

Chilmington Green Primary School Special Educational Needs Report 2020 - 2021

As part of The Stour Academy Trust we promote an inclusive approach in which all children can access an education which enables them to reach their full potential, where high expectations, encouragement, acceptance, respect and sensitivity are paramount. We encourage a collaborative and positive partnership between all those involved in the care and provision of pupils with SEN, in this we work closely with all stakeholders and external support agencies to ensure that the needs of pupils with SEN are met. We work in line with County Guidelines and the SEND 2014 Code of Practice.

Our SEN provision is led by our SENCO Mrs Foreman with Class Teachers being responsible and accountable for the progress and development of all pupils in their class.

SEN Governor: Mrs F Trigwell (Chair of Board of Directors)

How does the school know if pupils need extra help?

The progress of all pupils is monitored and reported every term. Through this process, pupils that are not making the expected progress are quickly identified and strategies are planned for the following term that will address their area of difficulty. The extra support planned is then closely monitored throughout the term to determine the impact.

The SEN 2014 Code of Practice defines SEN as:-

A child or young person has SEN if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16s institutions.*

What should I do if I think my child has a SEN?

If you think that your child has an unidentified special educational need, the first step is to approach their class teacher for a discussion.

Class teachers are responsible for promoting good progress and outcomes for your child and adapting their teaching to respond to any strengths and areas of need identified. This includes, for example:-

- ✓ Writing personalised plans
- ✓ Planning and implementing additional interventions setting and reviewing personalised targets
- ✓ Working with external agencies and implementing suggested strategies
- ✓ Working closely with families

Our SENCO, Mrs Foreman, is responsible for overseeing and ensuring that appropriate support and provision is in place for our pupils with SEN. This includes, for example:-

- Working closely with staff and families offering professional guidance

- Ensuing advice and support from external support agencies is effectively implemented
- Working with the school and Trust senior leadership teams with regards to reasonable adjustments and access arrangements
- Driving forward standards for SEN provision

Our Headteacher, Mrs Flack, is responsible for driving forward standards across the school and ensuring that all children can access an education which enables them to reach their full potential

The SEN policy is followed at all times. This can be found under the policies section of our website. A hard copy is available from our school office upon request.

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

We have a fully inclusive ethos, which determines that all pupils will be able to access the curriculum at a level appropriate for their individual needs. Class teachers do weekly planning, which includes detailed differentiation to cater for all pupils in their classes. A few children, who have needs which are more complex, will have a personalised provision plan. The plan will allow us to implement specific targets, which will enable the children to make good progress.

The Equality statement is followed at all times. This can be found under the policies section of our website. A hard copy is available from our school office upon request.

How will I know how my child is doing?

You will receive a termly report to outline your child's progress across the term. Additionally we hold two parent consultations a year to discuss your child's progress. As soon as we are able, following the Department of Education advice, you will also be able to see your child's progress by attending the termly Fabulous Finish family session and other in school events.

If your child is on the Special Educational Needs register you may be invited to additional meetings to review provision plans. If you have any concerns at any other time you are invited to contact the school and make an appointment to see your child's class teacher.

How will you help me support my child's learning?

Throughout the year we hold a variety of parent workshops designed to give you the strategies to support your child at home. If your child receives support from external agencies there will often be reports which include strategies that can be used in school as well as at home. Home work is set regularly and this is an ideal opportunity for you to support your child with their learning. Our homework policy promotes daily reading at home for all children with an adult.

Parents of pupils who receive High Needs Funding, or have an Educational Health & Care Plan will have personalised provision plans which can be referred to for further ideas.

You can also support your child's learning by accessing the learning websites suggested in the curriculum section of our school website.

What will be in place to support my child's overall well-being?

The well-being of all children is paramount. We strive to ensure that all children are happy and confident members of the school, and therefore ready to learn.

Chilmington have a well-being team who, through termly well-being meetings with the class teachers, establish which children would benefit from additional support with their social, emotional and mental health. Any children that are identified as needing additional support would be offered the opportunity to take part in sessions such as: -

Lego therapy

Drawing & talking

Outdoor learning

Social speaking group or nurture group

Playground buddies

Mrs Power is the school well-being and nurture lead; teaching assistants and class teachers support her across the school.

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

We have an in-house Speech and Language therapist, who undertakes full assessments to identify children's needs and strategies to support them. We also have access to the Speech and Language Therapy Service and some pupils are entitled to direct therapy from a therapist up to three terms per year. Specially trained teaching assistants also provide individual sessions with pupils as guided by the therapist.

We have access to Specialist Teaching Services for:-

Cognition and learning needs

Communication and interaction needs

Social and emotional needs

Physical and sensory needs

The Specialist Teaching Service make regularly visits to the school to support individual pupils.

Through referral we also have access to:-

Occupational Therapists

School Nurse

Paediatrician

Educational Psychologist

Counselling

Early Help

EAL advisor (ISSK)

We will have a Specialist Resource Provision for children with a primary need of Autism in September 2021 when we move to our new school building.

EHCP. However, the school also recognises children who have SEMH needs, but don't have an EHCP, and these children are offered in-reach support by the SRP team.

What training have staff supporting pupils with SEND had or received?

Both the Headteacher, Ms Schâringer, and the Deputy Headteacher, Mrs Risley, have undertaken the National Award for SEN Co-ordination and are qualified SENCOs.

There is a full audit of training needs each year from which evolves a programme of training that ensures all staff are equipped with the skills needed to meet the needs of all learners.

Miss Roberts is trained in The Incredible Years programmes for the classroom, supporting teaching with the programme, school readiness and small group approach.

How will my child be included in activities outside of the classroom?

Our inclusive ethos at Finberry sets high expectations for all pupils to access a full curriculum, catering for their individual needs and providing support necessary for this. We have an extensive programme of after school clubs designed to meet the interests of all pupils which we will resume as soon as DfE guidance enables us to. Any additional support identified will result in necessary adjustments being made. These are recorded on the risk assessment for that activity. Please contact your child's class teacher if your child has any specific requirements for extra-curricular activities.

How accessible is the school environment?

The school premises are fully accessible and the classroom learning environment is equipped to enable all learners to access the curriculum. Finberry is fully compliant with DDA requirements. The school is split level with easy access with a lift to the upper floor if required. The lower floor is entirely accessible with no steps. The school has an up to date Accessibility Policy which is considered each year and whenever there is building work.

How will the school support my child in starting school and moving on?

Prior to starting school in Reception the class teachers have contacted all the relevant pre-school provisions to gain information about their needs. This may be followed up with contact by the school SENCO, Mrs Foreman, if required. Additional individual parent meetings are held (virtually this year) as an opportunity for parents to share information with their child's new class teacher.

All children will have the opportunity to meet their new class teacher as they move through the school. Some children, that struggle to cope with changes, will have a full transition plan which are shared in detail with parents.

When children transfer to secondary education the SENCO, Mrs Foreman, meets with key staff from the schools involved to share information. Once again additional transition plans are made for pupils who may require them.

How are the schools resources allocated and matched to pupil's special educational needs?

All classrooms are equipped with the resources that are needed to ensure that the specific requirements for pupils with special educational needs are met. Children with SENIF, HNF or EHCPs will have resources outlined on their personalised provision plan.

How are decisions made about how much support my child will receive?

All class teachers produce a termly class provision map. This details the support needed for individual pupils to make progress. They are fully supported in this process by the SENCO, Mrs Foreman, and other school leaders. So that this support is fully implemented, a time table is produced for the support staff to follow. All interventions are tracked on a daily basis so that they can be adjusted as soon as the need arises. In addition to this Mrs Foreman and other school leaders carry out termly SEN observations to monitor provision.

How will I be involved in discussion about planning for my child's education?

You will have the opportunity to share in the planning for your child's special educational needs provision at the two parent meetings held annually. Pupils with a higher level of need will be invited to attend a least one further meeting. For pupils that have an EHCP, there will also be an annual review meeting.

Who can parents contact for further information?

For further information in relation to your child's special educational need, you should contact your school SENCO, Mrs Foreman.

In addition please find information about Kent County Councils local offer in line with the 2014 SEN Code of Practice at <https://www.kent.gov.uk/education-and-children/special-educational-needs> The local offer enables parents and carers to find out about services, opportunities and access for children with SEN and / or disabilities.

There are many SEN terms that are abbreviated, please see the glossary below.

ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AS	Autistic Spectrum
CI	Communication & Interaction
CL	Cognition & Learning
DfE	Department of Education
EAL	English as an Additional Language
EP	Educational Psychologist
HI	Hearing Impairment
HNF	High Needs Funding
LIFT	Local Inclusion Forum Team
MLD	Moderate Learning Difficulty
ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PD	Physical Disability
PDA	Pathological Demand Avoidance
SALT	Speech & Language Therapy
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
SENIF	Special Educational Needs Inclusion Fund
SEMH	Social, Emotional & Mental Health
SLD	Severe Learning Difficulty
SPLD	Specific Learning Difficulty
SRP	Specialist Resource Provision
STLS	Specialist Teaching & Learning Support
VI	Visual Impairment

