

Chalk Ridge Primary School



Special Educational Needs (SEND) Information Report

Last reviewed and approved by the Full Governing Body Committee 27th November 2023

Next review – September 2024

Headteacher: Miss Sue Jackson

The information below is to help parents and carers of children with identified Special Educational Needs and Disability (SEND) to understand how we support children and families at Chalk Ridge Primary School.

Chalk Ridge Primary School is an inclusive mainstream setting which does not have additional provision for Special Needs in the form of a resourced provision.

We believe that:

- each individual is entitled to receive a broad and balanced curriculum regardless of their Special Educational Needs
- all children should be valued regardless of their behaviours and abilities
- all teachers are teachers of special educational needs and disabilities
- all children can make progress and learn despite their individual needs.

Provision for Special Educational Needs is led by our SENDCo, Mrs Amanda Forsey. You can contact Mrs Forsey by emailing the school admin office adminoffice@chalkridgepri.hants.sch.uk or by telephoning 01256 461733.

Q1. What type of school is Chalk Ridge Primary?

Chalk Ridge Primary School is a mainstream primary school catering for children from 4 years to 11 years old. Our children have a wide variety of backgrounds and experiences. We are proud to say that we are an inclusive school and value diversity. Our aim at Chalk Ridge Primary School is to ensure that all pupils can meet their full potential. We consult with pupils about their learning as we believe their views are essential. There are times when pupils need extra provision to ensure progress is made and we strive to ensure that this provision is timely, effective and inclusive.

Q2. How does Chalk Ridge Primary School know if a child has special educational needs, and what do I do if I think my child has Special Educational Needs?

At Chalk Ridge Primary School, children are identified as having SEND through a variety of ways including:

- liaison between pre-school/previous school, including our Year R induction procedures
- concerns raised by parents, carers or teachers, in any area of learning or personal development
- children performing below age related expectations or making limited progress
- liaison with external agencies for example diagnoses given by a paediatrician
- use of assessment tools within our school
- routine diagnostic testing including dyslexia screening in Year R

- additional diagnostic testing undertaken by the Inclusion Leader if concerns are raised about an individual child.

Once a child is identified as having Special Educational Needs they are included on our Special Educational Needs and Disability Register which is reviewed termly by teachers and the Inclusion Leader.

We also operate an Early Identification system so that children who do not meet the national criteria for inclusion on the SEND register have their additional needs provided for and monitored.

If you think your child has special educational needs, talk to us. We have an open door policy so please contact your child's class teacher or the Inclusion Leader in the first instance. They will listen to your concerns and agree with you the next steps towards identifying and making any necessary provision for your child. This may involve working with support agencies external to school for example the Speech and Language service, Educational Psychology services, Primary Behaviour Service, CAMHS, the Mental Health Support Team and Health services. If you as a family require support, we may involve the Parent Support Advisor.

Q3. How will both you and I know how my child is doing and how will you help me support my child's learning?

Q3a) How does the school communicate information with me about my child's needs, support and progress?

- The class teacher will meet with parents/carers at least on a termly basis usually as part of parents/carers evenings to discuss your child's needs, support and progress.
- Parents/carers can request an appointment with their child's class teacher or the Inclusion Leader at any time to discuss the progress of their child and specific targets.
- Home school diaries can be used if there is a need for quick and effective communication between home and school related to a child's needs.
- Parents/carers of children on the SEND register have a copy of their child's Personal Learning Plan or Personal Support Plan which details support.
- Meetings are arranged with the Inclusion Leader where the school or parent/carer has identified this will be beneficial for your child.
- Where an Education Health and Care Plan (EHCP) is in place, regular reviews are held.
- Informal conversations also take place as part of our open-door policy. We will contact parents/carers with any concerns and encourage them to do the same for us. We also celebrate success and progress in this way.

Q3b What are the school's arrangements for assessing and reviewing the progress of pupils with SEND?

- The school measures children's progress in learning against age related expectations set nationally.
- The class teacher continually assesses each child on their development within all areas of the curriculum, recording their progress and areas where they require additional support.
- We use a range of tests and assessment systems to specifically assess pupils with SEND, for example reading and spelling standardised tests.
- Children who are not making expected progress are identified through regular progress meetings with the class teacher, phase leader and senior leadership team. During this meeting a discussion takes place regarding specific pupils who are of concern and who may need further support, and actions are decided upon to impact and aid their progression.

- Each child who has been identified with SEND and is on the SEND register has a Personal Learning Plan (PLP) or Personal Support Plan (PSP) which is reviewed termly.
- Reports from agencies external to school inform the assessments.

Q3c How does the school evaluate the effectiveness of provision for pupils with SEND?

- Assessments both before and after interventions take place to accurately and effectively monitor the impact.
- The SEND Governor, Stig Lincoln-Ohrstrand, meets with the Inclusion Leader regularly to monitor the impact and effectiveness of interventions in place.
- Annual School performance information is used which compares our school's performance with schools locally and nationally.
- Regular internal school performance data reports are shared with the governing body so that governors can evaluate the effectiveness and impact of provision for SEND and make informed decisions about the allocation of funding.

Q3d. How will you help me support my child's learning?

We support parents/carers with their child's learning by:

- Individual meetings to explain any extra work that they are doing and how this can be supported at home.
- Invites to year group or subject specific parent workshops such as phonics.
- Sharing Personal Learning Plans/Personal Support Plans with clear smart targets.

Q4. How will my child be supported at Chalk Ridge Primary?

- In the classroom, teachers provide carefully matched learning opportunities for children, including those with special educational needs.
- In the classroom, teachers may provide small group support for children with special educational needs or, in some cases, individual support.
- Individual support may be provided by a Learning Support Assistant both inside and outside of the classroom for children with a specific special educational need such as speech and language, motor skills or social and emotional development.

Q5. How will the curriculum at Chalk Ridge Primary be matched to my child's needs?

- We provide higher quality first teaching and learning in all classrooms which includes learning opportunities matched to the needs of all children.
- Careful deployment of Learning Support Assistants.
- Provision of small group support as needed.
- Provision of individual programmes as required to meet a child's specific need.
- The use of individualised resources where necessary

Q6. How is the decision made about what type of and how much support my child will receive?

Schools are allocated a Special Educational Needs and Disability (SEND) budget by the local authority. We prioritise and allocate resources to individuals on the Special Educational Needs and Disability (SEND) register and to the training of teachers to meet the needs of every SEND child.

Your child is unique and therefore their needs will be different to any other SEND child. Consequently, individual decisions will be made about the support your child receives in consultation with you, and this will be reviewed regularly.

Different children require different levels of support in order to bridge the gap to achieve Age Related Expectations. We work closely with external agencies where necessary to meet individual needs. These agencies may include Health, (GPs, School Nurse), Clinical Psychologists, Educational Psychologists, paediatricians, speech and language therapists, occupational therapists or the Primary Behaviour Service.

Access arrangements are made for some pupils with SEND who meet national criteria for internal and external assessments.

Q7 How will my child be supported outside of the classroom, including school trips?

Our aim is to include all children in all school activities during and outside of the school day, including those with special educational needs. Where required and possible, we will make all necessary adjustments in order to include all children.

If our risk assessment of an activity highlights concerns about a child's behaviour which may put the child or other children and the adults at risk, this will be discussed with you as a parent/carer and it may be necessary to make alternative arrangements for your child for that specific activity.

Q8 What support will there be for my child's overall wellbeing?

A. Pastoral, medical and social support:

- We are an inclusive school and provide for the holistic development of all children.
- The class teachers have overall responsibility for the pastoral, medical and social care of every child in their class.
- If further support is required the class teacher liaises with the Inclusion Leader or Head Teacher for further advice and guidance.
- The Head Teacher or Inclusion Leader in liaison with the parent/carer decides about the level and nature of support required.

This may take the form of:

- ELSA (Emotional Literacy Support Assistant) sessions.
- TALA (Therapeutic Active Listening Assistant) sessions.
- Thrive (mental health and emotional well-being).
- Inclusion in a social skills group.
- Inclusion in programmes run by the ELSA to include keeping safe, personal care, emotional development.
- Liaison with support agencies external to school for example PBS (Primary Behaviour Service), CAMHS (Child and Adolescent Mental Health Services), Health
- Family support provided by our Parent Support Adviser.

B. The administration of medicines and personal care:

- The school has a policy regarding the administration and managing of medicines – available on the website.
- Parents/carers need to contact the class teacher or office team if medication is recommended by health professionals to be taken during the school day – the relevant paperwork will need to be completed before the school can undertake the administration of any medicines or like products.

- Staff have regular training and updates about conditions and medication affecting individual children.
- Where personal care is required for an individual, care plans are drawn up in liaison with health professionals and parents/carers.

C. Support for behaviour, avoiding exclusion and increasing attendance

- As a school we have a positive approach to behaviour management through a system that is clear and consistent.
- If a child has challenging behaviours a Personal Support Plan will be drawn up by the Inclusion Leader and Class teacher in liaison with the child and their parents/carers. This will be reviewed on a regular basis to ensure that support and provision meets the child's needs. Where a child's behaviours become a barrier to their learning and cannot be successfully managed within the mainstream classroom setting, referrals will be made to support agencies. We do everything possible to include all children and make use of internal exclusion measures to prevent fixed term suspensions from school whenever possible.
- We believe it is vital that children attend school regularly and on time to ensure they can make the most of all learning opportunities presented. Attendance of every child is monitored through the rigorous application of our attendance monitoring policy and procedures.
- Punctuality is also monitored very closely. All instances of poor attendance and/or punctuality are dealt with in a timely manner by the attendance officer, classroom staff and the leadership team.

Q9. What training is provided for staff supporting children with SEND?

- Trained Inclusion Leader (SENDCo).
- Trained Learning Support Assistants in speech and language provision including Narrative Therapy.
- Trained Emotional Literacy Support Assistant (ELSA).
- Trained TALA (Therapeutic Active Listening Assistant) practitioner.
- Trained Thrive Practitioner
- Some staff are trained in safe holding (physical restraint).

Classroom staff have received training in:

- Autistic Spectrum Disorder.
- Literacy and maths interventions.
- Speech and language development.
- Behaviour management.
- Attachment theory.
- Medical conditions such as anaphylaxis, diabetes and epilepsy.

Q10. How accessible is Chalk Ridge Primary School (indoors and outdoors)?

The school is fully accessible and can accommodate wheelchair users. The school is a single storey building and there is ramp access to the playground. Access to the field is by steps and a slope. At times children may need access to a quiet space. The school can be flexible to enable this to happen.

The school does not have a hearing loop.

Children whose first language is not English may be entitled to support from the Ethnic Minority and Traveller Achievement Service (EMTAS). We will facilitate this support where appropriate.

Q11. How are parents/carers currently involved in Chalk Ridge School? How can I get involved and who can I contact for further information?

We believe that the partnership we have with parents/carers is essential to ensure the progress of their child. Parents/carers are fully involved in the school and may attend events such as; class trips, assemblies, music concerts, and parents/carers consultation evenings.

You can meet with the Inclusion Leader on a formal or informal basis to discuss issues that may have arisen. You can meet with external agencies, usually at the school, to discuss the support your child is receiving.

All parents/carers are automatically members of our Parent and Teacher Association and can join the committee if places are available and they wish to do so.

We welcome parents/carers as voluntary helpers.

We expect parents/carers to attend parental consultations twice a year.

We expect parents/carers to support their child's learning at home through our home learning policy – for children with special educational needs, homework is varied and matched to the child's need.

Parents/carers are involved in meetings and reviews with support agencies external to school.

Reviews of PLPs and PSPs are shared with parents/carers and parents attend reviews of Education Health Care Plans (EHCP).

In the first instance further information can be given by the office team by calling 01256 461733 or e-mailing adminoffice@chalkridgepri.hants.sch.uk

Q12. What steps should I take if I have a concern about the school's SEND provision?

The first point of contact for any discussion about your child should be the class teacher. They will be happy to support you. The Inclusion Leader will meet with you to discuss your child's progress and provision. The Head teacher can also meet with you.

If you still have concerns and feel you have spoken in depth with the school about them, you can follow the school's Complaints Procedure, which can be found on the school's website.

You may wish to contact Hampshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) phone 0808 164 5504 or email info@hampshiresendiass.co.uk who are a free impartial and confidential service.

Q13. What specialist services and expertise are available for parents/carers of children with special educational needs?

- Experienced Inclusion Leader
- Parent Support Advisor
- Educational Psychology
- Speech and Language Services
- Occupational Therapy Services
- Health Services including GPs, School Nurse and paediatricians
- Child and Adolescent Mental Health Service (CAMHS)

- Mental Health Support Team
- Clinical Psychologists
- Primary Behaviour Service
- SENDIASS

Q14 Who should I contact if I am considering whether my child should join the school?

Contact the Admin Office on 01256 461733 or send an e-mail to adminoffice@chalkridgepri.hants.sch.uk

Q15. How will the school prepare and support my child to join the school, transfer to a new school, or transition to the next stage of life?

Children normally remain at the school from the age of four until the end of the school year in which they reach the age of eleven. To support your child as they change teachers and year groups, a range of strategies are put in place to make the transition as smooth as possible. This may include a personal picture booklet showing staff in the new class, where things are kept etc.

At the end of the academic year in which your child is eleven years old, they will transfer to a secondary school. In the September of the year before transfer to a secondary school, the parents/carers of all children due to move on will receive information from the local authority. It outlines the provision for secondary education in the area. A series of meetings are held for parents/carers at the local secondary schools and they and their children are able to gain a clear picture of the provision available at the schools. Parents/carers are usually asked to express a preference for their chosen school by November and a decision about whether a place is available is made in March. There is good liaison between the staff of our school and all local secondary schools and smooth transfers are planned for.

Sometimes health professionals have identified a child's special needs before they come to school. Where this has an impact on their ability to learn, children are given support to enable them to access the curriculum and make progress.

Q16. How are children at Chalk Ridge School involved in their learning?

We believe it is important to involve children in their learning and success. We consult children on their views about learning. We use this ongoing feedback to develop targets and approaches that help them to learn more effectively and be successful. A range of strategies to help children to understand their progress and targets are used. Children on the Special Educational Needs and Disability register have a Personal Learning Plan which they are involved in reviewing.

Q17 Where can I locate further information about services for my child with SEND?

[Special educational needs and disabilities | Children and Families | Hampshire County Council \(hants.gov.uk\)](https://www.hants.gov.uk/children-and-families/special-educational-needs-and-disabilities)

Email info@hampshiresendiass.co.uk

Reviewed and amended by A. Forsey September 2023

Signed: *Ian Ross* (Chair of Governors) Date: 27th November 2023

Previous review by A Forsey September 2022