



Chantlers Primary School SEND Offer

At Chantlers we recognise that children learn at different rates and that there are many factors which can affect a child's achievement.

The purpose of our School Offer is to describe the variety of ways in which we can support and meet the needs of children who experience barriers to their learning.

SENCO

Mr Barlow and Miss Hall have completed the **National Award for Special Educational Needs and Disability Coordination**.

Our **SENCO (Special Educational Needs Co-ordinator)** is Miss Hall. Contact: 0161 761 1074.

Inclusion Team

The SEN (**Special Educational Needs**) team's role is to provide supportive intervention to enable children with additional needs to fully access the curriculum.

Chantlers SEN Team and Pastoral Support/Lead is: Mrs Tracey

Our SEND Provision

At Chantlers we have high expectations for all our children, recognising all educational achievements. We provide an inclusive learning environment that meets the needs of all children enabling them to reach their true potential. Lessons are differentiated, planning is adapted and teaching styles and resources are varied to meet the different learning styles of our children.

The SENCO works closely with external agencies to support teachers and in turn children. Teachers and teaching assistants update their skills and knowledge through continuous professional development through a variety of training opportunities. Some of our teaching and support staff have additional qualifications some examples are listed below.

First Aid Training	Better Reading Partnership
Epi-pen Training	Autism strategies in the classroom
Positive Handling (Team Teach)	Supporting Children emotional needs
CAF Training	Letters and Sounds training
TAC Training	Bereavement training
Working Together Level 2 (Child Protection)	

How will we know if your child has SEND?

We recognise that many children, at some point in their school career, may experience difficulties with their learning and we understand that these may be short or long term. Early identification at Chantlers enables us to adapt teaching and learning to best meet the child's needs.

At Chantlers teachers regularly assess children's progress in Reading, Writing and Mathematics as part of the whole school assessment cycle. All children have a regular meeting with their class teacher to review their targets and set new ones.

Based on the school's assessment data and observations and following a discussion between the class teacher, SENCO and the parent/carer the child may be identified as needing either:

- Differentiated curriculum support within the classroom
- School Additional Provision where there is a concern (Response 1)
- Additional support through SEND provision (Response 2)

For some children who may not be making as much progress as expected **intervention** or 'catch up' programmes will be discussed and implemented.

For other children, it may be appropriate for the school to seek advice from outside agencies in these cases the consent of parents/carers will always be sought.

There may be other times throughout the year when teachers may have concerns regarding a pupil who may have or develop an additional need. In this case, they will initially discuss their concerns with the year group **Phase Leader** who may then refer the pupil to the **SENCO**, who will, in turn, invite parents/carers into school to discuss an action plan.

At Chantlers a **Graduated Approach** is used when implementing action plans and outcomes are evaluated at regular **Plan, Do, Review** meetings to which parents, carers and children are invited.

All parents/carers have the opportunity to attend twice-yearly **Teacher Consultation Evenings** and are provided with a written progress report at the end of each academic year. The SENCO is available in addition to the class teacher on these occasions to meet with parents/carers if requested.

The SENCO and class teachers are also available at other times throughout the year to meet with parents/carers to discuss any concerns. The meeting will be arranged at a mutually convenient time and if appropriate other professionals may be invited to attend.

How Chantlers develops teaching and adapts its curriculum to meet the needs of children with SEND

Teachers plan differentiated learning opportunities, to meet the needs of all groups of children in their classes.

We aim to create a learning environment where children are empowered to develop independence, seek to challenge themselves and know how to improve their work. We identify clear Learning Challenges and success criteria for all children, creating Personalised Learning.

Our marking policy celebrates children's successes whilst identifying their next steps. A child with SEND may experience one or more types of support as outlined below:

Quality First Teaching

Your child will experience a range of different teaching styles and resources that allow them to be fully involved in their learning. This may involve making learning more practical or visual.

The SENCO may advise on specific strategies.

Group Work / 1:1 support

This support is for children who may have specific gaps in their understanding of an area of their learning. This intervention may be delivered by the class teacher, teaching assistant or member of the school SEND team. Progress will be carefully monitored and any concerns will be discussed with the SENCO. If a child continues to make little or no progress, despite School Additional Provision (Response 2) they may be classified as 'School Concern' (Response 2). This recognises that the support may need to remain in place but do not yet require a referral to outside agencies.

SEND Provision

If a child, over a sustained period, continues to work at a level substantially below children of a similar age despite well-founded SEN support it may be agreed to seek that outside agency advice. (Response 3) This might be, for example, to seek the advice of an Educational Psychologist.

Multi-Agency support from outside agencies

Children whose learning needs are complex, severe and lifelong and require continued additional support in school may be assessed as needing an **Education, Health and Care Plan (EHCP)** which provides a statement of need.

How will you know if your child is making progress towards targets?

Pupil Progress data is submitted six times a year. The Senior Leadership Team, SENCO and Phase Leaders analyse the data looking for any issues or concerns.

A professional discussion takes place and interventions are identified that will support individuals or groups of children who are underachieving or exceeding their targets. Any children that require additional support are identified at this point.

All children are offered the opportunity for a discussion with their class teacher, about their progress, at their target meetings with the class teacher.

How we ensure that your child has a successful transition from one provider to another

We have good links with our local high schools and academies who make arrangements to see all their new children before a transition. This takes place during their final term at Chantlers.

Any children with Special Educational Needs, disabilities or medical conditions are offered the opportunity to make additional visits to their chosen high school during this period. The child, parent/carer, and SENCO in liaison with the SENCO at the receiving school jointly plan these additional visits.

By ensuring that any concerns your child may have around transition are addressed allows them to feel confident, positive and well prepared for the next stage in their school career.

Parents/carers of Reception children are invited to visit the school before applying for a place.

Children new to Chantlers or joining the school as Non-Routine Admissions during the academic year will be offered an Induction Meeting with a member of the Inclusion team.

How the school secures additional services and expertise

As a parent/carer you will be consulted if a referral needs to be made to seek additional advice and support for your child. After this discussion, a referral into the appropriate service can be made.

Here is a list of some of the additional services and professional bodies used by Chantlers that are available to provide support, following a referral to children and families. Names and contact numbers are available through the school.

Additional Needs Team

- Speech, Language and Communication
- Communication difficulties
- Cognition and Learning
- Complex difficulties
- Physical difficulties and medical conditions
- School attendance
- CYPIC Team
- Sensory Team
- Home Tuition
- Educational psychology
- Family Advice and Support Team
- Healthy Young Minds
- CAMS
- Behaviour Team
- Parenting Team
- School Nurse
- Occupational Therapist
- Pupil Welfare Officer
- Safeguarding Team

Links to these and other services can be accessed by the Bury Local Offer.

How do we know if our provision is effective?

Each term children's progress is assessed by their teacher. The progress individual children have made is measured. This data is then presented on the school's tracking system and referenced at a Pupil Progress Meeting. Any areas of concern or less than expected progress are identified and discussed taking into account any changes to a child's circumstances, home or medical needs as well as performance in school.

At these meetings areas of need can be identified and pupils are supported individually or in a group through further intervention if required.

Pupils may require additional support for learning, behaviour or emotional wellbeing and a provision map will be put in place which will be reviewed after 4-6 weeks to measure impact. (Response 2)

Pupils with Special Educational Needs are set individual targets which are reviewed every 4 – 6 weeks as part of a cycle of assessing, plan, do, review cycle School Additional Provision (Response 2/3).

Parents and carers are invited to these reviews and can contribute to target setting.

How we make our facilities available to all

Chantlers reviews the provision that has already been put in place to make the site more accessible and has ongoing actions to develop the physical environment, improve the delivery of written information to parents and constantly seeks to improve access to the curriculum for all children.

The expertise within the SEND and Inclusion team

All staff have access to relevant training to support the needs of children in school. They enhance and update their skills through continuous professional development. Staff training is linked to the needs highlighted on the School Improvement Plan.

Staff feedback to their colleagues, usually via staff meetings and specific Teaching Assistant meetings.

Training is accessed through the Local Authority or outside agencies. Members of the SEND and inclusion team can provide support for your child's individual needs.

Our Extracurricular opportunities

Chantlers offers a variety of breakfast, lunchtime and after-school clubs which are available to all our children. These are wide-ranging and have included Science club, Choir, Film club, Gardening club, Reading club, Football, French club, ICT, Sport, Chess, Dance and Drama.

All staff involved in the delivery of these sessions are fully aware of any pupils who may encounter difficulty in accessing activities and make adjustments accordingly.

Additional staff provide 1:1 support at lunchtime, swimming and off-site trips where necessary. Risk assessments are written to assess any potential hazards are identified. Registers are kept for all extra curricular activities. Parents/Carers are regularly informed about various clubs and activities for children with SEN within the community.

Arrangements made by the Governing Body for the treatment of complaints from parents of pupils with SEND concerning the provision made in school.

The treatment of complaints should follow the school process. Complaints in the first instance to the Headteacher then followed up by the Chair of Governors where necessary. Our named Governor is Heather McLean.