Numicon Switch on reading Provision advised by Statement/EHCP Specialist English/Maths interventions Provision advised by EP	Use of external agencies including SALT and TOD where appropriate Use of communication in print where appropriate Visual timetables / now and next boards Drawing and Talking Further screening where appropriate	Use of external agencies including autism outreach where appropriate Play buddies Pictures of me Drawing and Talking Counsellor CBT Sessions	Teaching Assistant as required Access Plan if required Reasonable adjustments and adaptations made where required Physical Literacy Sensory circuits Fine/Gross motor skills Provision advised by external agencies including OT/Physio

How will I know how well my child is doing and how will the school help me to support my child's learning?

In addition to the regular parent meetings, you will be kept regularly informed of your child's progress by discussing your child's targets with staff. Intervention plans are reviewed and shared with families at least termly; this identifies the next steps for your child to make progress and how we can work together to best support them. Progress will be monitored and reviewed at least termly to ensure that both you and your child can express your views and are fully involved in decisions. Regular contact may be communicated through a home/school link book, e-mails, telephone calls or meetings.

What support will there be for my child's overall well-being?

We aim to develop positive mental health and wellbeing for our whole school community in partnership with staff parents and carers. We recognise that children's mental health is a crucial factor in their overall wellbeing and that children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school. We strive promote positive mental health and wellbeing in every child and place great value on developing the whole child, academically, socially and emotionally. For children who need additional support, tailored interventions are put in place to meet their individual needs and, in some cases, this may be provided by specialist practitioners.

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

The provision offered to each child with SEND is unique. Our school endeavours to deliver high quality provision, within a caring and supportive ethos. We have a designated Inclusion Manager, Mrs O'Brien Jones, to oversee the provision for all children with additional needs across the school. We also have two additional members of our inclusion team, Mrs Gresham and Mrs Eyres who offer inclusion and pastoral support for children and families across the school.

External support services play an important part in helping the school to identify, assess and tailor provision for children with special educational needs. The range of support services and access to them is outlined in the Local Authority's Local Offer. The inclusion team work collaboratively to share expertise and to agree which external services we need to commission. Before the school make any referral to a specialist service we will always discuss this with you.

What training are the staff supporting children with special educational needs having?

We make an annual audit of training needs for all staff taking into account school priorities and personal professional development. Particular support is given to new members of staff and to training that addresses children's specific needs. Our nationally accredited Inclusion Manager and inclusion support worker offer advice on quality first teaching and regularly attend network meetings to share good practice.

How will my child be included in activities outside the classroom; including school trips?

We aim to enable every child to participate as fully as possible in all elements of the wider curriculum. All reasonable adjustments are made to ensure that all children attend school trips and residential visits with support as appropriate. We will communicate with parents and carers to discuss individual needs prior to any visit or activity.

How accessible is the setting?

Each school has an accessibility plan which is discussed and reviewed every 3 years or sooner. Our accessibility plan can be found on the school website.

How will the school prepare and support my child to join the school and transfer to the next stage of education or life?

If your child has an Education Health Care Plan your options are discussed at their Annual Review meeting, prior to the year of transfer.

When you apply for a place for your child at our school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. We will contact any previous educational establishments for relevant information. Any practical arrangements can then be discussed and put in place.

At the end of the school year or if your child moves to another setting, the relevant staff communicate to pass on information and ensure that transition arrangements are in place. As a Locality Group we work hard to ensure the successful transition of pupils with SEND.

How are the school's resources allocated and matched to children's individual special educational needs?

Each school in Northamptonshire receives its school budget in April, as part of this budget there is a 'notional' SEN amount. As such, schools are responsible for funding the first £6k of support for children with SEND – after which they can request additional 'High Needs Funding' from the Local Authority; generally this is for children with very high needs and often in receipt of an EHCP. Funding can be used to pay for staffing and resources to provide high quality and appropriate support for children with special educational needs throughout the school. Children in receipt of an EHCP may be allocated additional funds as part of the plan. The use of these funds is discussed at the initiation of the plan, and during review meetings to ensure best value is achieved.

How is the decision made about the support my child will receive?

Every child's needs are carefully assessed and decisions are then made based on the ability of a child to access the curriculum and make progress. Using their expertise and professional judgement, the Inclusion Manager (who holds qualified teacher status and the National SENCO award) will work closely with the inclusion team, you and all staff to discuss relevant interventions, adult support and advice from specialist services to make best use of available resources. We regularly assess the impact of any additional support and resources and report children's progress to parents. This is part of our plan, review, do and assess cycle.

How are parents involved?

We recognise the value of working in partnership with parents and as in other aspects of school life, we would hope that you would want to be fully involved in discussing the nature of the support their children receive and judging the effectiveness of any activities.