

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT



CAPENHURST C.E. (CONTROLLED) PRIMARY SCHOOL

SEPTEMBER 2023

Reviewed by SENDCo: September 2023

Our Christian Vision

We are a nurturing, inclusive, learning community, that celebrates all possibilities, through a journey of curiosity, compassion and resilience, nourishing each other spiritually, emotionally, intellectually and physically with God as our companion.

Our shared story: The Feeding of the Five Thousand (John 6:1-14)

1. How does the school know if a child needs extra help and what should I do if I think my child may have special educational needs?

How does the school identify children with special educational needs?

Pupil progress meetings/discussions are every half term from which we track and identify children who are not making expected national progress. Interventions/support programmes are then implemented and monitored to ensure that the child makes accelerated progress.

How will I be able to raise any concerns I may have and who do I contact in the first instance?

1. The class teacher is 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) as well as making the Special Education Needs/Disabilities Coordinator (SENDCo) aware.*
- Writing Pupil Progress targets and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on the individual's SEND profile.*
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.*

2. The SENDCo: Mrs V Bunting is responsible for:

- Developing and reviewing the school's SEND policy*
- Coordinating all the support for children with special educational needs or disabilities (SEND)*
- Ensuring you are
 - i) involved in supporting your child's learning*
 - ii) kept informed regarding the support your child is getting*
 - iii) involved in reviewing how your child is doing.**
- Liaising with those who will help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.*
- Updating the school's SEND register and making sure that records of your child's progress and needs are kept up to date.*
- Providing specialist support for teachers and support staff in the school to ensure they can help children with SEND to achieve the best progress possible.*

3. *The Head teacher: Mrs C Green is responsible for:*

- *The day to day management of all aspects of the school, this includes the support for children with SEND.*
- *Giving responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.*
- *Making sure the Governing Body is kept up to date regarding issues relating to SEND.*

The SEND Governor: (tbc at Autumn Gov Mtg) is responsible for:

- *Making sure the necessary support is given to any child who attends the school, with SEND needs.*

School contact telephone number: 0151 832 3750

2. How will school staff support my child?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- *The teacher has the highest possible expectations for your child and all pupils in their class.*
- *All teaching is built on what your child already knows, can do and can understand.*
- *Different ways of teaching are in place to ensure your child is fully involved in learning in class.*
- *Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.*
- *Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.*

Specific group work

Intervention which may be:

- *Run in the classroom or outside.*
- *Run by a teacher or a Teaching Assistant (TA).*

**b) Specialist groups run by outside agencies e.g .Speech and Language therapy
SEN Code of Practice 2014: School Support (SS)**

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

- *Local Authority services such as the Autism Team or Sensory Service (for students with a hearing or visual need) and statutory services from the Educational Psychology Services.*

What could happen:

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 the SENDco and your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups

For your child this would mean:

- *The school (or you) can request the Local Authority Services to carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support to be provided for your child.*
- *After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they 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 to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support provided.*
- *After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and ensure a plan is in place to make sure your child makes as much progress as possible.*
- *The EHCP will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also include 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 including your child.*

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

- *Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure your child's needs are met.*
- *Support staff, under the direction of the class teacher, will adapt planning to support the needs of your child where necessary.*

- *Specific resources and strategies will be used to support your child individually and in groups.*
- *Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.*

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

How will we measure the progress of your child in school?

Your child's progress is continually monitored by their class teacher.

- *Their progress is reviewed formally every term in reading, writing and numeracy.*
- *At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). This is a government requirement for all schools to carry out and the results are published nationally.*
- *Children may have personal targets which will be reviewed, and a future plan produced.*
- *Teachers meet with SENDCo on a termly basis as part of SEND pupil progress meetings.*
- *The progress of children with an EHCP or children with additional funding is formally reviewed at an Annual Review, with all involved in the child's education.*
- *The SENDCo will also check your child is making good progress within any individual work and in any group they take part in.*

What support do we have for you as a parent of a child with a 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 is available to meet with you 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.*
- *Personal progress targets will be reviewed with your involvement.*
- *Homework will be adjusted as needed to your child's individual needs.*
- *A home/school contact book may be used to support communication, when this has been agreed to be useful for you and your child.*
- *Relevant information about how parents can support their child at home.*
- *Annual reports to parents.*
- *We hold multi-agency meetings as required.*
- *Parent's views are sought verbally and through surveys.*
- *Parent curriculum information evenings e.g. maths calculations, spelling etc.*

4b) What support will there be for my child's overall well-being?

We recognise that pupils with SEND may well have emotional and social development needs that will require support in school.

- The emotional health and well-being of all our pupils is very important to us.*
- We have a Safeguarding Children Policy in place detailing the procedures we would follow if concerns arose; we follow National & LA Guidelines.*
- We have a robust Behaviour Policy in place.*
- The Head Teacher, SENDCo and all staff continually monitor the emotional health and well-being of all our pupils.*
- We are an anti-bullying school (Please see our Anti-Bullying Policy).*
- We work closely with the Behaviour Support Team as and when necessary.*
- All children have access to PSHE (Personal, Social and Health education lessons).*
- Pupils' views are sought through our School Ethos group as well as verbally and through pupil surveys.*

5. What specialism services, experience, training and support are available at or accessed by the school?

School provision

- Experienced SENDCo and teaching staff*
- Teaching Assistants*
- School clubs*

Local Authority Provision available to school

- Autism Team*
- Educational Psychology Service*
- Sensory Service for children with visual or hearing needs*
- Parent Partnership Service*
- Behaviour Support Team*

Health Provision available to school

- Speech and Language Therapy*
- School Nurse*
- Community Paediatrician*
- Occupational Therapy*
- Physiotherapy*
- CAMHS*

6. What training do the staff supporting children and young people with SEND have access to?

- Appropriate members of staff regularly take part in training and disseminate this as required.*
- We access support from outside agencies including educational psychologists, CAMHS and Behaviour Support Services.*
- Whole staff training from outside agencies.*
- Regular TA meetings and training sessions.*
- Liaison with SENDCo and specialist TAs/HLTAs.*

- *Specific training to meet specific needs is obtained and is also part of the school's anticipatory duty towards meeting the needs of every child.*

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

- *All school trips are planned with all children's individual needs being risk assessed prior to the visit.*
- *Additional support is provided as and when it is deemed necessary for individual pupils.*
- *When the need arises individual children will have individual risk assessments, again dependent on their individual needs.*
- *As an inclusive school we aim to provide activities outside school which all children are able to attend.*

8. How accessible is the school environment?

- *The school is fully compliant with DDA requirements.*
- *There is a disabled toilet.*
- *We ensure, where ever possible, equipment used is accessible to all children regardless of their needs.*
- *Extra-curricular activities are accessible for all children with SEND.*

9. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

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

When starting school:

- *We will contact the pre-school your child previously attended and liaise with their SENDCo regarding your child's individual needs.*
- *We will liaise closely with yourselves and external agencies as to the best way to integrate your child into the school setting; and, if deemed necessary, with the appropriate support.*

If your child is moving to another school:

- *We will contact the school SENDCO and ensure they know about any special arrangements or support needed to be made for your child.*
- *We will make sure all records regarding your child are passed on.*

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. Personal targets will be shared with the new teacher.*
- *If your child would be helped by a book to support them understand moving on then it will be made available to them.*

In Year 6:

- *The SENDCo will discuss the specific needs of your child with the SENDCo of their high school.*
- *Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.*

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

10. Examples of interventions, equipment, resources school may allocate to match children's special educational needs?

- *Appropriate interventions are delivered to individuals/small groups – these tend to focus on the basic skills of English & Maths or have more of a social aspect e.g. Social skills groups, Lego therapy, ELSA sessions etc.*
- *Regularly review provision maps to ensure Quality First Teaching in class, appropriate interventions and access to external agencies.*
- *When we feel a child needs an EHCP we will ensure the necessary steps are taken promptly.*
- *Advice sought for environmental adaptations as and when necessary.*
- *Requirements of DDA met, e.g. ramps and other adaptations to be made for children with physical disabilities/medical needs.*

11. How is the decision made about the type and level of support my child will receive?

- *This is detailed in the responses to earlier questions, if you have any remaining concerns or questions, the SENDCO or head teacher will be more than happy to discuss them in school.*

12. How are parents involved in the school? How can I be involved?

- *Specific ways in which parents can be involved have been outlined in earlier responses*
- *At Capenhurst, we believe strong relationships between home and school are essential in ensuring that each child receives the support and education they deserve. We would encourage every parent to be fully involved in the education of their child and to maintain regular dialogue with the school to ensure everyone is working together*

13. Who can I contact for further information?

Mrs V Bunting (SENDCo)
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Email: vbunting@capenhurstcep.cheshire.sch.uk

Mrs C Green (Head teacher)
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