

Chacewater School Special Educational Needs and Disability (SEND) Information Report (including Local Offer) 2018-2019



Aims and Objectives




- The governing body and Staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the appropriate governor has been informed by the LEA that a pupil has special educational needs, that these needs will be made known to all who are likely to work with them.
- The staff and governors of the school are aware of the importance of identifying and providing for those pupils who have special educational needs, and those who are higher attaining.
- The Head teacher, staff and governors will draw up and report annually on the policy and effectiveness of the school's work for pupils with special educational needs.
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is practical and compatible with the pupil receiving the necessary provision, the efficient education of other children in the school and the efficient use of resources.

Responsible Persons




The responsible person for SEND is Mrs Emma Law
The governor responsible for SEND is Mrs Vicky Sanderson

The levels of support and provision offered by our school




1. Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Detailed planning and objectives for the whole curriculum • Termly opportunities for parents to meet teachers for all pupils. • Happy and Worry boxes • School Council • House Captains • Peer reading • Pupil conferencing • Open classrooms 	<ul style="list-style-type: none"> • SEND pupils are included in all consultation groups. • Additional provision is developed in light of pupil and parent voice 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the pupil. • Pupil's views are an integral part of TAC meetings, SEND Assess, Plan, Review meetings • Pupil's and parent's views are also an integral part of Termly Review Meetings • All documentation is presented in a format that is accessible to the pupil.




2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • Parents and carers attend parents meetings twice a year • Parents Questionnaire sent home annually • Parents encouraged to use 'parent view' • Where necessary parents are given support to access multi-agency support through referral to the Early Help Hub. • Weekly Parent Assemblies • Parent workshops for to support their child's learning at home e.g. reading, calculation strategies • Topic Maps sent home every half term and available on the school website to allow parents to understand topic focus and the skills which children will acquire 	<ul style="list-style-type: none"> • Families are invited to attend information sessions; supporting their children at home. • Parents are able to contact school about concerns face to face, email, telephone • Home/school communication book • 1:1 intervention communication • Tapestry is used in our EYFS class (Acorns) to help document and share learning with parents 	<ul style="list-style-type: none"> • Parents and carers are supported in attending, and are actively involved in, all TAC meetings and SEND Assess, Plan, Review meetings where their views are an integral part. • All documentation is presented in a format that is accessible to parents. • 'Meet and Greet', and 'End and Send' for individuals

3. The curriculum




<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of ability have full access to the curriculum. • All pupils boost their independent learning skills through systems such as Kagan strategies and DUMTUMS, • Half termly data tracking and pupil progress meetings identify pupils who need specific interventions. • We have a Chacewater tailored curriculum in place. 	<ul style="list-style-type: none"> • Intervention packages are needs lead. • The progress of all students taking part in intervention groups is measured on a half termly basis. • The intervention packages are adapted in light of pupil progress. • Small group intervention includes a variety of personalised and published programmes. 	<ul style="list-style-type: none"> • Pupils are supported in accessing all areas of the curriculum regardless of their SEND, with adult support where necessary.

4. Teaching and learning




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Clear learning intention: LF • Working Memory, Visual, Auditory, Kinaesthetic (VAK) range of teaching and learning styles • In-class differentiation of work/differentiation of outcomes (where appropriate) for activities • Reinforcement or extension activities • Quality marking - positive comments, strengths and next steps identified • Non-written tasks: recording, taping, drawing, Teacher/TA scribing • Feedback from assessments - pupil conferencing • Working/learning walls and displays • Access to learning support materials - word lists/mats, number lines, 100 squares • Use of concrete equipment in maths • Visual timetable • Range of dictionaries and thesauruses - illustrated, dyslexia friendly, sound/idea 	<ul style="list-style-type: none"> • Phonological Awareness • Shared reading • Fun Fit • Socially Speaking • Lego therapy • Book Talk • TIS practitioners • Draw and Talk • Working Memory intervention 	<ul style="list-style-type: none"> • Additional 1:1 reading • Pre-teaching • Mentoring • Home/School Book • Breaking Barriers

<p>banks, checklists</p> <ul style="list-style-type: none"> • Adult support and position in class - Teacher and TA • Child's position in class • Whole school Golden Rules • House teams • Individual rewards and praise - positive reinforcements • Brain Gym activities • Mindfulness • Read, Write, Inc. - (F+KS1) • Accelerated Reader (KS2) • Chacewater Spelling scheme - (KS1 and KS2) • English working wall • Maths working wall • Steps to Success/writing frames/toolkits • IWB background colour/font size and type • Effective use of ICT by pupils and teacher • Writing slopes, pencil grips, handwriting pens • Whole school 'Wake and Shake/Fit and Fun • Sound-field amplified system (Classes 1, 2 and 3.) • Learning Behaviours - 4 R's: Resilience, Reflectiveness, Reciprocity, Resourcefulness • Pobble - high quality writing 		
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5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils boost their independent learning skills through systems such as Kagan strategies, learning powers and 4R's. • Appropriate, labelled, accessible resources are available in all classrooms to promote independence • All pupils have access to regular homework support • Purple Pens of Progress - active feedback to marking used as per marking policy • Take-up time used in lessons to allow children to respond to marking and individual feedback. • Instant feedback • Whole school mental health focus 	<ul style="list-style-type: none"> • Students have personalised equipment to help them learn such as overlays, number squares, supportive pens with additional grip and sloping boards • Where necessary students have access to: visual timetables; task cards; and prompt cards. 	<ul style="list-style-type: none"> • Additional support is shared to build resilience in the young person so that they have self-coping strategies • When appropriate personalised task boards and timetables are available to support independence. • Now and Next boards • Visual Timetables and Choosing boards • Makaton signs and symbols




6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • PSHE lessons include all students • Pupils have access to a school nurse on a referral basis through the Early help Hub. • Risk assessments and safety policies are in place to ensure all children are safe within the school. • Resilience is promoted through competitive sports events available to all where appropriate. • Celebration assembly held each week sharing Golden awards and outside achievements • Mindfulness • School Council • Mental health focus • Christopher Winter project • Yoga Club 	<ul style="list-style-type: none"> • If appropriate intervention groups to help self-esteem issues are available. • Bereavement counselling can be sought upon request. • Socially Speaking • Brighter Smiles • Draw and Talk 	<ul style="list-style-type: none"> • TACs, Early Support meetings and Assess, Plan and Review meetings are supported by a range of agencies as appropriate. • Additional support for pupils can be requested through The Early Help Hub • Students with specific medical conditions have an individual health care plan.




7. Social Interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All pupils have opportunities to interact socially, regardless of their ability or additional needs. • All pupils are invited on school trips and visits. • All pupils are encouraged to join extra-curricular activities regardless of their ability or additional needs. • All pupils have the opportunity to join our quiet room club. 	<ul style="list-style-type: none"> • We have TIS Practitioners who work with children to develop social and emotional skills. • We have a social skills hub within school which children are encouraged to use. • Draw and talk • Lego therapy 	<ul style="list-style-type: none"> • Our TIS practitioners , teaching assistants and SENDco use 'Social Stories' with individual children.

8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • All areas of the school are accessible to everybody. • Wheelchair access is available to all classes. • Pupils feel safe in an environment where bullying is absolutely minimal and dealt with effectively. • There is a designated 'Designated Safeguarding Leader' (and Deputy) and a named Child in Care teacher. • Teachers focus on rewarding good behaviour to promote a positive learning environment. • The rewards and sanctions system is robust and displayed around the school. • School has a robust Single Equality Scheme • Appropriate staff have received 'Team Teach' training to help manage difficult behaviours 	<ul style="list-style-type: none"> • Access to specialist equipment resources where appropriate. • Quiet areas are available. • Hub 	<ul style="list-style-type: none"> • Designated teaching areas are available • Dedicated resources matched to pupils' needs are made available.

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • Strong links with local pre-schools. EYFS teacher clearly identifies pupils who may need extra support through transition sessions. • EYFS transition is well planned and takes place regularly and progressively. • EYFS teacher visits pre-schools to aide transition. • There are strong links with the receiving Secondary school. SENDCo/Class teacher identify pupils who may need extra support. • Taster sessions for Secondary transfer happen during the Summer Term and in a variety of curriculum areas. • 'Move up' sessions across the school, allows all pupils to work with their new teacher. • Transition meetings between staff • Transition Morning - Meet your teacher 	<ul style="list-style-type: none"> • SENDCo liaises with Secondary schools and pre-schools to ensure all information is shared before transition. 	<ul style="list-style-type: none"> • Where necessary, individualised transition programmes are put in place including additional visits, photo books, school uniform in dressing-up-areas, activity days.

10. What training have school staff had to support children with SEND?

Selected members of school staff have been on the following training and their expertise in these areas is then used to support children as needed:

- Speech and Language
- Hearing impairment: Teaching Hearing Impaired Pupils and Students
- Visual Impairment training
- ASD: Autistic friendly Classroom
- TIS intervention
- First Aid training
- Positive Behaviour Management: Team Teach
- Phonological Awareness
- Draw and Talk
- Lego Therapy
- Working Memory

If in the future a child is enrolled with SEND that we have not dealt with in the past, or have not had training for, we will always seek professional advice and training from outside agencies to make sure all staff have the skills needed to work with the child.

11.Services and organisations that we work with:

Service/organisation	What they do in brief
Speech and Language Therapy Team (Rachel Yelland)	The Speech and Language Therapy Service supports children and young people in Cornwall aged 0-19 years who have difficulties with communication, or with eating, drinking and swallowing. SLTs aim to help to develop the skills of parents/carers and school staff who support the child in their everyday environments. They then provide therapy for some children and set goal summaries for the school. Teaching assistants in the school work with children to achieve these goals.

Educational Psychology Service (Kimberly Boddy)	Educational Psychologists are specialists in learning, emotional well-being and child development. They work directly or indirectly with children and also provide advice to their parents and other adults who teach and support them. In Cornwall, Educational Psychologists (EPs) work as part of the Children's Psychology Service. They advise us on strategies to help the child overcome their barriers to learning. If necessary, they advise us to apply for statutory assessment for an Education and Health Care Plan (EHCP). Speech
Vision Support Team	The Vision Support Team provide specialist support available for children and young people with diagnosed visual impairment in homes and schools. Children who have been diagnosed with specific visual impairment are seen in school by a teacher from the Vision Support Service. The school is also given advice regarding classroom strategies and supplied with assistive technologies.
Hearing Support Team	The Hearing Support Team provides specialist support for children affected by educationally significant hearing loss. They provides advice on the educational management of hearing loss where this impacts significantly on the child or young person's education. Qualified Teachers of the Deaf visit children at home or in their school setting to undertake educational audiological assessments, observe and work with the individual, liaise with the parents and relevant staff in order to identify that individual's educational needs related to their hearing loss and provide advice or direct support as appropriate.
Autistic Spectrum Condition	The Autism Spectrum Disorder Assessment Team (ASDAT) is an experienced multidisciplinary team for children and young people up to their 16th birthday who have complex social and communication difficulties. They are made up of the following disciplines: Child & Adolescent Psychiatry, Community Paediatrics, Clinical Psychology, Occupational Therapy, Speech & Language Therapy with support from an administrator and a clinical team manager.
CAMHS (Children and Adolescent Mental Health Services)	Specialist community child and adolescent mental health services (CAMHS) provide assessment, advice and

	<p>treatment for children and young people with severe and complex mental health problems. CAMHS also provide support and advice to their families or carers.</p> <p>Services are usually multi-disciplinary teams of mental health professionals providing a range of interventions in the community, working with schools, social care, charities, voluntary and community groups. Children who might need a diagnosis for ADHD are referred to CAMHS (Child and Adolescent Mental Health Service).</p>
School Nurse	<p>School nurses are qualified and registered <u>nurses</u> or <u>midwives</u> who support children and young people in making healthy lifestyle choices, enabling them to reach their full potential and enjoy life. School nurses work across education and health, providing a link between school, home and the community. Their aim is improve the health and wellbeing of children and young people. They work with families and young people from five to nineteen and are usually linked to a school or group of schools.</p>
Educational Welfare Officer	<p>The Education Welfare Service can also offer support and help to pupils, parents (or carers) and schools who may be having problems with attendance whether this is low attendance or persistent absences. Parents are invited in to school to discuss concerns the school has regarding their child's attendance. These meetings as used an opportunity to find out if there are actions that can be put in place to support the family.</p>
Cognition and Learning Team	<p>This service supports schools in ensuring the effective inclusion, achievement and progression of children and young people with cognition and learning needs. We test for dyslexia in school and then put targeted intervention and support in place. If a child is still not making expected progress, they are referred to the Cognition and Learning Service for additional advice.</p>
Early Help Hub	<p>Most of the services above are accessed via the Early Help Hub who triage the information we provide and then ensure we are put in contact with the correct professional service.</p>

12.If you wish to complain

In the unlikely event that you have a complaint to make about the SEND provision in our school please contact the class teacher in the first instance. If you feel they have not been able to resolve your complaint please contact the SENDCo or Head Teacher.

Cornwall's SEND Local Offer can be found on The Care and Support in Cornwall website: [SEND Local Offer](#)

Answers to Frequently asked Questions

1 How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

We use a variety of assessment strategies which are monitored half termly to ensure the progress of all children. If your child is not making progress then further investigative measures will take place. The school has an open door policy so any educational issues can be aired at any time with staff.

2. Who is responsible for the progress and success of my child in school?

The overall responsibility for your child's success lies with the head teacher and governing body, being supported by class teachers, teaching assistants, yourselves and your child.

3. How will the curriculum be matched to my child's needs?

Chacewater School has an inclusive ethos and aims to provide a broad and balanced curriculum which meets the interests and imagination of all children. Children who are identified as needing Special Support will have an individual plan which outlines how the curriculum is made accessible to them. All children in the school access differentiated lessons to match their needs as individual learners.

4. How will Chacewater school staff support my child?

Chacewater staff support all children to reach their full potential through differentiated teaching, individual targets, targeted interventions and pastoral care. School staff, including the teachers, Head Teacher and SENDCo are available to parents for the discussion of individual needs where needed.

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

The school works in partnership with all parents and carers. Parents and carers attend progress review meetings twice a year and a formal report is sent home at the end of the year.

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

The school ethos is 'Caring and Learning Together'. This encompasses the whole of the school community.

7. How do I know that my child is safe in school?

Risk assessments and safety policies are in place to ensure all children are safe within the school. Individual governors have responsibility for health and safety, and safeguarding. A safeguarding group made up of the Head teacher, School Council members and parent representative meet termly.

8. What SEND training have the staff at school had or are having?

All staff have undertaken Makaton training, Autism Awareness Level 1, Dyslexia Training and the school has been awarded the Inclusive Dyslexia Friendly Schools Award.

9. How will my child be included in activities outside the classroom including school trips?

Provision is made for all children to take part in all learning activities.

10. How are the school's resources allocated and matched to children's special educational needs?

Appropriate resources are available in all classrooms to help all children. Interventions are tracked and monitored half-termly alongside pupil progress data meetings.

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

Staff and parents will create a child-focused plan, detailing the provision and targets needed to make progress when appropriate.

12. Who can I contact for further information?

You can contact us at school Telephone number 01872 560302

SENDIASS Telephone number 01736 751921 www.cornwallsendiass.org.uk/

13. What should I do if I feel that the Local Offer is not being delivered or is not meeting your child's needs?

Contact us at school, but if you feel your need is still not being met please refer to our complaints policy.

14. How is your local offer reviewed?

We review our local offer yearly, or at a time where individuals needs necessitate.