

SEND Information Report 2019-20

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Introduction:

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

What is the Local offer?

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEND) aged 0-25. The LA refers to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Educational Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that school is able to provide. Schools refer to this as 'The Special Educational Needs Information Report'.

SEN Code of Practice 2014	Provision at Utkinton St. Paul's C.E. Primary School
What special educational needs and disabilities (SEND) does Utkinton St. Paul's C.E. Primary make provision for?	<p>Utkinton is a small rural primary school which prides itself on its inclusive, friendly environment where we aim to fulfil our vision of 'enabling every child to fulfil their potential in a nurturing Christian environment'.</p> <p>We have provision for children who can be accommodated effectively within a mainstream primary school with the four areas of need identified within the code:</p> <ul style="list-style-type: none"> • Communication and interaction; • Cognition and Learning; • Social, Emotional and Mental Health difficulties; • Sensory and/or Physical needs.
Who are the best people to talk to at Utkinton St. Paul's C.E. Primary about my child's learning difficulties/SEND and what are their responsibilities?	<p>The Class teacher Responsible for:</p> <ul style="list-style-type: none"> • Ensuring they deliver quality first teaching to all pupils; • Personalised teaching and learning for your child as needed following recommendations from professionals involved with the child; • Checking on the progress of your child and identifying, planning and delivering any additional support children need (this may include targeted work, additional support within class or through interventions delivered by a HLTA/TA) and liaising with the SENDCO about this; • Where necessary, writing Termly SMART targets, also known as Individual Education/Behaviour Plans – IEP/IBPs, and sharing and reviewing these with parents/carers on a regular basis; • Ensuring that the school's SEND Policy is implemented effectively in their classroom.

	<p>The SENDCO – Mrs Victoria Barnard Responsible for:</p> <ul style="list-style-type: none"> • Developing and reviewing the school’s SEND policies. • Coordinating support for children with SEND. • Ensuring that you are: <ul style="list-style-type: none"> - involved in supporting your child’s learning. - kept informed about the support your child is receiving. - involved in reviewing your child’s progress. • Liaising with all the other professionals who may be coming into to school to help support your child’s learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school’s SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child’s progress and needs are kept. • Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible. <p>The Headteacher – Miss Lorna Pleavin Responsible for:</p> <ul style="list-style-type: none"> • The day to day management of all aspects of the school, which includes the support for children with SEND. • The Headteacher will give responsibility to the SENDCO and Class Teachers but is still responsible for ensuring that your child’s needs are met. • The Headteacher must ensure that the Governing Body is kept up to date about issues relating to SEND. <p>The SEND Governor – Mrs Cheryl Bullen Responsible for:</p> <ul style="list-style-type: none"> • Gaining an oversight of the school’s provision for pupils with special educational needs and informing the Governing Body of the school’s SEND provision.
<p>How do we identify children with SEND and assess their needs?</p>	<p>SEND are identified through the gathering of evidence relating to progress, attainment, social and emotional development and ability to access the curriculum and school life in general. The progress of all children is monitored and those not making expected progress are quickly identified by teachers and Senior Leaders.</p> <p>Actions are taken at the earliest opportunity to support children through class-support or interventions in order to address any needs. If the targeted support does not have the desired outcome, following consultation between the teacher, SENDCO and parents, it may be agreed that the child is placed on the Special Educational Needs Support Register.</p> <p>Identification of some special educational needs is made by other professionals, with school and parents providing the data and information. This includes pupils on the autistic spectrum, those with dyslexia, dyspraxia and ADHD. If the identified condition impacts significantly on the pupil’s ability to access teaching and learning, then the pupil will be placed on the Special Educational Needs Support Register.</p>
<p>How do we consult parents/carers of children with SEND and involve them in their child’s education?</p>	<p>We pride ourselves on our ‘open door’ policy at Utkinton St. Paul’s Primary school. If parents/carers have concerns or questions about their child’s progress, they should arrange to speak to the Class Teacher in the first instance and arrange any follow up communication with the SENDCO/Headteacher following this. However, we also offer:</p> <ul style="list-style-type: none"> • Parent consultation meetings with Class Teachers at least twice per year. • Children with Termly Learning Goals are asked to evaluate targets with class teacher (as appropriate) and parent views are sought.

	<ul style="list-style-type: none"> • The SENDCO meets regularly with parents on a formal and informal basis. • Annual reports are provided to parents at the end of Summer Term. • Parents are invited to attend and contribute to Annual/Interim Education and Health Care Plan (EHCP)/IPF (Individual Pupil Funding) Reviews and transfer meetings as well as any consultations with outside agencies.
<p>How do we involve children with SEND in shaping their education and future?</p>	<ul style="list-style-type: none"> • Children are involved in setting personal targets/goals and evaluating progress towards them. • Children’s views and aspirations are sought for Annual/Interim EHCP/IPF Reviews (forms are adapted to meet their needs and interests), and we ask them to come and share their opinions at meetings if appropriate. • Pupil voice activities are carried out regularly throughout the year as part of our monitoring process.
<p>What arrangements are in place for assessing and reviewing children’s progress towards outcomes?</p>	<p>Both children and parents/carers are fully consulted and involved in assessing and reviewing children’s progress linked to their targets.</p> <p>The SENDCO and Class Teachers track the progress of individual children in reading, writing and mathematics, using the current system of tracking children’s progress against the objectives for each year group, using judgements of emerging, expected or exceeding. We also undertake spelling age, reading age and verbal and non-verbal reasoning tests as necessary to ensure that children are achieving their potential.</p> <p>Children who are identified as not making at least satisfactory progress from their starting points and taking into account their specific needs, are highlighted and provision put in place to address areas of concern. This is then formally reviewed by Headteacher, SENDCO and Class Teacher at least twice per year as part of the Pupil Progress Meetings (with additional review opportunities as required).</p>
<p>How do we support children with transition between phases of education?</p>	<p>Nursery/Pre-school - Reception</p> <p>Children are invited to attend sessions in school during the Summer Term prior to starting in Reception. In addition to this, we offer weekly ‘Stay and Play’ sessions for children after their third birthday.</p> <p>The EYFS Teacher undertakes home visits to meet with parents/carers and children and also arranges visits to all nursery/pre-school settings that children attend- this allows for observations of children and discussion with parents/carers and nursery/pre-school staff, helping to ensure a smooth transition and consistency of approaches used to support children with identified SEND.</p> <p>KS1 – KS2</p> <p>We arrange for transition lessons during the Summer Term of Y2 where children visit the Y3/4 class and take part in lessons with the teacher they will be with in the Autumn Term. The Infant Teacher/SENDCO meets with the Y3/4 teacher at the end of the Summer Term and shares any important information (the same system is in place for children transitioning from Y3/4 to the Y5/6 Class). In addition to this, all children with SEND have a Pupil Profile which is maintained by the Class Teachers, with guidance from the SENDCO, and these are shared with other members of staff as appropriate.</p> <p>Mixed age classes ensure that groupings are made in accordance with children’s needs and current levels.</p> <p>Y6 – High School</p> <p>The SENDCO and/or Year 6 Teacher consult with SENDCOs and Inclusion Managers at High School to ensure a smooth transition and consistency of approaches used to support identified SEND children. Year 6 EHCP Reviews are held in the Autumn Term and Action for Inclusion meetings or additional review meetings are arranged for the</p>

	<p>Summer Term to ensure that information is up to date and shared with all relevant people in order to ensure that children's needs are met as they transition to their new setting.</p>
<p>What is our approach to teaching children with SEND?</p>	<p>At Utkinton, we believe strongly in inspiring a love of learning and ensure this for our SEND pupils by tailoring the curriculum to support their needs. All children are part of a class and have access to quality first teaching alongside their peers. We are inclusive and ensure that children access a full and balanced curriculum. Additional adult support and a range of resources are used to support children's learning in class and through intervention programmes.</p>
<p>How do we adapt the curriculum and learning environment for children with SEND?</p>	<p>Children's needs are assessed and addressed regularly and the curriculum is tailored to suit the needs of the individual. Communication between home and school is actively encouraged to ensure that learning is meaningful, enjoyable and can take place in and out of school. We aim to be mutually supportive.</p> <p>We have areas within school to which children can withdraw should they feel the need to or if they require a quieter space to work in, e.g. Hall, Intervention Room, Rest Easy Room or Reflection Tents. We work closely with professionals to ensure our environment and curriculum support all learners.</p>
<p>How do we develop the skills of our staff?</p>	<p>Training is arranged to ensure that staff are confident in working with children with a range of SEND and the Admin Officer holds a register of all SEND related training. Examples include the following:</p> <ul style="list-style-type: none"> • SENDCO/Headteacher attends any CWAC training on offer as well as courses run by other credible providers. • SENDCO/Headteacher delivers staff meetings on specific areas. • Specialist agencies/teachers deliver staff INSET specific to the needs of the school, e.g. Autism, The Rest Easy Method. • Staff access Autism Team/SALT training as relevant to their role. • SENDCO/Headteacher attends regular SEND Network meeting/opportunities. • We also seek advice and outreach support from specialist settings as required – this enables the upskilling of staff who work with specific children/groups.
<p>How do we evaluate the effectiveness of the provision made for children with SEND?</p>	<p>This includes tracking, evaluation and setting of individual targets, discussion with children and families.</p> <p>Additional evaluation relating to provision includes:</p> <ul style="list-style-type: none"> • SENDCO and SLT undertaking regular monitoring of children's work and classroom practice to ensure that children are achieving their potential and that the agreed strategies are being implemented by Teachers and Teaching Assistants. • Regular meetings with Head Teacher, Class Teachers, any support staff (via Pupil Progress Meetings) and additional professionals the school employs (e.g. Dyslexia Specialist) from which the school seeks advice (Autism Team, Behaviour Support, Educational Psychologist).
<p>How are children with SEND fully included in the activities and experiences of the whole school community and learning experiences?</p>	<p>All children are fully included in all elements of the school curriculum, including school trips, residential visits and extra-curricular activities. We liaise closely with parents/carers and professionals about any support required and any risk assessments that may need to be undertaken to ensure successful experiences.</p>
<p>How do we support the emotional and social development of children with SEND?</p>	<p>We have a range of systems in place to support children's social and emotional development. These include:</p> <ul style="list-style-type: none"> • Pastoral support provided by Key Workers; • ELSA; • The Rest Easy room and approach towards support;

	<ul style="list-style-type: none"> We liaise with specialist support agencies to provide targeted support e.g. CAHMS, Autism Team, Educational Psychologist and School Health. <p>Personal, Social and Emotional Development is an integral part of our curriculum to promote a caring and nurturing ethos where diversity and citizenship are encouraged and respected.</p> <p>Personal, Social, Health and Citizenship is taught on a rolling programme which covers topics such as personal health and well-being, anti-bullying work, keeping safe in the community (e.g. road safety, NSPCC visits to school, fire safety etc) and online – E-safety is taught to children throughout the school and we offer parent workshops and information about this area.</p> <p>The School has and adheres to an agreed Behaviour Policy which is available on our website. Whilst our behaviour management system has been highly effective, members of staff are flexible and accept that it can be altered depending on the needs of individual pupils.</p> <p>Attendance and punctuality are closely monitored by the Senior Leadership Team and staff are keen to work with parents/carers and children to address any areas of concern.</p>
<p>How do we help children prepare for adulthood?</p>	<p>We want the pupils at Utkinton to become well rounded, responsible citizens who show respect and tolerance towards others and will make a positive contribution to society. We aim to foster independence and positive attitudes and are mindful of the knowledge and skills children will need to prepare them for the next steps in the education and beyond.</p>
<p>How do we involve other agencies/professional bodies in meeting children's SEND and supporting their families?</p>	<p>The SENDCO and Headteacher liaise with a range of external agencies/professionals for advice and support in delivering personalised programmes of need, for example, Social Care, LA SEN Team, Autism Team, Educational Psychologist, SALT.</p> <p>The SENDCO will support families as requested or signpost them to relevant agencies/local services as required.</p>
<p>What other information can you access?</p>	<p>We are effective in supporting children with medical conditions and implement Medication and Health Care plans as required.</p> <p>We take safeguarding and the wellbeing of our children very seriously and ensure our children are safe, happy, able to learn and that families are supported appropriately.</p> <p>Other policies and information can be found on our school website: Utkinton St. Paul's CE Primary School</p> <p>The Local Authority Offer also provides a bank of useful information and this is linked from our school website: Cheshire West and Chester Local Offer - SEND</p>