



Chawson First School SEN Information report

September 2019



Government legislation requires schools to publish a report called the SEN information report. It utilizes the Local Authority Local Offer and Graduated Response to meet the needs of SEN pupils detailing the provision the school is able to offer.

What is the Local Offer?

Local Authorities are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is 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.

At Chawson First School, we embrace the fact that every child is different therefore the educational need of every child is different; this is certainly the case for children with Special Educational Needs.

Please click on the questions below for more information about how we support a child with special educational needs.

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What kind of special educational needs does Chawson First School make provision for?

Chawson is a fully inclusive school, which strives to ensure that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.



How are special educational needs identified and assessed?

Children entering our reception classes are screened using a language link programme to set a baseline for their learning and identify any gaps in their language skills.

Pupil progress meetings take place at key points during the year, identifying and tracking pupils who are not making expected national progress.

Interventions/support programmes are then implemented and monitored to strive towards children making accelerated progress with the aim of closing the gap.

If pupils continue to show lack of progress over time, including:

- Significantly slower progress than that of their peers starting from the same baseline
- Failure to match or better the child's previous rate of progress
- Failure to close the attainment gap between the child and their peers
- Widening of the attainment gap

They will be referred to the SENCO and placed on the Special needs register where a clear graduated response of assess, plan, do and review will take place in line with school policy and following guidance from the local authority.



What arrangements are there for informing and involving parents of a child with SENs&D?

Parents of all pupils are welcome to approach the school at any stage of the school year with queries relating to their child.

Parents are also formally invited into school regularly to meet the class teacher so that they are kept informed regarding their child's progress.

In the Autumn term, parents are invited to meet the new class teacher at 'coffee and chat' session. Parents evenings also take place during the Autumn term and again in the Spring term where there will be opportunities to check upon progress. In the Summer term parents are invited to discuss the end of year report if they wish.

Additional to this, class teachers will meet with parents of children with SEN&D to discuss My plan targets, progress within school, aspects that are working well and areas for improvement.

If outside agency involvement is required, parents have the opportunity to meet with the specialist staff member and then discuss the report with the SENCO once it has been completed.



What arrangements are there for talking to and involving a child with SENs&D?

All children, regardless of SEN, are aware of their next steps through marking and verbal feedback during lessons.

SEN&D pupil interviews take place to get pupil views on different aspects of school life.



How can parents let staff know they are concerned about their child's progress?

If you have concerns about your child's progress, you should speak to your child's class teacher initially.

If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator, Mrs Sage.

The school SEN Governor can also be contacted for support.



What provision is made for children with SENs&D?

Targeted classroom teaching is provided within all classrooms, this means:

- Teachers have the highest possible expectations for your child and all pupils in their class.
- Teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve using more practical learning.
- Adult focus groups within literacy and numeracy focusing on specific skills and pupil targets.
- Specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

My Plans:

Children on the SEN register will have a My Plan assessing individual children's needs and barriers to learning.

Targets are then set to focusing on these barriers and strive towards children making progress in these key areas. Work on children's targets will be incorporated into whole class teaching, Class TA focused sessions and/or small group interventions. Staff will review targets termly to ensure a clear process of assess, plan, do review.

Small group/1:1 interventions:

Class teachers and teaching assistants work together closely to deliver small group or 1:1 interventions focusing on My Plan targets. These are likely to take place during key points during the day and are detailed on a class TA timetable and individual provision maps.

We currently have 2 additional Teaching Assistance employed to deliver 1:1 provision including speech and language.

Advice from specialist outside agencies:

If a need is identified by the SENCO and the resources are available they will liaise with specialist outside agencies to work with your child to understand their needs and make recommendations as to the ways your child is given support. You will be asked to give your permission for the school to refer your child to a specialist professional. This will help the school and your to understand your child's particular needs better and be able to support them more effectively in school.

1:1 support:

1:1 support may be available to pupils with significant learning or behaviour needs, to support their learning.

Appropriate sessions will be planned to maximise learning and may take place in the classroom or in a group learning area. 1:1 support may be obtained through the statutory assessment process (statement or EHCP) or at the discretion of the Headteacher and SENCO.



What training is provided for staff to support pupils?

The SENCO's job is to support the class teacher in planning for children with SEN. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN.

The SENCO and Deputy Head have completed the national award in special educational needs co-ordination in line with expectations within the SEND code of practice

1:1 support staff work closely with specialist agencies to ensure pupils are fully supported and their needs are being met.

We currently have 2 TAs taking part in the speech and language TA communication scheme and will receive regular training, share this with other staff and be based in reception herself to implement strategies to support pupils.

A number of staff have training in Positive, Power and influence programme to support pupils with behaviour difficulties.



How does the school evaluate the effectiveness of provision for pupils?

Staff are observed throughout the school year as part of the school monitoring cycle, provision for all pupils is evaluated during these observations to ensure progress within lessons.

Observations and learning walks of additional adults take place regularly during the year. Reports are then shared with the Senior Leadership team. The reports contain strengths and specific actions, if required, to ensure effective provision is taking place.

The SENCO completes additional learning walks across the school to ensure strategies from outside agencies are being used consistently and targeted classroom teaching is taking place for SEN pupils.



What are the arrangements for assessing and reviewing pupil's progress?

Pupil progress meetings take place across the school with a member of the Senior Leadership Team. During these meetings, progress of all pupils is discussed with a specific emphasis on those with additional needs.

A clear calendar for the evaluation of SEN provision has been set up by the SENCO, this is in line with the collection of pupil assessment data and pupil progress meetings.

My Plan targets are reviewed termly by class teachers and SENCO to ensure a clear flow through an assess, plan, do, review process.

All SEND assessments and reviews are analysed to ensure the correct interventions are being used and are impacting on pupil progress. Actions are set to focus on improving the provision to strive towards SEN pupils to make accelerated progress leading to narrowing the gap.



How accessible is Chawson for children with SEND?

The school is on a split-level however the needs of individual pupils are considered when placing children in specific classrooms and each year group has a classroom on the ground floor. There is also a bathroom management area.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs.

Risk assessments are carried out to ensure pupils are not at risk to themselves or others within school or on education visits and parents are informed of additional requirements that are required.

Every effort is made to make extra-curricular activities accessible for children with SEN.



How are children prepared for transition?

We recognize that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us:

Reception staff visit pre-schools at least annually and make home visits for new arrivals. Part time sessions are used within reception to ensure a smooth transition for all pupils, this may also be required for a pupil with SEN needs moving into other year groups. If your child would be helped by a book/passport containing photographs and information about the school, classroom and staff to support them when moving into Chawson, then one will be made for them.

If your child is joining the school in another year group they will be able to visit our school and stay for a taster session, if this is appropriate. Part time sessions are used within reception to ensure a smooth transition for all pupils, this may also be required for a pupil with SEN needs moving into other year groups. This may be supported through the use of a pastoral support plan. (PSP)

If your child is moving to another school:

We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them. We will endeavour to work with the new school to achieve this.

When moving classes in school:

Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher. IPM s will be shared with the new teacher. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

Transition from Year 4:

The SENCo will discuss the specific needs of your child with the SENCo of the child's middle school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Your child will visit their new school on several occasions and photos taken to discuss regularly. If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.



What can be done if parents are concerned about the schools provision for pupils with SENs&D?

In the first instance we encourage you to contact your child's class teacher.

If you still have concerns then please contact the SENCO then the Headteacher.

In the unlikely event that your concern is not resolved then please contact our Chair of Governors.



Where can parents find further information about services to support them or their child?

Worcestershire parent partnership is available to support parents of SEN pupils.

Parents are also able to contact the Early intervention family support service through an online referral system or a drop in session within school.

The Worcestershire county council SEND local offer website:

<http://www.worcestershire.gov.uk/sendlocaloffer>

also holds information for parents with regards to Special educational needs.

