



## SEND Information Report 2024

This SEND Report has been written under the requirements set out in the Special Educational Needs and Disability Regulations 2014.

### This SEND Report includes:

- The kinds of SEN which are provided for in school.
- The SEND Report links to the SEND Policy.
- Arrangements for consulting parents of children with SEN and involving them in their child's education.
- Arrangements for consulting pupils with SEN and involving them in their education.
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review.
- Arrangements for supporting children in moving between phases of education and in preparing for adulthood.
- Chantlers approach to teaching children with SEN.
- The administration of medicines.
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN.
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.
- How we evaluate the effectiveness of the provision made for children and young people with SEN.
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN.
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.
- How Chantlers involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.
- Arrangements for handling complaints from parents of children with SEN about the provision made at the school.
- How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
- A link to the Local Offer is on the school website.
- The name of the school SEN leader in school is: Miss Hall to contact Miss Hall please email: chantlersschool.co.uk or phone: 0161 761 1074
- Miss Hall holds the National Award for SEN Co-ordinator.
- Mr Barlow also holds the National Award for SEN Co-ordinator.
- We have a large number of staff highly qualified in school to best identify and meet the needs of pupils with special educational needs.
- At Chantlers Primary we value all our pupils equally whilst promoting an inclusive ethos and our objectives are as follows:
  - To ensure that all pupils have an equal opportunity to engage in the curriculum and provide a curriculum, which is accessible to the individual needs of our pupils.
  - To develop practices and procedures, which will aim to ensure that all pupils' with special educational needs, are identified and assessed and the curriculum planned to meet their needs.
  - To work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

- To make every effort to involve the parent and child in decision-making about their special educational provision. The school follows the guidance contained in the SEN Code of Practice (January 2015). The Code does not assume that there are hard and fast categories of special educational need but recognises that children's needs and requirements may fall within or across four broad areas.

These are: -

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

## **Identification**

Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school so that we can build upon their prior learning and ascertain their baseline of achievement. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

Teacher assessments are completed on a termly basis and discussed with the DHT during a Pupil Progress Meeting. Children who are below peer and/or national averages are highlighted and the concerns are discussed alongside those children who have made minimal progress. This is one strategy we use to identify potential SEN.

Everyday teacher judgements and formative assessments are also used to provide an insight into a child's potential SEN needs. If these concerns continue then a child is discussed with the Inclusion Manager using an Initial Concerns form and placed on pupil focus to put intervention into place including 6 monthly assessments.

Once a child has been identified at School Focus and continues to make minimal progress whilst being monitored on School Focus then a discussion with the parents will take place. It is once this meeting has taken place that the child will be placed on the SEN register at Wave 2 intervention (SEN Support). We will record, in an Individual Education Plan (IEP), the strategies used to support the child. The IEP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult parents before any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in Wave 2 intervention.

This enhanced level of support is called Wave 3 intervention (SEN Support+). External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for Education, Health and Care plan will be made to the LEA. A range of written evidence about the child will support the request.

However, if the child makes progress, at any stage, then they can be moved to suit their needs. We view the SEN register as a flexible process, which is there to support the needs of the child at any time of their education.

## **Provision**

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all their senses and of varied experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions and to take part in learning.

For those children who require more intervention teachers create a Provision Map, which states all provision in place for groups or individual children. This normally includes interventions, which are above those expected through Quality First Teaching (QFT). The provision maps are developed in partnership with teaching assistants to state: the name of the child provision, objective prior assessment evaluation next steps and are completed on a six-weekly cycle. We also work closely with any external agencies that we feel are relevant to individual children's needs within our school.

These may include GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services.

Further information can be gained from the Local Offer from Rochdale LA. Partnership with parents. The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

## **Assessment and reviewing progress**

- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Every child has a red home/school diary where parents and school can communicate in 'informal' written form. These books are checked by school staff as often as possible
- Your child may have an Individual Education Plan that will have individual/group targets. This is discussed with you on at least a termly basis and parents are provided with a copy. The conversation will also provide suggestions as to how you can support your child's learning at home.
- When the child's IEP is reviewed, comments are made against each target to show what progress the child has made
- If your child has complex SEN they may be part of an EHCP review.

In such instances, a formal meeting will take place to discuss your child's progress and a report will be written at least annually.

## **Learning Mentor/Pastoral Manager**

The Learning Mentor and Pastoral Manager's role is to liaise with teachers and other staff addressing the needs of the children who need help to overcome barriers to learning both inside and outside

school, to achieve their full potential. Importantly it also includes supporting vulnerable families.

The role is very broad and needs to be flexible to respond to a variety of needs and situations.

- Provide support and guidance to children by removing barriers to learning to promote effective participation, enhance individual learning, raise aspirations and achieve their potential.
- Promote effective transition of pupils between key stages, primary and secondary school. Monitor attendance levels from time to time, carry out class observations assessing the need for pupil referral throughout the school.
- Develop and maintain appropriate contact with the families and carers of children who have identified needs.
- Negotiate, establish and maintain working partnerships with the Leader of Inclusive Education and other networking agencies.
- Contribute to the work of the school regarding safeguarding children through work with Social Care and the Common Assessment Framework (CAF) process

### **Working with pupils, parents, the Learning Mentor/Pastoral Manager and school staff to:**

- establish effective and supportive relationships with pupils and those who work with and care for them
- develop, agree and implement a Learning Mentor programme for individual pupils after an assessment of their individual needs.
- agree on ways of working together to maintain trust and up-to-date information on pupil progress
- liaise regularly with staff in school to provide and receive feedback on the monitoring and progress of pupils
- develop and share the needs of individuals and groups of pupils to ensure consistency and continuity of practice
- keep up-to-date records on the progress of pupils including observations and agreed targets
- create and maintain an atmosphere of trust by providing opportunities in which pupils feel able to discuss their progress, opinions, targets
- provide regular opportunities to liaise with families or carers to keep them informed, and involved in, their child/children's progress
- liaise with appropriate outside agencies to provide additional support for individuals and groups of students
- establish and maintain effective links with relevant community and voluntary organisations that could offer extended support for pupils
- develop effective exit strategies for students so that they continue to feel supported and sustain progress made

### **Administration of medicines**

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website. Parents can request a 'hard copy' of this policy from the school office
- Parents need to contact the school office if the prescribed medication is recommended by healthcare professionals and needs to be taken during the school day, this must be administered by parents.
- Any medication must be given to the school in the packaging that it was dispensed in by the

pharmacy, with the child's name and administration information clearly shown. A health care plan must also be completed by the parent, pastoral manager and SENCO.

- A health care plan must be carried out if a child has a serious medical condition and their needs must be outlined in-depth and shared with relevant staff.
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff can manage medical situations
- The vast majority of staff hold first aid qualifications, which are updated regularly. Continuing Professional Development (CPD) Through the monitoring and evaluating of our provision the SENCO, with the headteacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives.

Staff who attend further courses will feedback on courses attended through staff meetings or department/faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the Inclusion Manager, and information provided during the annual evaluation of the school's overall SEND provision.

### **Admissions**

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations for all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

### **Special Educational Needs Coordinator**

The SENCO, who coordinates day-to-day SEN provision at Chantlers is: Miss Hall.

- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs; contributes to the professional development of all staff.

The SENCO works closely with the SEN link Governor, Mr H McLean, to discuss SEN provision within the school context. The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. Child-centred approach.

- Children who are on response level 3,4 or 5 discuss their progress and targets before a review meeting/parents evening is due to take place.
- If your child has an EHCP, their views will be sought before any review meetings (as is age-appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during their daily learning journey
- All children are provided with the opportunity to be voted onto school councils, as well as hold other positions of responsibility, by their class or teachers.

## **Accessibility**

- Our school has an adopted accessibility policy
- All areas of the school are accessible by wheelchair.
- Disabled parking bays are available in the staff car park
- Accessible toilet facilities are available by the office. If you have specific access queries or concerns please speak with us. Learning outside of the classroom
- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out before any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- In addition to an afterschool club, we offer a variety of school clubs during lunchtimes and after school. We aim for these to be as inclusive as possible. Some children find the lunchtime period challenging. Depending on their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods outside. Each child's needs will be considered on an individual basis.

## **Complaints Procedure**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher/tutor. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body? If the complaint remains unresolved the Chair of Governors should be involved and finally, the complaint should be taken to the Local Authority. The school Complaints Policy has a clear process and this should be followed.

This report was compiled during the spring term of 2024.