CHENIES SCHOOL SEN Information Report 2021-2022

Parent/ Carer information for children who have additional needs

At Chenies School we believe in inclusion for all children and work hard to make sure that whatever their starting points we give every child the right support to be the best that they can be. The headteacher, class teacher and key stage leader meet termly to review the needs and progress of all the children. Mrs Sahotay is the school SENCO and where children are making progress which is slower than expected or below school or national expectations she will give advice and/or support or monitor and review those children. The class teachers will also feedback any concerns that a parent may have about additional needs to Mrs Sahotay, who is very happy to meet with parents to discuss them.

In some circumstances we may use some formal assessments to help us decide what kind of support will best help your child.

If you think your child may have special educational needs then please talk to the class teacher in the first instance.

2. How will Chenies School support my child?

The level of support your child receives will depend on their needs. In the first instance the class teacher will manage any short term support. If support is likely to become more long term then this will be overseen by Mrs Sahotay who will offer all parents of children receiving additional support the opportunity to come into school for a meeting. At this meeting we will discuss the support your child has already received and whether they will need continued support in the following term(s) and what this support might look like.

At Chenies School we have learning support assistants working within the class to support children as well as learning support assistants trained to deliver specific support programmes.

The class teachers, key stage leaders and SENCO regularly review children's progress, identify which children are in intervention groups and monitor progress against targets every term. The effectiveness of support is closely monitored. If it is not working then the SENCO will work with staff to adapt or change the support that is given or seek additional advice. We always work with parents to make sure the support is appropriate.

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

During the school day work will be adapted by the teacher, so that it meets the individual needs of your child. Both the teacher and learning support assistants work with groups of children within the classroom. Teachers adapt their planning so that the needs of different children are met.

At Chenies School we follow the letters and sounds programme in Reception and KS1 to teach reading and writing. We also use Read, Write Inc. phonics to assist children with learning the sounds. Every morning the children follow a phonics programme which is taught in ability based groups. Children are regularly assessed and moved between groups so that work matches their needs. For maths children are taught in class and in small ability groups in the classrooms.

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

If your child is on the Special Educational Needs Register they will have an Individual Education Programme. This will be reviewed at least once a term by the teacher and SENCO and new targets will be set. You will also have the opportunity to discuss progress and targets with the class teacher during consultation evenings. If you would like to discuss targets and progress at any other time we would be delighted to meet with you at a convenient time.

If it is felt appropriate a home /school link book is used.

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

At Chenies School, a child's wellbeing is supported at different levels and in many ways. We follow the Mind UP framework that teaches children the critical knowledge and skills they need to strengthen their mental health and emotional well-being through increased self-awareness, self-regulation and social and emotional competencies. In this way the whole school has a shared language when talking about wellbeing, feelings and behaviour. We have a strong inclusive ethos and this includes explicit teaching about disabilities and differences and what behaviour we expect from all our children towards each other. As a result children accept that we are all different and all have value.

When a child has significant medical needs we put together a Health Care plan with the parent. This ensures the child is safe and that staff are aware of the each child's specific needs. When this meeting is held we would also look at any staff training that may be needed.

6. What specialist services and expertise are available at or accessed by the school.

Speech Therapist

Occupational Therapist

Buckinghamshire County Council Specialist Teaching Service

7. What training have the staff supporting children with SEND had or are having?

Staff training needs are assessed regularly and we are happy to arrange access to training which would enable staff to meet the particular needs of a child.

Currently 14 members of staff have completed a two day paediatric first aid training course.

Mrs Powell, the headteacher holds the National SENCO qualification and has completed qualifications in autism, mental health, specific learning difficulties and manual handling and lifting.

Mrs Sahotay has completed the National SENCO qualification

Mrs Tillyer is a trained Mental Health First Aider.

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

All school trips require a Risk Assessment. For children with significant needs they may require an individual Risk Assessment involving the SENCO to ensure that they are able to take part in the trip successfully.

It is our policy to ensure that all activities planned outside the classroom, including outings, are fully inclusive.

9. How accessible is the school?

The school is in an old building with a number of steps and narrow corridors, so parts of the school are difficult to access for wheelchair users. We would always be happy to have a conversation about accessibility needs and how these could be accommodated if possible.

10. How will the school prepare and support my child to join the school and transfer to a new one?

Before your child starts school we will meet with you so that we can ensure a positive start into school. This is usually done in conjunction with the previous setting. When moving on to a new school we will arrange extra transfer visits for your child. The SENCO works with specific children to help them prepare for their new school and spend time on any aspects of the change in school that they may be unsure of. Parents are encouraged to visit the new school and the SENCO is happy to visit with the parent if they need this support. The SENCO will always liaise with the new school to ensure that all information is passed on about your child. If your child has an Education, Health and Care Plan staff from the school you hope your child will transfer to will be invited to the annual review.

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

Where children have an Education, Health and Care plan we allocate resources appropriately and carefully. This will include the allocation of 1:1 support, allocation of specialist support (for example, Speech Therapy) time to work with the SENCO, the class teachers and Learning Support Assistants. We also fund specialist equipment and resources and work carefully with other professionals. We send our Learning Support Assistants on courses/training to support their work with pupils. We deliver programmes provided by therapists, for example, speech and language programmes, OT programmes.

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

If your child has an Education, Health and Care Plan it may specify how much support time your child will need. If not then the time and type of support given to your child will be reviewed at least termly, by the class teacher and Inclusion Manager and you will have the opportunity to discuss this at the termly meetings. If your child has an Education Health and Care Plan we will also arrange Annual Review meetings with you, to ensure that the plan is still appropriate for your child and make any changes. All professionals working with your child are invited to attend these meetings and/or send a report. At these meetings we will consider your views about what your wishes are for your child and what outcomes you hope they will achieve. This will inform any decisions.

13. How are the parents involved in the setting? How can I be involved?

At Chenies School, we understand that you have a valuable understanding of your child's needs and wishes. We aim to involve you in the decision making process. We encourage you to meet with us as often as you feel necessary. When appropriate we will also send home information about ways that we can work together to support your child.

14. Who can I contact for further information?

At Chenies School your first point of contact is always the class teacher.

If your child has an Education, Health and Care plan the SENCO will oversee the implementation of the plan in school and can always be contacted too on the school number: 01923 282546 or via email at office@chenies.bucks.sch.uk

For more information please look at the website where you will see information about classes, the curriculum, newsletters and photographs of the school.

Frequently Asked Questions

SCHOOL NAME Chenies School

TYPE OF SCHOOL Mainstream Primary School

ACCESSIBILITY Fully Wheelchair accessible NO

Auditory/Visual enhancements No

Other adaptations : No

CORE OFFER

Are you currently able to deliver your core offer consistently across all areas of your school? Yes

POLICIES

Are the schools policies available on its website for;

SEN Yes

Safeguarding Yes

Behaviour Yes

Equality + Diversity Yes

Are you aware /familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010? Yes

RANGE OF PROVISION

Areas of strength: We are a small school where all individuals are well known

Specialist facilities: None

Inputs from therapists/Advisory teachers/other specialist support services

Occupational Therapist and Speech Therapists provide support in line with children's needs. School staff implement programmes provided by therapists.

INCLUSION

How do you promote inclusion within the school? Including day and residential trips?

Inclusion is promoted by all adults who have a shared understanding of the benefits of inclusive schooling.

Lessons are as inclusive as possible, with adjustments made depending on need.

Children with additional needs are included on all school trips.

PARENT SUPPORT/ INVOLVEMENT/ LIAISON

How do you involve/support parents child of children with a SEND regarding identifying and meeting their needs? How do you communicate their progress and areas of difficulty?

Children with SEND work closely with the Inclusion manager and other professionals.

Home/school books are in place when needed. We hold consultation evenings in the autumn term and summer term each year; parents are asked for their views about their child's strengths and areas that would be beneficial to develop. We provide a written report in the spring term.

Parents attend annual reviews and contribute their views. Additional meetings are held when significant changes are made to care plans.

How well do you prepare for children with SEND to join the next setting/ school / stage of life?

We have a carefully planned and structured transition programme between local nurseries and the EYFS and between KS2 and KS3 which includes visits to the secondary school and may include the SENCO supporting the parents/child in visiting the new school.

OTHER INFORMATION

What else do you think that parents would like to know about your school?

We currently use the following programmes:

- Bearing Away
- 1:1 and group Reading and Writing Interventions
- The Power of 2 maths programme

COMPLETED BY Suzanne Powell – Headteacher

UPDATED September 2021

Useful acronyms

SEND: Special Educational Needs and Disability
IEP: Individual Education Plan
EYFS: Early years Foundation Stage
KS1: Key Stage 1 – Years 1 & 2
KS2: Key Stage 2 –Years 3, 4,5,& 6
KS3: Years 7,8 & 9
LSA: Learning Support Assistant
TA: Teacher Assistant
EHC: Education Health Care plan