

Special Educational Needs School Information Report “What we offer”

This is our Special Educational Needs School Information Report and details what we offer for children and young people with special educational needs and disabilities (SEND) in our school.



THINK BIG
DO THE
RIGHT THING
TEAM SPIRIT

Please also refer to our SEND and Learning policy and our Accessibility Plan

How do you teach children or young people with special educational needs and disabilities?

We provide a graduated response to Special Educational Needs. Class Teachers will deliver “quality first” teaching for all pupils in their class, which will be closely matched to the pupils needs and ability. Learning Support Assistants will, under the direction of the class teacher, support children in their learning through individual, group or class based activities. The support will be outlined in the child's one page profile written by the child with either the SENDCO or SEND Assistant. Class teachers will identify children's misconceptions or gaps in learning through their marking and assessments and will provide focused small group or individual teaching to address these issues. A short-term programme of targeted support may also be put in place to help children get back on track. If a child is still not progressing at the expected rate, despite these interventions, the child will be added to the SEND register and a group or individual support plan will be put in place for specific intervention. Specific, measurable targets will be put in place; these will be monitored and reviewed regularly. Parents and the child will be involved in discussions and decisions made regarding their provision. If progress continues to be limited, the SENDCO, with the permission of the parents, may seek advice from other professionals to decide if more specialist support is required.

What the legislation says...

SEND Code of Practice 2014 4.32: ‘Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): ‘...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability’

How do you decide a child or young person has special educational needs or disabilities?

Class Teachers and Learning Support Assistants at Chalfont Valley E-ACT Academy closely monitor the progress of all our children, this information will be the first step in identifying if a child may be having some difficulties. If a child is not making as much progress as expected, the class teacher will inform the parents. The class teacher will also share these concerns with the Senior Leadership Team at Pupil Progress Meetings that are held throughout the year. Other assessments may be used to help make a decision about whether a child has special educational needs such as Speech and Language Assessments. Parents can raise concerns with their child's class teacher or SENDCO at any time.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for identifying the particular SEN of children and young people.'

SEND Code of Practice 2014 4.34: 'Schools must publish more detailed information about their arrangements for identifying, assessing and making provision for pupils with SEN.'

SEND Code of Practice 2014 4.35: 'The school-specific information should relate to the schools' arrangements for providing a graduated response to children's SEN. It should elaborate on the information provided at a local authority wide level in the Local Offer.'

What extras do you offer children or young people with special educational needs?

Teachers can refer children through the SENDCO. We also deliver Speech and language support (S&L) Occupational Therapy support (OT) we use an intervention called 'Chatterbox' for English as an additional language support (EAL) we use 'Read, Write Inc ' for phonics teaching we 'Power of 2' for Math's interventions. We also offer social skill groups and Nurture groups these are used to support building self-esteem, behavior and social and emotional well being. Parents and Carers are offered support through our SENDCO

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about approaches to teaching, adaptations to the curriculum and the learning environment for children and young people with SEN or disabilities and additional learning support for those with SEN.

SEND Regulations 2014 5(a): their approach to teaching of children and young people with special educational needs.

SEND Regulations 2014 5(b): '...how they adapt the curriculum and the learning environment for children and young people with special educational needs or a disability'

How do you make sure children and young people with special educational needs and disabilities do well?

Quality first teaching will be provided to all pupils and the class teacher will continually review progress through both formative and summative assessments. Lessons will be adapted to provide every child with high quality learning opportunities. Parents are informed of the progress their child is making through parents' evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra-targeted support in class may be provided.

Where progress continues to be limited more individualised support may be provided. All individual and small group support plans are written by the class teacher in conjunction with the SENDCO and SEND assistant. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child.

Alongside the class teacher the senior leadership track the progress of all pupils to ensure good progress is being made.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

What facilities do you have to support children or young people with special educational needs and disabilities?

Break times and lunchtimes are supervised by Mid Day Supervisors (MDS) as well as teachers at 1st break and 50/50 LAB at lunch time.

Water is available to all children and snacks are available for KS1 at all times and KS2 at specific times. We have a designated area in the school called 'The Oasis' where our Nurture support LSA is based. Children may be taken here for interventions, if they need time out and also when they need to calm down. We have a private Nurture room with its own outside area, Nurture sessions are run by our SEND assistant.

<http://www.5050sync.com/>

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about enabling available facilities to be accessed by disabled children and young people and those with SEN (this should include ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC)).'

SEND Regulations 2014 5(f): 'How facilities that are available can be accessed by children and young people with special educational needs or a disability.'

Do you have staff with specialist training or have 'experts' to support you?

Chalfont Valley staff have undertaken a variety of different training including Attachment Training, Speech and Language Support, ASD and phonics Mental Health first aid, shape coding, de-escalation training, visual stress training and Dyslexia screening training. Good practice is regularly shared at staff meetings and the SENCO attends networks, briefings, conferences and cluster meetings to ensure the school receives the most up to date information regarding SEND, this is then disseminated to other staff.

The school has access to a link Speech and Language Therapist, Cognition and learning team, Educational Psychologist, School Nurse, Occupational Therapist and the PRU.

What the legislation says...

SEND Code of Practice 2014 4.32: information about securing expertise among teachers, lecturers or other professionals to support children and young people with SEN or disabilities – this should include professional development to secure expertise at different levels:

- o **awareness** (to give a basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child or young person with that type of SEN)

- o **enhanced** (how to adapt teaching and learning to meet a particular type of SEN, for early years practitioners, class and subject teachers/lecturers and teaching assistants working directly with the child or young person on a regular basis), and

- o **specialist** (in-depth training about a particular type of SEN, for staff who will be advising and supporting those with enhanced-level skills and knowledge)

SEND Regulations 2014 5(i): 'How expertise in supporting children and young people with special educational needs or a disability is secured for teaching staff and others working with those children and young people.'

How do you support the wellbeing of children and young people with special educational needs and disabilities?

We aim to work in partnership with parents, children and other professionals to provide a program of support which enables child to overcome barriers to learning and reach their full potential.

We have a clear behaviour and anti-bullying policy. The school has a zero tolerance approach to bullying. The school works closely with the BUCKS inclusion team and First response to support families and children with their emotional, mental and social wellbeing.

A risk assessment will be completed to ensure the safety of everyone participating in a trip or visit. If necessary, the school may also put an individual risk assessment in place for an individual child on a day to day basis.

The school uses the 'Jigsaw' scheme to support Personal Social and Health Education (PSHE) and this is reinforced through our whole school assemblies.

All staff have completed the Stage 1 Child Protection training and designated safeguarding leads throughout the school have completed Stage 3 training.

There are a number of staff who have a current first aid certificate and there is are two Lead First Aiders who has been trained to a higher level.

Ahealth care plan will be written with parents for those children who need to take medicine during the school day or those children who require additional support with personal care. Only staff who have undertaken the 'administration of medicines' training, are permitted to administer medicine to children and there are clear procedures for storing and administering medicine

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about supporting the emotional, mental and social development of disabled children and young people and those with SEN (this should include extra pastoral support arrangements for listening to the views of pupils and students with SEN and measures to prevent bullying).'

SEND Regulations 2014 5(j): how the emotional, mental and social development of children and young people with special educational needs or a disability will be supported and improved.

What happens if a child or young person needs specialist equipment, services or support?

The school distributes its resources according to priorities for supporting the different needs within the school. If a child has a specific SEN, it may be the case that school applies for high needs block funding (top-up), which may provide some additional funding from the Local Authority to support the child at school. This funding will be used to provide additional resources that are appropriate for that child.

If a child is thought to need specialist equipment, services or support then a referral will be made by the school to the appropriate outside agency. If the support required is more complex this may result in an Education Health and Care Plan being drawn up.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for securing the services, provision and equipment required by children and young people with SEN or disabilities.

SEND Code of Practice 2014 4.35: 'The information **must** also include information about the arrangements for the admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than other pupils...'

How will I know if my child or young person is doing well in school?

Parents are informed of the progress their child is making through parents' evenings, meetings and school reports. Where a class teacher has concerns about a child's progress, the parents will be informed and in the first instance some extra targeted support in class may be provided and summarised using a one page profile. Where progress continues to be limited more individualised support may be provided. All individual and small group support plans are written by the class teacher in conjunction with the SENDCO and SEND assistant. Targets and programmes of work are planned around discussions with the parents and the child so that they match the specific needs of the individual child. These are reviewed by the pupil as well as school staff. We strongly encourage parents to discuss any questions or concerns they have about their own children with the school.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about assessing and reviewing pupils' and students' progress towards outcomes, including how providers work with parents and young people in doing so.

SEND Regulations 2014 5(d): 'How the progress towards any of the outcomes identified for children and young people with special educational needs will be assessed and reviewed, including information about how those children, their parents and young people will take part in any assessment and review.'

Do you have 'out of school' activities that children or young people can do?

Chalfont Valley School run a series of in school and after school clubs available to all children such as; arts and crafts, origami, homework club, storytelling, football club (run by the Chelsea Football Foundation). Chalfont Valley work closely with a local charity called 'Restore Hope' the children visit them fortnightly and during the school holidays and weekends they run fun family activity days and events. AT Chalfont Valley we aim for every child to have an offsite school trip or a visitor experience at least 3 times during the year. We encourage all children to attend trips where necessary risk assessments will be put in place for individual children and extra support will be obtained.

<http://www.restorehopelatimer.org/>

What the legislation says...

SEND Code of Practice 2014 4.32: 'Information about activities that are available to disabled children and young people and those with SEN, including physical activities and extra-curricular activities.'

SEND Regulations 2014 5(g): 'What activities (including physical activities) are available for children and young people with special educational needs or a disability in addition to the curriculum.'

How do you support children or young people moving on to their next school or setting?

Every child who joins the school in Reception is offered a home visit before they start the school. Children who join during the school year are invited to visit the school with their parents, before the child starts school. If the child has a particular special need or disability the SENDCO will liaise with the child's previous setting in order to establish a smooth transition. Children who are moving on to Secondary school will have the opportunity to visit their new school. Transition meetings will also be held between school staff in order to ensure that any specific needs and requirements are communicated.

What the legislation says...

SEND Code of Practice 2014 4.32: 'Arrangements providers have for supporting disabled children and young people and those with SEN in moving between phases of education and preparing for adulthood and independent living.'

Parent Carer feedback: 'I want to know what schools are supposed to do to help when my child changes school.'

What should I do if I disagree with what you're doing or want to make a complaint?

In the first instance we would encourage parents to talk to the class teacher or SENDCO to see if the issue can be resolved.

However, Chalfont Valley E-Act Academy does have a formal complaints procedure, a copy of which can be obtained from the school office.

What the legislation says...

SEND Code of Practice 4.7: 'Comprehensive:...The Local Offer **must** include eligibility criteria for services where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.'

Who should I contact for more information?

Jess Costelloe

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Where can I find out more about what support there is for children and young people with SEND in the local area?

<http://www.buckscc.gov.uk/services/education/schools/>