



CHIEVELEY PRIMARY SCHOOL

SEND INFORMATION

BE FUTUREPROOF!

JAN 2025

At Chieveley School, we want all learners to succeed in our caring and safe environment. We provide an equitable approach to support in order to ensure equality of opportunities for all our children, regardless of their unique personal circumstances. We are committed to working with our school community to ensure that our children receive a rigorous and engaging education.

Chieveley School is a single-form entry school with approximately 170 children. Our class teachers are supported by TAs who are deployed across the school to provide a wide variety of support to help our children access the whole curriculum we have to offer.

This Special Educational Needs and Disability (SEND) Policy, in conjunction with the school's Local Offer, outlines the provision made by the school to ensure that all those pupils who have a special educational need have their needs met and the two documents serve as the school's SEND Information Report.

They comply with the statutory requirement laid out in the *2014 Special Educational Needs and Disabilities (SEND) Code of Practice: 0 to 25 years*, and have been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 2014
- The National Curriculum in England Key Stage 1 and 2 frameworks
- Chieveley Primary School's Safeguarding Policy
- EYFS statutory framework DfE 2014
- Chieveley Primary School's Policy for supporting pupils at school with medical conditions • Chieveley Primary School's Teaching and Learning Policy

DEFINING SPECIAL EDUCATIONAL NEEDS

The *2014 SEND Code of Practice: 0 - 25 years* defines a pupil as having SEN:

“where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

Pupils may experience difficulties across one or a combination of the following areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Need

Aims

At Chieveley Primary School, we are committed to identifying and meeting the Special Educational Needs of pupils, to ensure that they make progress, are challenged and encouraged to achieve their full potential in every aspect of school life.

We endeavour to identify and provide support for the wide spectrum of needs that make up an individual's profile; whether cognitive, social and emotional, sensory or physical.

Pupils with SEND are taught inclusively with their peers through targeted resources and differentiation, based on their starting points. Where deemed appropriate they access short, targeted and focused group or individual interventions/pre-teaching - time outside the curriculum is timetabled for this.

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- Teaching and Learning Policy

1.IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

1.1: How does the school identify children/young people with special educational needs and disabilities?

- Parental concerns - including concerns that may not be obvious while the child is in school (for example, 'masking' behaviours)
- School concerns - identified through whole-school monitoring and observations
- Referrals by outside agencies
- Comments from other schools when children start at Chieveley Primary • Discussions at parent evenings.
- By the child working with other adults in the school such as Emotional Literacy Support Assistant (ELSA), classroom assistants. • Child's own comments

1.2: What should parents do if they think their child has SEND?

- Speak to the class teacher and discuss their concerns. If necessary, parents can arrange an appointment with the class teacher for a longer discussion
- Arrange to meet with the SENCo to discuss concerns
- Arrange to meet with the Headteacher to discuss concerns.

2. SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

2.1: If a child is identified as having SEND, who will oversee and plan their education programme?

- High quality teaching and differentiation from the class teacher (use of concrete, pictorial and abstract activities, particularly in maths)
- If further interventions are needed, then SENCo discusses these with class teacher and the Headteacher.
- All strategies are reviewed each half term and GAPs (Graduated Approach Plan) SAPs (Support & Achievement Plans) and GAPs are completed termly with parent consultation
- Strategies are checked against progress each half term with SENCo and the Senior Leadership Team.

2.2: How are parents informed/consulted about the ways in which a child is being supported?

- Parents' Evenings
- Graduated Approach Plan (GAP) - outlining early support offered to children
- Support and Achievement Plan (SAP) - meetings to set targets and or review outcomes and targets.
- Requested meetings with class teacher or SENCo.
- Discussions with Headteacher.

2.3: How does the school balance a child's need for support with developing their independence?

- TAs recognise that one of their main roles is to promote independence in all children, this will sometimes be a long-term aim.
- Ensure that children do not become too attached to working with a particular TA.
- Children are encouraged to take responsibility for their own learning and are trained to use 'learning to learn' strategies.
- Class teachers will set appropriate, achievable tasks for children in their class and provide support that allows all children to access work and succeed.
- ELSA to work with children if emotional problems are leading to a lack of independence as part of our Mental Health Triage approach.

2.4: How does the school match / differentiate the curriculum to meet a child's needs?

- QFT (Quality First Teaching) is expected as part of our Mastery approach, with differentiated support for activities if this is appropriate. • Follow suggestions/advice from professionals.
- As well as the usual differentiated approaches led by class teacher, occasionally specific interventions will be provided after discussion with the SENCo and Headteacher.

2.5: What teaching strategies does the school use for children experiencing learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

The school will take advice from the appropriate outside agency and set internal targets. As a part of these consultations with outside agencies, we will consider:

- The deployment of available staff to best meet the needs of the child.
- The training staff may need to help them meet the needs of children
- The specific interventions and strategies recommended by these agencies (for example, CALT may provide a list of inclusive spelling strategies)
- If the needs of the child can be met in a small group setting, or if 1:1 support is required.

2.6: Additional staffing that the school provides from its own budget for children with SEND

- Deploy available staff to best meet the needs of the child.
- TAs work across the school to provide targeted 1:1 or group interventions
- We have an ELSA team to help support children's emotional needs
- We buy in to the Emotional Health Academy Service who visit one afternoon a week to provide specialist support.

2.7: What specific intervention programmes does the school offer to children identified with SEND, (delivered on a one to one basis or in small groups)?

SMALL GROUP INTERVENTIONS

- Small group maths intervention
- Small-group Reading comprehension intervention
- Use of concrete materials to support maths in class
- Pre-learning and revision of mathematical concepts
- Building Blocks - a team-based social intervention using Lego.

INDIVIDUAL INTERVENTIONS

- Read, Write Inc Systematic phonics tutoring, 'Fast Track Tutoring'
- Sensory circuits
- Beat Dyslexia books- a reading programme aimed at dyslexic children (or children showing dyslexic features in their work)
- SNAP Maths - 1:1 targeted maths support

- Referrals to the Emotional Health Academy (EHA), Mental Health Support Team (MHST) or the Therapeutic Thinking Support Team (TTST, formerly BIT)
- Referral to Language and Literacy (LAL) unit in Year 4
- Requests for support from the West Berkshire Autism team (for children with a diagnosis of Autism Spectrum Disorder)
- ELSA Support

2.8: What resources and equipment does the school provide for children with SEND?

- Resources for individual children with specific needs such as specialist equipment for a child with visual impairment would be acquired either by the school or accessed through the appropriate support services such as the Sensory Consortium.
- There is a bank of resources in the school such as special pencil grips, fidget toys, textured seating etc. for any child deemed to benefit from them.
- Where a child has emerging needs, we have a SEND budget that will allow us to buy resources to support the child (for example, writing slopes)
- Sometimes, where appropriate, parents may request that their child brings in resources from home. As a school, we will do our best to support children in using these resources.
- The school has a sensory room in the teaching block to support children who may need sensory breaks in order to support their learning.

2.9: What special arrangements are made for children when taking examinations?

- The DfE guidelines for statutory assessment will be followed
- Provision would be made if child meets the access criteria (eg additional time or the use of readers or scribes)
- School will discuss the official provision with parents

MONITORING A CHILD'S PROGRESS

3.1: How will the school monitor a child's progress and how will parents be involved in this?

- Regular class teacher assessment takes place at the end of each phase of work (be it part-lesson, full-lesson, week or unit) as well as the end of term, more formal, assessment.
- This provides class teachers with information about academic progress and this can be discussed with parents at parent meetings.
- Termly Salford (reading) and Hodder (spelling) standardised assessments to monitor progress for specific children.
- Children on the SNAP maths intervention also receive regular assessments based on the units covered
- Regular Pupil Progress meetings are held between class teachers and the head teacher - these are also when interventions are suggested and monitored • Where children are on a SAP or a GAP, these area reviewed termly with parent input • An end-of-year report is written to parents.

3.2: When a child's progress is being reviewed, how will new targets be set and how are parents involved?

- Each term, the class teacher in liaison with the SENCo when necessary reviews individualised SAP or GAP.
- SAPs and GAPs are discussed and annotated before each parents' evening.
- New targets are set according to data from assessments and monitoring by staff.

3.3: What further opportunities are there for parents to discuss their child's progress with school staff?

- If parents have further concerns, appointments can be made to see the class teacher and/or SENCo.

3.4: What arrangements are there for regular home to school contact?

- Email via the office
- Appointment with the class teacher - either face-to-face or by phone
- In FS and KS1, direct contact with staff is encouraged at drop off and pick up times.

3.5: How can I help support my child's learning?

- Specific advice on how to help your child will be given by the class teacher/SENCo/Headteacher.
- Examples of the above would be using the right pencil/pencil grip; suggesting online resources that might help a child; guidance on books that might interest a particular child; signposting parents to materials, books or courses they might explore themselves.

3.6: Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

- Curriculum workshops are offered on: phonics, maths, grammar
- Topic Webs are sent to parents each term and are stored on the website
- Information meetings are held at the start of the school year and a letter to support this meeting is provided on the school website
- Science Fayre
- Emails and information sheets to parents

3.7: How will my child's views be sought about the help they are getting and the progress they are making?

- Where appropriate, their SAP will be shared with them
- Through personalised and individual class targets and whether they are achieved.

3.9: How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

- OFSTED type internal assessment.
- Constant monitoring of results and progress which is then discussed at parent meetings
- Appropriate targets given to individual children who can then see their progress.
- SEND Audit
- SENCo liaises with CALT
- School seeks feedback from external support agencies after they have been involved
- The school has an Inclusion Governor, whose role is to challenge the strategic vision and impact of its SEND provision

4. SUPPORT FOR CHILDREN'S OVERALL WELLBEING & SOCIAL AND EMOTIONAL DEVELOPMENT

4.1: What support is available to promote the emotional and social development of children with SEND at Chieveley Primary School?

- We take a 'triage' approach to allocating resources and interventions. This is led by the SENCo (ELSA Lead) and Headteacher, with the full ELSA team.
- Where applicable, ELSA and social skills groups
- Emotional Health Worker
- Mental Health Support Team
- Therapeutic Thinking Support Team
- Other advice can be sought from outside agencies (eg Daisy's Dream)
- Class circle time for PHSE work linked to the school's 1Decision programme.

4.2: What support is there for children who find it difficult to conform to normal behavioural expectations (and support for children to avoid exclusion)?

- Whole staff consistent approach appropriate to the child's needs as decided by the Senior Leadership Team (SLT) after advice from outside agencies.
- Therapeutic Thinking and anti-bullying policies
- Parental involvement at the earliest possible stage
- The Therapeutic Thinking Support team (TTST) offers support to the school if necessary
- Behaviour plans can be implemented to ensure consistency in the support children receive
- Advice can be asked for from outside agencies
- Referrals can be made for advice from professional bodies if school deems it appropriate.
- Learning to learn strategies
- The school can apply for a Vulnerable Children's Grant if appropriate

4.3: What medical support is available for children with SEND?

- The majority of staff are First Aid Trained, with at least one trained to the higher level.
- Medical support can be personalised according to the needs of the child
- Medical advice can be sought from specialists

4.4: Administration of medicines

- Medicines are only ever administered (by appropriate staff) if the appropriate consent form is signed (and name, expiry date and accurate dosage is clearly provided)
- Advice is taken from professionals
- In special cases, for example epipens, training may be required and this is sourced from the school nursing team

4.5: Personal care arrangements - where this is needed, e.g. help with toileting, eating etc?

- Medical advice is requested
- Advice is followed in the Appropriate Touch Guidance (Intimate Care section, to include an intimate care plan).
- EHCPs are in place where appropriate
- Dietary needs are followed and if necessary discussed with the School Meals dietician.
- Outreach from specialist services (for example the Castle School) can also be sought.

5. SPECIALIST SERVICES AND EXPERTISE AVAILABLE AT - OR ACCESSED BY - THE SCHOOL

5.1: Which specialist services does the school work with to support children with SEND?

Chieveley Primary School works closely with external specialist services such as Autism Advisory Teachers, Therapeutic Thinking Support Team (TTST), Child and Adolescent

Mental Health Services (CAMHS), Educational Psychologists (EPs), Mental Health in Schools Team (MHST), School Nursing Services, Sensory Consortium, Cognition and Learning Team (CALT), Speech and Language Therapy Service, The Castle School.

Please be aware that each service has its own assessment criteria prior to referral. Where assessment criteria are met, specialist advice and support is always sought where appropriate for the benefit of each child. Outside agencies will be contacted as deemed necessary by the school after consultation with the SENCo and Head teacher. As part of this consultation, parents may be provided with a 'Request for Referral' form, on which they can detail any concerns they have about their child's progress that have been noticed outside of school. This will help school staff to include as much detail as possible in our referrals.

5.2: What should parents do if they think their child needs support from one of these services?

- Discuss with school or GP as appropriate

5.3: How are speech and language therapy, occupational therapy and physiotherapy services provided?

- For speech therapy, school will complete a speech assessment and discuss with the link speech therapist.
- For occupational therapy and physiotherapy services, signpost parents to their GP and provide parents with additional information for a GP referral.

5.4: What should parents do if they think their child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

- Contact the school for advice
- Also possible to contact health Visitor, School Nurse or GP
- Chieveley School can request advice from a Speech & Language therapist if they feel it is necessary or if it is part of a child's EHCP.
- Chieveley School can also request involvement by an Occupational therapist/Physiotherapist if the child has an EHCP; otherwise it has to be done through a GP.

5.5: Arrangements for the school to liaise with Children's Social Care services

- Through West Berkshire Education Local Authority
- Any concerns are reported to the DSL or deputy DSLs
- In some instances, where an issue is more commonly experienced at home, the school can support families by making a referral to the Early Response Hub, which can signpost agencies to support parents and children. This may come under a My Family Plan for a longer-term review.

6. TRAINING OF SCHOOL STAFF IN SEND

6.1: SEND training provided for teachers at Chieveley

- Specific training is provided as necessary (for example, supporting children with hearing impairments)
- Whole-school staff meetings for specific training (from SENCo or Agency Staff)
- All staff attend so that their support and understanding is consistent

6.2: SEND training provided for teaching assistants and other staff in school

- Training is provided as necessary
- Whole school staff meetings for specific training
- TAs are trained to deliver specific interventions
- All staff attend so that support/understanding is consistent

6.3: Specific qualifications in SEND

- One teacher has the SENCo PGCE qualification
- One teacher has an additional certificate in Early Years Inclusive Practice (Dingley's Promise)

6.4: Specific qualifications in SEND for Teaching Support staff (TAs)

- Intervention-specific training as necessary
- Two TAs are ELSA training
- Specific Autism, ADHD training for 1:1 and high-needs TAs

7. ACTIVITIES OUTSIDE THE CLASSROOM (INCLUDING SCHOOL TRIPS)

7.1: How do we ensure children with SEND can be included in out of school activities and trips?

- All children have equal access to participate in activity
- Where appropriate, all reasonable adjustments will be made to try to ensure participation in all activities by SEND children
- Personalised support
- Working with parents
- Comprehensive Risk Assessments carried out
- Liaising with parents, outside agencies and venues
- This also falls under our Equality Duty

8. ACCESSIBILITY OF THE SCHOOL ENVIRONMENT

8.1: Accessibility of Chieveley Primary School's building for children with mobility difficulties / wheelchair users

- Adequate access to all learning areas
- Disabled lavatories in admin and teaching block
- Health and Safety Governor
- Ramps
- Handrail provided in outdoor area

8.2: Adaptations / improvements made to the auditory and visual environment

- Equipment has been sought and installed to ensure children with hearing impairment can access the curriculum
- Appropriate adjustments would be made to the school surroundings to aid a child with visual impairment as advised by outside agencies.

- Where adjustments are needed, we will seek guidance from an external body to ensure any adjustments are effective and supportive.

8.3: Accessible changing and toilet facilities

- There are accessible changing and toilet facilities

8.4: Ensuring that all the school's facilities can be accessed by children with SEND

- Regular monitoring
- Advice requested when needed
- Involvement with Health and Safety Governor

8.5: Communicating with parents / carers who have a disability

- Sensitively, respectfully and according to needs
- Seeking views and wishes of parents

8.6: Communicating with parents / carers whose first language is not English

- English as Additional Language (EAL) in the LEA will give advice • Aim to provide an interpreter or a support adult

9. PREPARING CHILDREN TO JOIN THE SCHOOL OR TO TRANSFER TO A NEW SCHOOL OR THE NEXT STAGE OF THEIR EDUCATION AND LIFE

9.1: What preparation will there be for both the school and my child before he or she joins the school?

- Transition work and planning for a move
- Visits to our school to meet staff etc
- We will contact previous school to help us settle the new child quickly
- ELSA/SENCo involvement once at the school if appropriate
- Close liaison with secondary schools ourselves and through peripatetic teachers e.g. for visual impairment

9.2: Preparing children to move on to the next stage within school, e.g. class or key stage?

- Internal visits to class to get to know new staff
- Change over day
- Personalised programmes for children identified by the school
- This may include children coming in while the school is closed (eg on an INSET day) to see their room and meet their staff prior to the term starting

9.3: How children will be prepared to move on to his or her next school

- Transition programme
- Extra visits

- Transition passports for children with an ASD/ADHD diagnosis or who are on the pathway.
- ELSA if necessary, which many include transition groups from the Emotional Health Academy
- If possible, visit to from staff of next school
- Visits by key staff to new school
- Ongoing liaison with new school where necessary

9.4: How we support a new school to prepare for a child with SEND

- Clear handover information
- Contact between SENCoS
- Agree to extra visits
- Assess needs and plan appropriate transition work as deemed necessary by school.

9.5: Information provided to the child's new school

- Transition records
- Discussion with new SENCo

10. WHO CAN PARENTS CONTACT TO DISCUSS THEIR CHILD?

10.1: Who would be my first point of contact if I want to discuss something about my child or if I am worried?

- Class teachers should be the first point of contact (via the school office)
- SENCo will support the class teacher
- An appointment can always be made for a parent to see the SENCo
- In some cases, it may also be appropriate for meetings to take place with the Headteacher

10.2: Specific support for parents / carers and families

- The school engages an Emotional Health Academy worker to work with parents if necessary
- SENCo can advise parents where to get specific support
- The SENCo liaises with the Headteacher
- Where necessary, a referral to the Early Response Hub can be made by the school's DSLs to help the family find the support they need.

10.3: Arrangements for signposting parents / carers to external agencies

- Through discussion with SENCo and Headteacher.

10.4: Arrangements the school has for feedback from parents, including compliments and complaints

- Parent Questionnaires
- Complaints Procedure
- Discuss problems/issues as soon as they arise with class teacher, Headteacher or SENCo.

Next scheduled Policy Review - Jan 2026