

Chestnut Street SEND Information Report

1. What should I do if I think my child has special educational needs and or a disability (send)?

- ❖ Initially concerns should be discussed with your Child's Class Teacher.
- ❖ If you have further concerns or would like to discuss any points further then contact Mrs L Cook who is the Inclusion Leader.

2. How will the school respond to my concern?

- ❖ We will listen to your concerns and discuss with you our observations.
- ❖ The class teacher together with the child and their parents/Carer will decide on a plan or action.
- ❖ A further meeting may then be arranged within a few weeks to discuss outcomes.
- ❖ If concerns still remain the Inclusion Leader will be informed and if appropriate and agreed with you, your child may be placed on the Special Needs register.
- ❖ A plan (pupil passport) will be put together with specific targets that will be shared with the child, parents and supporting adults.
- ❖ The plan (pupil passport) will be reviewed termly.
- ❖ If concerns remain, advice may be sought from specialist outside agencies.

3. How will the school decide if my child needs extra support?

Decisions would be made based on both formal and informal methods including:

- ❖ Adult observations over a period of time (by the class teacher, teaching assistants, midday supervisor)
- ❖ Monitoring progress, attainment and attendance data (collected and analysed every term)
- ❖ Pupil discussions – do they find something challenging? (this could be academic; communication; social, emotional or behavioural, physical)
- ❖ Parent discussions (as detailed in the section above)

4. What will school do to support my child?

Ultimately, you child's targets will be set and their progress monitored by the class teacher, however they may take part in specific interventions and receive support from Teaching Assistants, other teachers or specialist outside agencies.

Assess, Plan, Do, Review - this is called the '*graduated approach*'

ASSESS

This could be through formal data collection from:

- Guided reading
- Unaided writing
- Half termly assessments

Outside Agency assessments

This could be informal through:

- Observations over time
- Agency observations
- Parental concerns and observations

REVIEW

Targets will be usually be reviewed at least 3 times a year with pupils. And Parents/Carers will be invited in for reviews but please feel free to contact your child's class teacher at any time.

The reviews will evaluate:

- Progress against the targets
- Decide which strategies were successful and not successful
- Next steps – ie:- is further support still required? If so do we need to increase intervention? Do we need to involve outside agency support? What are our next targets?



PLAN

Smart* targets are created using information collected in the ASSESS part and a learning plan will be written.

* Specific, Measurable, Achievable, Realistic Targets



DO

Using a range of different strategies to help your child to achieve their targets.

This intervention could include:

- In class support – additional adults to support with following instructions, completing tasks.
- Small group – may be inside or outside of the class, working on specific targets
- 1:1 support– may be in class or outside, may be used for more individualised targets, reading, spelling, etc.
- Outside Agency support – usually done on 1:1 basis with a specialist in the field



Most interventions for Children identified as having SEND will be managed and monitored by the Inclusion Leader through the Provision Mapping. These may include:

- ❖ Specific Intervention groups for learning, personal, social and emotional development and physical development (including fine motor skills).
- ❖ Small group/individual support on individual targets, e.g. reading and spelling keywords, number recognition, basic number facts, sentence punctuation.

5. Who will support my child in school?

Your Child will be supported by a varying number of people within school, these include

- ❖ Your Child's Class Teacher
- ❖ Teaching Assistants
- ❖ Inclusion Leader
- ❖ Child and Family Support Worker
- ❖ Outside Agency Support eg. Educational Psychologist
- ❖ SEND Governor

6. What training and experience do staff have for the additional support of my child's needs?

Within school staff have training for:

- ❖ Safeguarding & Child Protection
- ❖ Team Teach (behaviour management)
- ❖ Autism awareness
- ❖ Dyslexia awareness
- ❖ British Sign Language (BSL)
- ❖ Epipen

We also have staff who have attended courses on Pediatric first aid, Attachment, Emotional literacy (ELSA), FRIENDS Programme and Precision Teaching.

Our staff also have a wealth of experience in supporting children with autism, ADHD, attachment issues, Speech and Language issues, Dyslexia and Dyspraxia.

7. Who else might be involved in supporting my child?

We have strong links with a range of external agencies to support your child if needed, these include:

- ❖ Educational Psychologist
- ❖ Specialist Teaching Service (STT)
- ❖ BOSS - Behaviour outreach specialist support
- ❖ Working together Team (WTT) - Social Communication including Autism specialist Teacher

- ❖ Speech and Language Therapy Service
- ❖ Occupational Therapy
- ❖ Physiotherapist
- ❖ Sensory Impaired service

If appropriate, we can make referrals to:

- ❖ Paediatricians
- ❖ Family support through the Early Help Assessment
- ❖ Child and Adolescent Mental Health Service (CAMHS)
- ❖ School Nursing Team

8. What support will there be for my child's emotional and social well-being?

Pastoral and Social Support:

- ❖ The school aims to create a 'Listening Ear' ethos to ensure that the child's voice is heard.
- ❖ Teachers, Teaching Assistants and Midday Supervisors build up strong relationships with children to support their emotional needs.
- ❖ The Child and Family Support Worker can provide guided support for those children whose emotional needs may create a barrier to their learning. (See website for further information)
- ❖ All child protection concerns will be recorded and reported to the designated safeguarding officer.

Medical Needs:

- ❖ If your child has specific medical needs then please contact either your child's class teacher or the Inclusion Leader so appropriate plans can be put into action
- ❖ If needed, a 'care plan' can be written to inform all staff of the specifics of the condition and what should be done to support the needs of the child
- ❖ If your child requires ongoing medication, within school, please contact the school office.

Support for behaviour (including attendance and exclusion):

- ❖ We have a clear behaviour policy, which is adhered to by all staff and also follow the guidelines in the Lincolnshire Ladder of Support.
(please visit the appropriate section on our school website for a copy of our policy)
- ❖ School staff will keep a behaviour log to monitor the behavior and try to identify triggers.
- ❖ Should concerns arise, discussions with the Child, their Parents/Carers and Class Teacher will determine the type of support that may be offered.
- ❖ Your Child may be referred to our Child and Family Support, who can then offer support either within the classroom or The Hive.
- ❖ If specific or repeated behavioural difficulties continue a behaviour plan may be written, or a PSP (Pastoral Support Programme) may be initiated.
- ❖ If behaviour issues continue, despite focused intervention, advice may be sought from outside agencies and a multi agency PSP review held.

- ❖ If concerns arise regarding your child's attendance at school, a school attendance panel may be held.

9. How will my child be involved in the process and be able to contribute their views?

Your Child's views are extremely important and will be sought throughout the process.

Review Meetings ie. Pupil Passport reviews, multiagency meetings, Annual reviews.	Your child will be asked for their thoughts regarding their progress towards their targets, what strategies have worked well, what they think they may need support with next
Continuity of staff	As much as possibility, your child will be supported by the same adults so they can develop an effective relationship
On going recording of views	Your Child's views will be recorded throughout the interventions to judge their engagement and progress. This will inform future planning.

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

If your child has a SEND then they will require support that is 'additional to and different from' the rest of the class. This does not mean that they need to be taught outside of the classroom, it simply means that teachers need to ensure they use a range of different personalised strategies to support the child's learning. These may include:

- ❖ Using ICT to record work
- ❖ Using ICT to support learning
- ❖ Using concrete apparatus
- ❖ Using talking partners (peer learning)
- ❖ Using Visual aids
- ❖ Using different groupings of children for different lessons / tasks
- ❖ Using pre learning of tasks / topics

11. What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

Your child's class teacher is the most appropriate person to contact. They will always make themselves available to discuss any specific issues at an appropriate time. Please contact them, if necessary, to arrange a mutually convenient time. Other opportunities for feedback include:

- ❖ Review meetings
- ❖ Assessment or observation feedback
- ❖ Parent consultations
- ❖ General teacher feedback
- ❖ Home-school communication

12. How does the school know how well my child is doing?

We carefully track all of our children's progress every term through the use of data and through observations. If your child is not meeting their age-related expectations, we may use a range of assessment tools to help us pinpoint how best to support them, including:

- ❖ Age related expectations
- ❖ P Scales (PIVATS) – small steps progress for children in Year 1 and above
- ❖ Early Learning Goals – for children working within the Foundation Stage
- ❖ Standardised assessments
- ❖ Assessment for learning – within the classroom, for example, using self-assessment against targets
- ❖ Individual targets – through an personalised plan

These help to identify the areas to target and support with advice on how to move your child forward.

13. How will my child be included in activities outside the classroom, including school trips?

We frequently use educational visits and residential trips (in Year 3 and 6) to enhance the learning in the classroom and make it 'come to life'. We will always include your child on a visit, ensuring any specific needs they have are taken into account with our risk assessment. If you wish to support your child during a visit, please contact your class teacher. Dependent on the needs of your child, you may be asked to support them on an educational visit.

All children have an equal right to attend our extra-curricular clubs.

14. How accessible is the school environment?

To support your child in access the school facilities we have:

- ❖ Ramp access to the hall and outside areas
- ❖ A disabled toilet suite
- ❖ Access to state of the art ICT equipment (including i-pads)
- ❖ When English as an additional language (EAL), support with communication can be accessed.

15. How will the school prepare and support my child to join the school?

We have strong links with our feeder nurseries and preschools, and to ensure a smooth transition we will :

- ❖ Visit nurseries to meet the children and attend review meetings
- ❖ Meet with parents and their child
- ❖ Receive and use relevant paperwork from the nursery
- ❖ Arrange visits to school before the children start school
- ❖ Arrange Parents meetings with the EYFS class teachers before the children start school

- ❖ Speak with any agencies already involved with the child, e.g. Speech and Language Therapists to discuss their targets

Transitions between year groups also involves:

- ❖ Sharing of information between class teachers (including paperwork, successful strategies)
- ❖ Class swap mornings, where your child will meet their new teacher
- ❖ Extra visits and a social story about the new class will be arranged if needed.

16. How will school prepare and support my child's transfer to secondary school?

We understand the transfer to secondary school can be a daunting time for everyone and maybe even more so if your child has SEND. We will support you and your child by:

- ❖ Providing a transition programme, if needed, in conjunction with the child and Parents/Carers
- ❖ Providing information about the needs of your child to their transferring school through face to face meetings, paperwork, emails, etc
- ❖ Organising additional visits to the school if required
- ❖ Inviting the SENDCos from the secondary schools to come into school to meet with the pupils, and the SENDCo.

17. How will I be involved in supporting my child?

In supporting your child we aim to work in partnership with Parents and Carers. Your view will regularly be sought and you will be given suggestions as to how you can help your child at home to support them with their work in school.

We often give parents:

- ❖ Games for developing memory, spellings and maths
- ❖ Useful websites and apps
- ❖ Strategies for reading, e.g. reading to your child, with your child, before they read to you
- ❖ Specific agency advice – could be games, organisational strategies (e.g. visual timetables), behaviour management strategies
- ❖ Letters to support referrals to Paediatricians

Also Parents are always encouraged to support within school through:

- ❖ Donating spare time, e.g. to listen to readers
- ❖ Sharing your own talents, e.g. art, sports, career advice
- ❖ Sharing your knowledge of your child, e.g. through review meetings, parent consultations
- ❖ Joining us to celebrate success, e.g. Celebration Assemblies

18. Who do I contact if I am concerned that my child is not being supported or I have a complaint?

The first point of contact should be your Child's Class Teacher, however if your concerns still remain you should contact the Inclusion Leader, Head of School or the Executive Head Teacher.

In the unlikely event you still have concerns you can follow our school complaints procedure which can be found on the website.

19. How can I access support for myself and my family?

Useful organisations include

Organisation	Telephone	Website / Email
Lincolnshire County Council Support and Aspirations	01522 782030	http://www.lincolnshire.gov.uk/parents/support-and-aspiration
Lincolnshire Children's Services. Lincolnshire County Council.	01522 554673	
Liaise- send information advise and support in Lincolnshire	0800 195 1635	Liaise@lincolnshire.gov.uk .
Family Lives	0800 800 2222	http://www.familylives.org.uk/
Lincolnshire Parent Carer Forum	0845 3311 310	http://www.lincspcf.org.uk
PAACT (Autism Support)		paactsupport@hotmail.co.uk
Lincolnshire ADHD Support Group	01522 539939	lincoln.adhd@btconnect.com
EMC Services Equality for minority communities	01427 787190	emc_lincs@lincolnshire.gov.uk
Family Action	01522 69010	lincoln@family-action.org.uk
Lincolnshire Centre for Grief and Loss	01522 546168	
Tattershall Children's Centre	01526 343858	

The Lincolnshire County Council Local Offer can be found at:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration>

This contains information regarding the SEN provision across the country.

20. Who can I contact for further information?

If you require any further help or support, please contact:

- ❖ Your child's class teacher as a first point of contact
- ❖ Inclusion Leader (Mrs L Cook) via the school office.