



## Chidham Parochial Primary School SEN and Disability Information Report

Chidham Primary is a small mainstream Christian school committed to offering an inclusive curriculum to ensure high expectations for all groups of learners regardless of need or ability. We foster a love of learning and support each child towards reaching their potential across all parts of school life. We address the needs of the whole child, in order that our children are healthy, safe, happy and successful. Quality first teaching is vital, however for some children further additional support may be needed to help them achieve their targets. Additional support may be provided for groups of children once a week or daily individual work. For more information about admissions of a child with SEN or Disability needs, please contact West Sussex Council Admissions Team south.

We hope that the Local Authority's Local Offer and School's SEN Information Report, introduced by a governmental Green Paper in March 2011, will help you understand our whole school aims and provide easy to understand information to support families with children with Special Educational Needs or Disabilities (SEND). This document is written in conjunction with the South East 7 Framework and answers 14 questions that enable you as parents and carers to make decisions about how best to support your children's needs.

### Our School Aims

**We aim for every child to:**

- be engaged with their learning, becoming confident and independent learners who strive to achieve their full potential
- value their uniqueness, feel secure and self-confident ready for the fast changing world ahead
- be creative, curious, ask questions, persevere and look for explanations
- take a pride in their work and its presentation as well as the school and its environment
- be happy, enthusiastic, polite, respectful and considerate
- be responsible for their own actions, and be self disciplined
- develop a sense of meaning and purpose in their life through developing moral, spiritual and religious understanding

**We believe that education is a lifelong process and that a love of learning is vital to the development of each individual.**

### **1. How does Chidham Primary know if children need extra help and what should I do if I think my child may have special educational needs?**

At Chidham Primary School we track children's progress carefully and any concerns against progress or lack of progress would alert us to children requiring additional support. Likewise, we may identify a change in a pupil's behaviour or attitude. Children themselves may also ask for additional help; we listen carefully to the review points of children. You, parents and carers, may also raise concerns about progress or changes in behaviour. If you believe your child may have special educational needs or you are concerned about progress in any area, please contact your child's class teacher or the SENCO or Headteacher.

If we believe a child has SEN then the class teacher will speak to the SENCO, who will review the child and speak with the parents in turn. The class teacher will also inform parents through reports, parents' consultations or additional meetings that they have noted changes or are concerned about the progress that the individual is making.

### **2. How will Chidham Parochial Primary School support my child?**

Support for a child with SEN will be planned by the class teacher and teaching assistant in conjunction with the SENCO and Learning Support Teacher, Mrs Sears. The amount of support will depend on the child's age, the nature of their needs and the severity of their needs. The class teacher and / or teaching assistant will carry out additional support work with the child and perhaps conduct extra assessments in processing, reading, spelling or maths. As a result of assessments, additional work will be planned for using an ILP (Individual Learning Plan). ILPs are written in October, February and June and are shared with parents, targets for the pupil and ways that you can support your child are both included on the plan. Children's progress against their ILP targets are reviewed before the next plan is written and new or adjusted targets written to help them move forwards. This process is called 'assess, plan, do and review'. It is cyclical and is carried out before ILPs are written each term.

In addition to this, the school's open door policy means that teachers are always available before and after the school day. Should you have any other questions staff are always happy to speak with you or arrange an additional meeting. Some children with additional needs also benefit from an extra home-school communication book to share news between home and school.

The progress that children with SEN make here at Chidham is in-line with the progress that all children make. This means that their needs are well catered for. This is reviewed annually by the school's senior leaders and the Governing Body. As a result of this, we know that the additional support provided has a clear impact on the children's educational progress.

### **3. How will the curriculum at Chidham Primary be matched to my child's needs?**

Chidham Parochial Primary School follows the national curriculum. However, the teaching is reasonably adjusted through differentiation to suit the individual needs of the children and the interests of the children. Where children's needs are particularly complex and their attainment well below national standards, they may be considered for an assessment for an Education Health Care Plan (EHCP). Children with significant needs benefit from 1:1 or small group intervention outside of the classroom; this is mapped on our provision plan for the school. Also children may be following specific programmes devised by specialist external support staff

such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists. We would always seek your permission to gain advice from external agencies, if we believed this would be support your child. Naturally, we would also feed back to you after any consultation.

At Year 2 and Year 6 children take National Assessments in Maths and English. Some children with significant needs are working below a given standard and would be unable to access these tests. They would be disappplied from these assessments. However, some children may benefit from extra time, a larger script size or a scribe for writing. Applications can be made to the testing agency for this to take place. This would be discussed with parents and applied for prior to the tests in May.

#### **4. How will we know how well our child is doing and how will Chidham help me to support my child's learning?**

Parents all receive termly consultations with class teachers where they are informed of the progress their child is making and the next steps needed. End of year reports also inform parents about the progress their child is making and identify the child's attainment against national averages and more importantly their attitude to learning. Governors are also informed about children's progress and anonymously monitor the progress that all children make across the school. They then compare this progress to that of children with SEN. This ensures that the progress made by all children is comparable.

Half termly overviews to parents are also provided so that parents can explore the topic that the children are learning about at home. Home learning tasks, set by the class teachers to enrich learning, also provide a great way for you to support your child. Home learning tasks are sent home termly and allow parents to share practical learning activities with their children. These are an ideal way to celebrate your child's strengths.

Throughout the year opportunities also arise for sessions within school where you can learn how to support your child's learning. Over the past years these have included parent workshops for: phonics, number, early writing, maths, internet safety and more able pupils.

#### **5. What support will Chidham provide for my child's overall well-being?**

As a small Christian school, the support for pupil's well-being is excellent and we pride ourselves on this value. Bullying is not tolerated. We all know each and every child in the school and are always happy to discuss the children's needs. We encourage all children to be independent and resilient, though any concerns are always passed to the child's class teacher and if necessary passed onwards to the Child Protection Officer, Miss Murphy who is responsible for safeguarding. All children are treated equally; children with disabilities are not treated less favourably than other pupils. Everyone is included together.

Outreach work can be carried out by the Family Link Worker, Education Welfare Officer or School Nurse who will work with families to support them through challenging times on a 1:1 basis. Pupils and families who have received this intervention have found it very rewarding. These individuals may work with families through a period of change or ill health or support families improving patterns of behaviour or attendance.

Medication can also be provided in school so long as a medical form is completed and signed in the school office. Children needing daily medication or who have complex medical needs are supported in school by a health care plan, these are completed with school and parents in partnership with the school nurse.

## **6. What specialist services and expertise are available by Chidham Parochial Primary?**

Many specialist services are available to support children, families and the staff team. At times it may be necessary for us to consult with an outside agency to receive their specialist expertise to further support a child.

Agencies used within the school include: Educational Psychology Service, Sensory Support Team, Traveller Support Service, Speech and Language Therapy, Occupational Therapy Service, Physiotherapy Service, Inclusion Support Team, Behaviour Support Team, Children and Adolescent Mental Health Service (CAMHS), School Nursing Service, Family Link Worker and Social Services.

## **7. What training have the staff at Chidham Primary had to support children with SEND?**

All the teachers and teaching assistants working within the school have experience of working with children with SEN and have received training according to their needs. Staff who undertake training always disseminate knowledge, strategies and experience to ensure a consistent approach across the school. Further training is always made available to staff working with a pupil on a 1:1 basis.

Over the past year the local school SENCOs have met annually, the SENCO has worked with NOVIO (a local outreach team for SEN to Chichester Schools) and teaching staff have received training on: first aid, speech and language, Down's Awareness, Occupational Therapy and 1<sup>st</sup> for Number.

## **8. How will my child be included in activities outside the classroom at Chidham? Will this include school trips?**

It is the school's policy for every child to participate as fully as possible in all elements of the wider curriculum. Risk assessments are carried out and procedures are put in place to enable all children to participate. Only on rare occasions where an individual's safety could be compromised would an activity be adjusted. Parents of children with SEND may be asked to support the school in completing the risk assessment to ensure activities are fully accessible.

At lunch or break times there are some children who may also need additional support. These children may be partnered up with peers or have a teaching assistant support them. Social groups within curriculum time can also be used to support children who find playtime challenging; teaching them how to play and interact with peers safely and enjoyably.

## **9. How accessible is the school building at Chidham Primary?**

The school has an accessibility policy, which is compliant to the 2010 Equality Act. The accessibility policy is reviewed regularly; this is available on our website listed as 'Chidham Access Plan'. The school is accessible for all children including those with physical and sensory needs. At present the school is equipped with 2 disabled toilets, a shower and disabled changing space. The school is on 1 level, however within the main corridor of the school there are small steps between rooms and areas of the school, though all areas of the school are accessible through external doors. The outside environment is wholly accessible, although the school does not have a car park so there are no disabled parking spaces. Feedback from parents as to the accessibility of the school is always warmly welcomed.

The school also supports and works closely with families whose first language is not English. The school is accessible for all children, including those with English as a second language.

**10. How will Chidham Primary be prepared to support my child join the school or transfer to the next stage of education?**

Joining a new school is an exciting but challenging time for everyone. Transition to and from Chidham Parochial Primary School is extremely important to us and especially for children with SEN. We ensure we visit children in their own homes, pre-school or school settings. For children with SEN additional visits to the school will always be arranged, a transition timetable may be used for a part time start and parental meetings will be established where necessary. Photographs of the school may also be shared with the child to help them settle into their new environment. If you are interested in your child joining our school please contact West Sussex admissions team.

When children come to the end of their time at Chidham we work hard to support them to make the transition to their new school. Children and school staff make additional visits to the next setting and information is carefully passed on about the child. Meetings with the SENCO are arranged for this purpose.

**Further Information**

Should parents require any further information please contact the SENCO / Headteacher, Miss Murphy.

Further information is also available from West Sussex at

[https://www.westsussex.gov.uk/learning/west\\_sussex\\_grid\\_for\\_learning/information\\_and\\_guidance\\_for\\_t/inclusion\\_equalities\\_sen\\_ld.aspx](https://www.westsussex.gov.uk/learning/west_sussex_grid_for_learning/information_and_guidance_for_t/inclusion_equalities_sen_ld.aspx) . Parents may also be interested to see the West Sussex Local Offer which can be found at: <https://westsussex.local-offer.org/> .

*The information above is provided in accordance with Section 69 of the Children's and Families Act 2014, including Schedule 1 Regulation 53, and the Special Educational Needs and Disability Regulations 2014.*

### **11. How are Chidham's resources allocated and matched to children's special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide extra support and / or resources depending on need. The support is reviewed termly and adjusted according to pupil progress, though we always endeavour to have a high adult to pupil ratio across the learning team.

Additional funds are also received to support SEND children. Children with a statement / Education Health Care Plan requiring above 20 hours of support are provided with some additional funds from West Sussex County Council. Pupil Premium money is also received for 3 categories of children, those who have been registered for Free School Meals, children who have been looked after for more than 6 months and children of service personnel. Pupil Premium money is used to support children for residential trips, provides additional resources and extra support time across the curriculum.

### **12. How is the decision made about what type of support my child needs?**

When children start at Chidham Primary their needs are accurately assessed against their ability to access the curriculum and make progress from their given starting points. If at this point or at a further point in time staff are concerned about children's progress or attainment then support is put in place. Children may at first receive 10 minutes of additional support weekly or they may receive more intensive support depending on their need. All parents are informed about the support their children are receiving at parents evening or sooner if needed. The SENCO becomes involved if assessment is required or the class based support is not helping the child to make progress inline with their peers. The SENCO may then carry out further assessment, monitor the child in class or refer the child to an additional agency to gain more advice. Parents are involved with all of these steps, as it is vital to the child's success that this is completed in partnership.

Most importantly, the impact of any support given is reviewed termly and shared with parents. This is essential for ensuring the support for any individual child is correct.

### **13. How are parents involved at Chidham and how can I be involved?**

Day to day contact with parents is essential to a successful partnership between home and school. Our open door policy at the start and end of the day provides an ideal time for face to face discussion. The school regularly invites parents to help and support specific events or weekly learning activities. Many parents help at school during the day and beyond through the PTFA, many parents find this a beneficial way to strengthen relationships and get to know other parents.

Parents of children with SEN may also wish to receive more involvement on a 1:1 basis. Additional meetings are always available and these may especially be needed when a child first joins the school, transfers to a new class or is preparing to leave at the end of Year 6.

### **14. Who do I contact at Chidham for more information?**

The first point of contact at Chidham would always be your child's class teacher, in addition our SENCO / Headteacher, Miss Murphy is always happy to provide any further information required. Please speak with us at the start or end of the day or if you are new to the school contact the office for further information.