

# Cheadle Heath Primary School

## Special Educational Needs School Offer

At Cheadle Heath Primary School, we strive to support **all** pupils to enable them to succeed at school. In order to do this, many steps are taken to support and guide them through their learning journey.

Quality teaching and quality experiences are essential for this to occur. Despite this, for some children there will be periods of time when further additional support may be required in order for them to achieve success and make progress. For some children these periods of time may be short, for other children they may be long-term.

This document aims to share information about what is available to you and your child should they require this additional support at any time during their learning journey at Cheadle Heath Primary School.

**The Special Educational Needs Co-ordinator is:**

**Mrs Tracey Vallance (Deputy Head)**

### **Roles and Responsibilities of the Special Needs Co-ordinator**

Every primary school has a Special Educational Needs Coordinator (SENCO who has extra responsibilities for the operation of the Special Educational Needs Policy and the co-ordination of specific provision made to support individual children with Special Educational Needs.

Responsibilities include:

- Overseeing the day-to-day operation of the school's special educational needs (SEN) policy
- Co-coordinating provision for children with SEN
- Liaising with and advising other teachers
- Managing learning support assistants
- Overseeing the records of all children with SEN
- Liaising with parents/carers of children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the school support and educational psychology services, health and social services, and voluntary bodies.

There are many SEN terms that are abbreviated in this document and that you may read and hear should your child have special educational needs. You will find a glossary of the most commonly used SEN terms at the back of this paper.

## **CHILDREN & FAMILIES BILL 2013**

The Children and Families Bill is taking forward the government's commitment to improve services for vulnerable children to support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs (SEN).

The changes to SEN are the driving force behind this document. The changes to the system for children and young people with SEN is aimed to ensure that services consistently support the best outcomes for them. The SEN system will be extended to support these individuals and their families until the young person reaches the age of twenty five. It also gives parents a wider choice in decision making.

### The new birth to twenty five system will;

- replace the current Statements of Special Educational Needs and replace them with Education, Health and Care Plans. Ideally these will be changed within schools over the following twelve months as a child has an annual review
- Children who currently have, or would have had, an IEP at school action or school action plus will have a 'SEN Support Plan' in the future
- It aims to improve co-operation between all services that support children and their families; particularly requiring local authorities and health authorities to work together
- It aims to involve children and parents in reviewing and developing provision for those with SEN
- Local Authorities are required to publish a 'local offer' of the support that is available. Stockport's 'local offer' will provide parents/carers with information about how to access services in the area and what they can expect from these services. With regard to Education, it will show parents/carers how schools and colleges can support them and what they can expect across the local settings
- Within this local offer, each school is required to put forward a 'school offer' This 'school offer' will set out what systems are available within a school to help children with low-level SEN as well to help those with more significant needs who may require extra help to care for their child.



## This is our school offer ...

### **How does Cheadle Heath Primary know if a child needs extra help?**

- Concerns raised by the parents/carers, teachers or the child themselves
- Children are monitored very closely. Termly progress meetings track every child's progress. It is noticeable if limited progress is being made or there is a change in the child's behaviour or progress even when teaching approaches are targeted particularly in identified areas of difficulty.
- Observations by staff in school identifying barriers to learning, including social/behavioural concerns including changes or behaviour, speech and language concerns or difficulties with motor skills
- A child may present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in school.
- A child may have communication and/or interaction difficulties which are affecting progress.
- A child may have sensory or physical difficulties which are affecting progress.
- There may be a medical diagnosis that impacts on the way a child learns
- Admissions information provided by parents and previous schools and settings
- Initial meeting with the headteacher / SENCO on entry to school during the school year for in year admissions

### **What should I do if I think that my child may have Special Educational Needs?**

- Speak to your child's class teacher. They are normally available after school for informal conversations but can make a longer appointment with you at a time that is mutually convenient
- If you have further concerns, contact Mrs Vallance, the school's Inclusion coordinator (SENCO) or Miss Meekley (Head teacher). Appointments can be made through the office or telephone 0161 428 2476
- In some cases, Mrs Vallance or Miss Meekley will complete a CAF (Common Assessment Framework) with you to get a fuller picture, and prioritise, your child's needs. The CAF assessment can then be used, with parental permission, to refer to outside agencies such as speech and language or occupational therapy so that a more specialised assessment can be completed. In some cases, if several barriers to a child's learning are identified, then a TAC (Team Around the Child) meeting will be arranged where relevant agencies are invited along with parents/carers to plan a package of support to help your child

## **How will Cheadle Heath Primary School support a child with SEN?**

- Once it is decided that a child has additional needs, a SEN support plan will be written by the class teacher and the SENCO which will differentiate the curriculum according to the needs of the child. This may include additional support from the class teacher, the SENCO or a teaching assistant in class. This will identify targets and identify strategies which can be used at home and at school to achieve those targets. A copy will be provided for parents and this will be reviewed throughout the year.
- If the need is more specific such as spellings, phonics, Mathematics, English, speech and language, social skills development or motor skills, then the pupil may be placed in a small intervention group. This will be run by the class teacher, teaching assistant or a specialist teacher. The length of time of the interventions will vary according to the programme but usually will last for at least a term. The interventions will be regularly reviewed to check the effectiveness of the provision and to inform future planning for the pupil.
- Interventions will be recorded on a whole school provision map as a record of all interventions run within school.
- Pupil progress meetings are held each term. This is a meeting where the class teacher meets with the Headteacher and Assessment lead 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.
- The class teacher will meet with you at Parents'/Carers' evening in the Autumn and Spring Term and is available to meet with you following end of year reports. The class teacher will discuss ongoing support and to update you on progress.
- Occasionally a child may need more expert support from outside agencies such as a therapy team, paediatrician, educational psychologist, behaviour support etc. A referral will be made with your consent, and forwarded to the appropriate agency. After a series of assessments, a programme of support may be provided to the school and parents / carers.
- The governors of Cheadle Heath Primary School are responsible for ensuring appropriate support for all learners. Mr Andrew Ashford is the named link governor who monitors SEND.
- The SENCO provides information to the governing body to inform them about the progress of and provision for SEND.
- Miss Meekley is responsible for Safeguarding and Child protection procedures. The responsibility of the governors is to provide both support and challenge to the head teacher and staff so that the school is as inclusive as possible and that all pupils and staff are treated in a fair and equitable way. The designated Governor meets with the SENCO to monitor and review the accessibility plan and other statutory policies as defined by the Department for Education.

### **How will the curriculum be matched to the needs of children with SEN?**

- When a pupil has been identified with SEN, their work will be differentiated by the class teacher to target their needs and enable them to access the curriculum more easily. All children have differentiated work to meet ability however in cases of children with SEN this will be differentiated further. For some children with significant additional needs, this could include a personalised timetable to accommodate additional interventions that they need.
- Teaching assistants may be allocated to work with the pupil in a one to one or small group to target more specific needs. Team teaching at specific times of the year will allow the teacher to withdraw individuals or small groups for concentrated target teaching.
- If appropriate, specialist equipment may be arranged for the pupil to aid their learning e.g., pencil grips, easy to use scissors, sloping boards, specialist seating, coloured overlays

### **How will Cheadle Heath Primary inform parents about progress?**

- Parents' Evenings are held twice a year and there is an open evening at the end of each year but are welcome to make an appointment to speak to your child's class teacher, Mrs Vallance or Miss Meekley whenever you have a concern.
- Reports are distributed three times a year – at Parents' Evening and at the end of the year.
- Children with an identified special need or Health and Care Plan will also have a formal annual review. If necessary an interim review can be held if there is a change of need or circumstance.
- The SENCO does not have a full time class and appointments can be made to discuss any issues with her at a mutually convenient time.
- The class teacher dismisses children at the end of each day through the classroom doors and concerns can also be raised then if it is an appropriate environment to do so. The teacher will usually be able to chat with you at this time. However, they may ask you to visit at an alternative time if confidentiality is an issue or if other meetings have already been arranged for that time.

### **How will Cheadle Heath Primary support parents/carers to help them support their child's learning?**

- At the start of each topic you will receive an overview from your child's teacher to inform you of the curriculum content for the term. This is intended to provide you with information about the knowledge and skills that your child will cover and how you can support your child at home.
- If outside agencies are involved they may also have provided a plan of activities for home and school.

- All children have access to a mathematics ICT programme, 'Mathletics', at home that is tailored to a child's needs. All children have a password.
- Children have spellings which are carefully differentiated to their needs.
- Children following an individualised reading programme and books sent home are, again, tailored to individual needs.
- Mrs Vallance, Miss Meekley or the class teacher may meet with you to discuss how to support your child with strategies to use if there are difficulties with your child's behaviour or if they need additional support to improve their emotional health or well-being. This could include signposting you to a member of the Primary Behaviour Support Service or Primary Jigsaw to offer more specialist advice.
- If sufficient progress is made additional support may be removed.

### **What support will there be at Cheadle Heath for a child's overall well-being?**

At Cheadle Heath Primary, the well-being and pastoral support of all children is our priority. All staff are committed to an inclusive ethos in which all children will flourish. They are empathetic and tolerant to the needs of children.

- Throughout the school there are a number of strategies in place to develop the relationships between older and younger children.
- The school council allows all pupil voices to be heard.
- In addition, for children with SEN, there are further opportunities available:
  - All members of staff are readily available for children and families to discuss areas of concern
  - access to Primary Behaviour Support and Primary Jigsaw to support children having additional emotional difficulties.
  - support from Young Carers, a support network for siblings of children with SEN.
  - Children with medical needs will also have the support of the school nurse.
  - Staff have had support in recognising and dealing with asthma and in the use of epi-pens for children with severe allergies
  - We have trained first aiders including paediatric trained first aiders
  - Medicine will be administered with the written consent of a parent using the school medical form. This will be administered by two members of staff to check the identity of the child, the medicine and the dosage

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

- We have a positive approach to all types of behaviour management and a consistent system of rewards and sanctions. This is described in the Behaviour Policy, a copy of which is on the school website. Parents are provided with a summary as children enter Reception

- This is understood by children and staff and followed consistently.
- If a child needs support with behavioural difficulties, strategies are identified in consultation with professionals, parents/carers and pupils and are outlined in their Individual support plan. This is reviewed on a regular basis with the class teacher, parents/carers and the pupil.
- Behaviour needs that are consistent or of a high level of concern are recorded and then referred directly to the Headteacher. Parents/carers are contacted so that school and home can work together to improve behaviour.
- Our exclusion rate is low. It is reported to governors termly. On the rare occasions that we have made an exclusion we have seen a long term improvement and parents/carers have ensured that this is an effective measure by supporting us.
- Our administrative team works closely with the Services for Young People officer to monitor lateness and attendance and ensure improvement.
- The school has a structured system for following up concerns around attendance and lateness and aims to work in a supportive way to overcome obstacles to full attendance. This could include TAC (Team around the Child) meetings to support a family to improve their child's attendance.

#### **What support is there for pupils with medical needs at Cheadle Heath Primary?**

- The school's Medicines in School policy is in line with guidance from the Local Authority and can be found on our website.
- Staff have regular training and updates of conditions and medication so that they are able to manage medical situations that may arise. This includes asthma training, diabetes training and has included training on the use of epipens when needed.
- If a pupil has a specific medical need, then a detailed Care Plan is compiled with the school nurse and in consultation with parents/carers.

#### **How accessible is the school environment at Cheadle Heath Primary?**

- Our school environment is a single story building which is fully accessible
- Facilities we have at present are;
  - two toilets adapted for disabled use
  - taps adapted for ease of use in children's toilets
  - changing table
  - disabled parking space
  - alternative dining room seating
- We have a strong link with the Ethnic Diversity Service to enable us to support children with English as an Additional Language.
- We are always happy to discuss specific access requirements for individual children.

### **How will my child be included in activities outside of the classroom, including school trips, at Cheadle Heath Primary?**

- Risk assessments are carried out prior to all trips for all children. Where a child has special educational needs, there are elements of the risk assessment that apply just to them as individuals. This allows all children to participate.
- However, if it is deemed that an intensive level of support is required a parent or carer may be asked to accompany their child during the trip. This may apply to after school activities and events.
- We aim for all children to be included on school trips and will endeavour to provide the necessary support, making reasonable adjustments e.g. adapted transport
- In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities will be arranged that will cover the same curriculum areas. If this is the case for your child, then this will be discussed with you well in advance.

### **What specialist services and expertise are available at, or accessed by, Cheadle Heath Primary?**

At times it may be necessary to access services outside of school, but within the authority, to use specialist expertise. School has access to the following services;

- School Nurse / Health Visitor
- Educational and Clinical Psychologists
- Child Protection Advisors
- Speech and Language Therapists
- Occupational Therapists
- Sensory Support Service
- Physiotherapists
- Ethnic Diversity Service
- Signpost Young Carers
- Learning Support Service (LSS)
- Behaviour Support Services (BSS)
- Parent Partnership
- Primary Jigsaw (Emotional Health and Wellbeing)
- CAMHs (Child and Adolescent Mental Health Services)
- Family Support Services

An educational psychologist is allocated to the school. He/she normally only works with those children who have been identified as having significant additional needs. The psychologist will provide advice to both parents/carers and the school once assessments and observations have been completed.

### **What training are the staff supporting children and young people with SEND / SEN had, or will be having?**

Staff are experienced in supporting children with a variety of needs. During 2013/14 they completed Team Teach and had awareness training on dyslexia friendly classrooms, diabetes and anaphylaxis.

Several members of staff have received training to support children with additional needs within the classroom, including children with specific learning difficulties. Some support staff have received additional training on ways to support children with speech and language difficulties.

All staff receive regular training to develop their skills in addressing pupil misconceptions in Mathematics and English, SERI (Stockport Early Reading Intervention), phonics training and managing pupil behaviour.

### **How will Cheadle Heath Primary prepare my child for joining the school and transferring to a new school?**

Many strategies are in place to enable a pupil's transition to be as smooth as possible. These include:

- Discussions and sharing of information and paperwork between the previous and receiving establishments prior to the children joining / leaving. This is called a transition meeting
- All children joining the school or moving from one year to another participate in transition sessions
- Transition booklets can be provided for children who may require them which include photographs of their teachers and the environment in which they will be working
- The head teacher and SENCo are always willing to meet with new parents before they join the school to answer any questions or calm any worries.
- Secondary staff and past pupils visit before transition to secondary to see our children in their own environment. The primary children then spend a day at their new secondary school
- The Year 6 teacher and BBS teacher arrange small group transition activities before movement to secondary to allow open discussion of concerns
- We have handover meetings with SEN staff from our feeder schools, Stockport Academy and Kingsway Secondary School and liaise with the SEN departments of other high schools as necessary to ensure that we share our in-depth knowledge of each child with SEN
- All relevant paper work is transferred via a safe system

### **How are Cheadle Heath Primary's resources allocated and matched to children's special educational needs?**

- The SEN budget is allocated on a needs basis each financial year. The money is used to provide additional support or resources dependent on the needs of individuals. Some of this budget is allocated to specific individuals as determined by the LA.
- Other aspects of support funded by the SEN budget and additional funds from school are
  - Teaching assistant support for children with a support plan (formerly an IEP at school action plus)
  - Release time for a teaching assistant to deliver additional Maths interventions across the whole school as needed
  - Teaching assistant to deliver Early Literacy Support in Year one, alongside the classteacher.
  - SERI / Better Reading when appropriate
  - Year 5 and 6 booster sessions for mathematics
  - Provision of Motor Skills United (occupational therapy programme for KS1/2)
  - Speech and Language Programmes for specific children as required
- The allocation of our budget is monitored by the governors and the Local Authority. All resources and training and support are reviewed regularly and changes made as needed.

### **At Cheadle Heath Primary how are decisions made about how much support a child will receive?**

- The class teacher and SENCO discuss the child's needs and the support that would best enable them to learn
- Different children require different levels of support and these can be quite specific to individuals. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies.
  - We take account of the ongoing dialogue that we encourage staff to have with parents/carers. During their time at Cheadle Heath Primary, if further concerns are identified due to the pupil's lack of progress or well-being, then other interventions which will have greatest impact will be arranged.
- If a child has a health, education and care plan the number of hours support a child receives may be determined by the LA. These hours are then integrated into the provision map and follow the child through school for as long as may be necessary.

### **How does Cheadle Heath Primary involve parents / carers in discussions about and planning for a child's education?**

All parents are encouraged to participate in their child's learning as a partnership. This may be through:

- Discussion with the class teacher; informally or during parents' evenings
- Parents are encouraged to contribute to their child's SEN support plan and are invited to review meetings relating to their child

### **How will my child be able to contribute their views?**

- Teachers discuss targets and feedback with individual children.
- When reviewing SEN support plans or statements, children are encouraged to contribute to their strengths, the ways that they prefer to learn and their areas for development.
- Some of the older children are invited to contribute their views to TAC (Team around the Child) meetings if appropriate
- Children are encouraged to talk to staff if they have any concerns, in particular, relating to their emotional health and well-being. The school council is regularly asked to feedback on aspects of school life that they may be worried about or that can be improved.

### **Who can you contact for further information?**

- The first point of contact is your child's class teacher. This can be followed with an appointment with the SENCO (Mrs Vallance) or the head teacher (Miss Meekley) if needed.
- For additional advice regarding pupils with SEN you can also contact Parent Partnership on 0161 286 4230 or the SEN section at the Local Authority

## GLOSSARY

<b>ADD</b>	Attention Deficit Disorder
<b>ADHD</b>	Attention Deficit & Hyperactivity Disorder
<b>ASD</b>	Autistic Spectrum Disorder
<b>BESD</b>	Behavioural and Emotional & Social Difficulties
<b>CAF</b>	Common Assessment Framework
<b>CAMHS</b>	Child and Adolescent Mental Health Service
<b>COP</b>	Code of Practice
<b>CP</b>	Child Protection
<b>DCD</b>	Developmental Co-ordination Disorder
<b>EAL</b>	English as an Additional Language
<b>EP</b>	Educational Psychologist
<b>FSM</b>	Free School Meals
<b>HI</b>	Hearing Impairment
<b>IEP</b>	Individual Education Plan
<b>KS</b>	Key Stage
<b>LAC</b>	Looked After Child
<b>LA</b>	Local (Education) Authority
<b>MLD</b>	Moderate Learning Difficulty
<b>NC</b>	National Curriculum
<b>OT</b>	Occupational Therapist
<b>BSS</b>	Behaviour Support Service
<b>PSP</b>	Pastoral Support Programme
<b>SALT</b>	Speech and Language
<b>SEN</b>	Special Educational Need
<b>SEND</b>	Special Educational Needs and Disability
<b>SpLD</b>	Specific Learning Difficulty
<b>VI</b>	Visual Impairment