



## **SEND Information Report and Local Offer 2019 - 2020**

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**1. What sort of Special Educational Needs does Chellaston Fields Spencer Academy Primary support?**

We are committed to removing any barriers to learning a child may have and strive to be fully inclusive in our practice.

Children's Special Educational Needs fall into four areas of need and support:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

We use our best endeavours and make reasonable adjustments to meet the individual needs of our children as they arise

**2. What are the policies for identifying children with SEND and assessing their needs?**

Your child's progress is continually monitored by his/her class teacher and their teacher is responsible for identifying whether they need additional intervention. Early intervention is a priority.

His or her progress is reviewed formally each term and a judgement made about their level of progress.

If your child is in Year 1 or above and working at a level significantly lower than his or her peers, a more sensitive tool may be used to capture small steps of progress and identify appropriate targets for your child to work towards.

When a child is identified as not making expected progress interventions are put in place to address this. The impact of interventions is regularly reviewed so that progress can be monitored and next steps identified. If a pupil does not make expected progress despite targeted interventions they may be identified as SEND. Children who are identified as SEND will have an individual learning plan that sets out personalised targets and outcomes. Specialist assessments may be carried out to inform the setting of these outcomes.

The SENDCo will also check that your child is making good progress within any specified individual work and in any group that they take part in.

**3. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND) How can I contact the SENDCo?**

**SENDCO Team**

The SENDCO/Principal - Rachel Tunney

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.



- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how your child is doing
- Liaising with all the other people who may be coming into 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 all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- The day to day management of all aspects of the school; this includes the support for children with SEND.
- She will give responsibility to the class teachers but is still responsible for ensuring that your child's needs are met.
- She will make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The SENDCo can be contacted via email: [headteacher@chellastonfieldsspencer.co.uk](mailto:headteacher@chellastonfieldsspencer.co.uk) or by phoning the school: 01332 981239

### **Your child's class teacher**

Responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the AHT - Inclusion know as necessary.

Writing Individual Provision Maps, reviewing these once each term and sharing with parents

Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Ensuring that the school's SEND Policy is followed in the classroom and for all the pupils they teach with any SEND.

### **SEN Governor**

Responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

The named governor for SEND is Zara Shah.



**4. How will I be consulted and involved in my child's education? How will school let me know if they have concerns about my child's progress?**

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have too
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

**5. How will my child be consulted and his/her views be considered? How will my child be involved in decisions about their education?**

The class teacher has regular conversations with your child about the progress he/she is making and the steps they need to take to improve.

Children with Individual Provision Maps are asked for their views on a termly basis. They are invited to attend an inclusion review meeting and given the opportunity to talk about what is going well, what they would like to improve and what they think would help them.

Our TA's regularly deliver small group and one-to-one interventions to support children to develop their communication skills so they can develop their ability to share their thoughts and express opinions.

One page pupil profiles will be completed annually to support transition to the next year group. These will be completed with your child wherever possible.

For children who are unable to express an opinion for themselves, because of either age or disability, staff will use observations to note their preference for certain activities

**6. What are the arrangements for assessing and reviewing my child's progress? Will I be involved and consulted?**

Children at SEN Support will have an Individual Provision Map which will be reviewed and communicated to you, every term and the plan for the next term made. You will be invited to meet with the class teacher and asked to share your views about outcomes and provision for your child.

The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an Annual Review including all adults involved with the child's education.

**7. How will we support your child when they are leaving this school? OR moving on to another class? How will my child be prepared for adulthood?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.



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.
- Where possible your child will visit their new school on several occasions and in most cases staff from the new school will visit your child in this school.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All Individual Provision Maps will be shared with the new teacher.
- If your child would be helped by a book to support them understand moving on, then this will be made for them.

Preparing for adulthood:

- One of our core GROW values is providing Opportunities to be Independent and Curious. Throughout their time with us all children will be encouraged to develop independent life skills.
- Where pupils need specific support with this personalised targets and outcomes will be included on the Individual Learning Plan and provision map.

8. **What are the different approaches to teaching children with SEND? How will the teaching be adapted for my child with SEND?**

**Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.**

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in the class.

That all teaching is based on building on what your child already knows, can do and can understand.

That different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.

That specific strategies (which may be suggested by the SENDCo or outside staff) are in place to support your child to learn.

That your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school should be getting this as a part of excellent classroom practice when needed.



### **Specific group work with in a smaller group of children.**

This group, often called an intervention group by schools, may be run in the classroom or outside. It may be run by a teacher or most often a teaching assistant who has had training to run these groups.

This means your child has been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- He / She will engage in group sessions with specific targets to help him/her to make more progress.
- A teaching assistant/teacher will run these small group sessions using the teacher's plan or advice from an outside professional (such as a Speech and Language Therapist)

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

### **Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups**

Stage of SEN Code of Practice: SEN Support

This means they have been identified by the class teacher/SENDCo as needing some extra specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Specialist Teaching and Educational Teaching Service (STePS), Autistic Spectrum Disorder (ASD), Visual Impairment (VI), Hearing Impairment (HI) or Physical Impairment (PI) Team
- Outside agencies such as the Speech and Language Therapy (SaLT) Service.

For your child this would mean:

- Your child will have been identified by the class teacher/AHT Inclusion (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching and intervention groups.
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand his/her needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better



- Support to set better targets which will include their specific expertise
- A group run by school staff under the guidance of the outside professional e.g. speech and language
- A group or individual work with an outside professional
- The school may suggest that your child needs some individual support in school. School will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified Individual support**

From September 2014 this is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual or small group teaching.

Usually your child will also need specialist support in school from a professional outside the school. This may be from:

- Local Authority central services such as the Specialist Teaching and Educational Teaching Service (STePS), Autistic Spectrum Disorder (ASD), Visual Impairment (VI), Hearing Impairment (HI) or Physical Impairment (PI) Team
- Outside agencies such as the Speech and Language Therapy (SaLT) Service.

For your child this would mean:

- The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If the LA do not think your child needs this, it will ask the school to continue with the support at SEN Support
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the type of individual/small group support your child will receive from the school and other services such as health and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups which include your child.



This type of support is available for children whose learning needs are:

- Severe, complex and lifelong

#### **9. What adaptations are made to the curriculum and learning environment for children with SEND?**

Our curriculum is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning. We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.

The academy planning policy stresses the importance of planning for assessment and differentiation at both the medium and short-term stages. We aim to provide work that is matched and therefore accessible to the broad range of pupils we teach

The in class support provided by teaching assistants, SSEN (Support Service Special Educational Needs) and other agencies is carefully considered by each class teacher when planning in order to ensure all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.

Differentiation will be provided in a range of ways, depending upon which is most appropriate, and will include but is not limited to; differentiation by task, by ability grouping, by the level of teacher support, by the level of expectation, by the allocation of appropriate resources or by outcome.

Being a modern school the buildings, access and facilities are of a very high standard. The Accessibility Plan details improvements to be made and standards to be maintained to ensure quality of access.

Our environment is developed in accordance with the approach 'Communication Friendly Spaces' developed by Elizabeth Jarman to provide an environment that is safe, nurturing and supportive of all children

All extra-curricular activities, provided by the school, are available to all children and will be suitably differentiated and supported to ensure access for all.

All educational visits (including residential trips) are open to all pupils. Adult support and resources are made available to ensure that all pupils can access these activities. The SENDCo works closely with parents before trips to discuss specific needs of each pupil with SEND.

No pupil is removed from activities at Chellaston Fields unless due to the request of parents or carers.

#### **10. What is the expertise and training of staff? How are the teachers in school helped to work with children with an SEND and what training do they have?**

The SENDCo job is to support the class teacher in planning for children with SEND.

The SENDCo has a Masters degree in Special Educational Needs and has worked in a range of educational settings supporting pupils with SEND.





The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, Dyslexia and Speech and Language difficulties.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Specialist Teaching and Educational Teaching Service, Speech and Language Therapy

**11. How will the effectiveness of the provision for my child be evaluated? What are the arrangements for reviewing their progress towards outcomes?**

Class teachers continually monitor the progress and provision for all children in their class. Regular progress review meetings attended by class teachers, teaching assistants and the Principal/SENCO monitor the effectiveness of provision and identify actions and next steps to ensure a continual cycle of improvement.

Children identified as SEND will have an individual learning plan/provision map that will set clear targets and outcomes that relate to the child's specific areas of need. These are formally reviewed on a termly basis. Reviews are carried out by the class teacher, supported by the SENDCO. Parents and pupils are invited to attend and contribute to these reviews.

**12. How are children with SEND enabled to engage in activities with children who do not have SEND?**

We are committed to inclusion and expect all members of our school community to follow our GROW values. Our GROW values and PSHE curriculum promote a culture of mutual respect, kindness and an expectation that we all work together and support each other.

All activities provided by the school, are available to all children and will be suitably differentiated and supported to ensure access for all.

**13. What is in place to improve the emotional and social development of my child?**

Wellbeing is a key aim in our school development plan. We are committed to supporting all children to develop positive relationships and know how to express a range of emotions. Our curriculum is designed to develop these skills.

Each day health and wellbeing is promoted across school. There are regular opportunities to participate in mindfulness activities and Monday are known as Mindful Monday to ensure a particular focus on this at the start of the week. This 'Mindful Monday', promotes positive attitudes and behaviour towards learning, introducing the week gradually rather than abruptly. Throughout the week there are daily mindfulness<sup>1</sup> opportunities across school lead by staff and children in order to promote positive health

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<sup>1</sup> Evidence for the Impact of Mindfulness on Children and Young People  
<http://www.enhancementthemes.ac.uk/docs/documents/impact-of-mindfulness--katherine-weare.pdf>



and wellbeing for all. Each class takes part in peer massage or yoga on a daily basis and mindful colouring and calm music is used to encourage children to regulate their emotions, relax and focus.

The environment is designed to be nurturing and is decorated using neutral colours. Each classroom has a space for quiet reflection and there are visual supports and equipment to support children to regulate and communicate about their emotions. Our nurture room provides an additional space for children to access when they need a quiet space to go.

In addition, our team provide tailored support with developing social and emotional development to pupils who require it.

The wellbeing of pupils is discussed on a weekly basis in our SLT and pupil progress meetings. We regularly provide opportunities for pupils to share how they feel and give their opinions about how safe and happy they feel at school.

At lunchtime we follow a Family Dining Model to actively encourage children to support one another and develop communication skills.

We have an anti-bullying policy and a positive behaviour policy that sets out high expectations for behaviour with a focus on positive relationships and restorative approaches.

Staff have high expectations for behaviour and these are taught through our GROW expectations. Children are taught to show respectful attitudes towards each other and there are clear systems in place to deal with instances where pupils have unkind or disrespectful to one another. In lessons and assembly pupils are regularly reminded what bullying is and it is made clear that is not accepted at Chellaston Fields Spencer Academy. Positive relationships between staff and pupils ensure a culture of openness with opportunities for pupils to express concerns including those around bullying to adults in school. Instances of bullying are recorded and monitored, they are discussed in our weekly SLT meetings to ensure appropriate action is taken in a timely manner.

#### **14. How does the school involve other bodies and support agencies?**

We work closely with a range of agencies and will refer to services where appropriate to receive specialist assessment, advice and support. Agencies we work with include but not exclusively are:

- Educational Psychology Service
- Specialist Teaching and Educational Teaching Service (STePS), Autistic Spectrum Disorder (ASD), Visual Impairment (VI), Hearing Impairment (HI) or Physical Impairment (PI) Team
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- School Nurse
- Occupational Therapy
- Physiotherapy
- Mental health services (CAMHS)
- Social Care



Where referrals for assessment or involvement are made these will be discussed with parents and consent sought.

**15. What should I do if I have concerns or want to make a complaint about provision made for my child?**

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

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo/Principal

If you are still not happy you can speak to the school SEND Governor: Zara Shah.

The academy's complaints policy sets out how to make a formal complaint.

**16. What support do we have for you as a parent of child with an SEND?**

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENDCo are available to meet with you by appointment to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Individual Provision maps will be reviewed with you each term.

Homework will be adjusted as needed to your child's individual needs.

A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

We run and host a range of parent workshops.

**17. How is Chellaston Fields Spencer Academy accessible to children with SEND?**

The building is single storey and accessible for children with a physical disability. Disabled toilets are available in the main school building.

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

After school provision is accessible to all children including those with SEND

Extra-curricular activities are accessible for children with SEND.



**18. What arrangements are in place to support children with SEN who are looked after by the local authority?**

The designated teacher for children who are looked after by the local authority will work closely with the SENDCo and local authority to ensure appropriate provision is put in place and reviewed regularly.

**19. What are the admission arrangements for children with SEN?**

We follow the admission process and procedures set out by Derbyshire LA. Pupils with an EHCP will be considered a priority over other pupils. Please see the admissions policy for full details.

**20. How do I contact school staff?**

We encourage parents to discuss any concerns they may have as and when they occur, in person with their child's class teacher. Parents are also invited to contact SENDCo/Principal:

Principal/SENDCO: Rachel Tunney – email: [headteacher@chellastonfieldsspencer.co.uk](mailto:headteacher@chellastonfieldsspencer.co.uk)

SEND Governor: Zara Shah

Our telephone number is 01332 981239

Website; [www.chellastonfieldsspencer.co.uk](http://www.chellastonfieldsspencer.co.uk)

**21. What is the Local Offer and where do I find it?**

The local offer sets out what support and services are available for children and families with SEND. It can be found at [www.derbyshiresendlocaloffer.org](http://www.derbyshiresendlocaloffer.org)

**22. Related policies:**

- Accessibility policy and access plan
- Admissions policy
- Equality and diversity policy
- Anti-bullying policy
- Safeguarding and child protection



## Glossary of Abbreviations

<b>Abbreviation</b>	<b>Meaning</b>
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
AHT	Assistant Head Teacher
ASD	Autistic Spectrum Disorder
SEMH	Social, Emotional and Mental Health
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
CP	Children Protection
DCD	Developmental Co-ordination Disorder (also known as Dyspraxia)
EAL	English as an Additional Language
EH	Early Help
EP	Educational Psychologist
HI	Hearing Impairment
LA	Local Authority
MLD	Moderate Learning Difficulty
OT	Occupational Therapist
PI	Physical Impairment
SaLT	Speech and Language Therapy
SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty (usually refers to Dyslexia and/or Dyscalculia)
STePS	Specialist Teacher and Educational Psychology Service
VI	Visual Impairment