



## School SEND Information Report – Chesterton C of E Primary School

<p>The kinds of special educational needs for which provision is made at the school</p>	<p>Children at Chesterton School may have a range of special educational needs and disabilities (SEND). These may include, but are not limited to, Moderate Learning Difficulties, Specific Learning Difficulties (such as dyslexia, dyscalculia and dyspraxia), Autism Spectrum Disorder, hearing impairment, Speech Language and Communication needs, Physical disabilities and Behaviour, Social and Emotional Difficulties.</p> <p>We meet the requirements of the <b>Disability Discrimination Act (DDA) 1995</b>.</p> <p>We meet the requirements of the <b>Equalities Act (2010)</b>.</p>
<p>Information in relation to mainstream schools about the school's policies for the identification and assessment of pupils with SEN.</p>	<ul style="list-style-type: none"> <li>• Thorough and individualised assessment of children, including: observation, termly class-based assessment, diagnostic assessment and use of individual intervention trackers.</li> <li>• Communicate and consult effectively with all stakeholders including: Pupil progress meetings, parents meetings, target setting with children, individual Pupil Profile meetings and reviews, involvement of outside agencies.</li> <li>• Continuous review of progress during and after interventions and through differentiated class-based activities delivered via Quality First Teaching.</li> </ul>
<p>Information about the school's policies for making provision for pupils with SEN whether or not pupils have EHC plans, including:</p>	
<p>a. How the school evaluates the effectiveness of its provision for such pupils.</p>	<ul style="list-style-type: none"> <li>• The children's progress is monitored through their individual intervention trackers which informs our evaluation of the provision map.</li> <li>• Class teacher and SENCo meet termly to discuss progress of children on interventions and to evaluate the impact of the provision.</li> <li>• Pupil Profile reviews three times a year with parental and pupil voice included.</li> <li>• Pupil progress meetings to look at data and to track progress against Depth of Learning criteria are undertaken three times a year.</li> <li>• Parent consultations and Annual Report.</li> </ul>
<p>b. The school's arrangements for assessing and reviewing the progress of pupils with SEN.</p>	<ul style="list-style-type: none"> <li>• All children receiving interventions are assessed at the beginning and end of their intervention programmes.</li> <li>• Assessments against the Depth of Learning criteria are entered onto the school's Depth of Learning tracker three times a year.</li> <li>• Continuous assessment through quality first teaching.</li> <li>• The SENCo and/other members of SLT hold learning walks/observations to review effectiveness of provision.</li> </ul>
<p>c. The school's approach to teaching pupils with SEN.</p>	<ul style="list-style-type: none"> <li>• Children with SEN are inclusively educated within an age appropriate classroom with their peers through quality first teaching.</li> <li>• Teaching and resources are differentiated within the classroom to ensure children are able to achieve the learning objectives.</li> <li>• If additional support is identified as necessary, children</li> </ul>

	<p>take part in planned, evidence based interventions which are provided at a suitable time.</p> <ul style="list-style-type: none"> <li>• Support is personalised and targeted.</li> <li>• Adults working with a child with SEN communicate regularly to ensure a consistent approach to teaching and learning.</li> </ul>
d. How the school adapts the curriculum and learning environment for pupils with SEN?	<ul style="list-style-type: none"> <li>• Class work is differentiated to suit the individual learner's needs.</li> <li>• TAs work alongside the class teacher to support children with SEN individually/ in small groups and to facilitate the class teacher working with children with SEN.</li> <li>• Links are forged between classroom and intervention to ensure continuity.</li> </ul>
e. Additional support for learning that is available to pupils with SEN.	<ul style="list-style-type: none"> <li>• TAs are used to support the needs of individual children and small groups.</li> <li>• Teachers are fully trained to meet a variety of SEN needs.</li> <li>• Differentiated resources to support children with SEN to foster independent learning.</li> <li>• Support from outside agencies where necessary.</li> <li>• Appropriate interventions are delivered to individuals/ small groups.</li> <li>• Specialist staff in school: SENCo</li> <li>• Access to outside agencies such as Educational Psychologist, Speech and Language Therapists, Home, School and Community Link Worker, Behaviour Support Services.</li> </ul>
f. Activities that are available to pupils with SEN in addition to those available in accordance with the curriculum.	<ul style="list-style-type: none"> <li>• All children have access to a wide range of extra-curricular activities. These include: sports clubs, choir and language and the opportunity to learn a musical instrument. Additional adults can be made available to support children with more complex needs if they wish to participate in any of these activities.</li> <li>• All children are encouraged to go on school trips and residential stays, whatever their SEN, and additional adults are made available where necessary.</li> </ul>
g. Support that is available for improving the emotional and social development of pupils with SEN.	<ul style="list-style-type: none"> <li>• Emotional Literacy Support Assistant</li> <li>• Home School Link Worker</li> <li>• Support from outside agencies, such as The Hub and PCAMHS/ CAMHS</li> <li>• Play therapy</li> <li>• Social Stories</li> </ul>
Information about the expertise and training of staff in relation to children with SEN and about how specialist expertise will be secured.	<ul style="list-style-type: none"> <li>• Appropriate members of staff regularly take part in training and disseminate this as required.</li> <li>• We access support from outside agencies including educational psychologists, PCAMHS, the Hub and Behaviour Support Services.</li> <li>• Whole staff training from outside agencies.</li> <li>• Regular TA meetings and training sessions.</li> <li>• Liaison with SENCo and TAs</li> <li>• 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.</li> </ul>

<p>Information about how equipment and facilities to support children with SEN will be secured.</p>	<ul style="list-style-type: none"> <li>• Regularly review provision maps to ensure quality first teaching in class, appropriate interventions and access to external agencies.</li> <li>• If we feel a child needs an EHCP we will ensure that the necessary steps are taken promptly.</li> <li>• Advice sought for environmental adaptations as and when necessary.</li> <li>• Requirements of DDA met, eg ramps and other adaptations to be made for children with physical disabilities/medical needs.</li> </ul>
<p>The arrangements for consulting parents of children with SEN about, and involving such parents in, the education of their child.</p>	<p>We offer:</p> <ul style="list-style-type: none"> <li>• Regular parent consultation meetings with the class teacher.</li> <li>• Termly pupil profile reviews. We work closely with parents to obtain their views and help shape provision for children. Open door policy with class teacher/ SENCo</li> <li>• Relevant information about how parents can support their child at home.</li> <li>• Annual reports to parents.</li> <li>• We hold multi-agency meetings as required eg CAF, and TAF (Early Help Assessments).</li> <li>• Parent's views are sought verbally and through surveys.</li> </ul>
<p>The arrangements for consulting with young people with SEN about, and involving them in, their education.</p>	<ul style="list-style-type: none"> <li>• TAs and class teachers review progress with children and seek their views.</li> <li>• Children are encouraged to set their own targets and to feedback during their Pupil Profile Reviews.</li> </ul>
<p>Any arrangements made by the Governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school.</p>	<p>If parents wish to put in a formal complaint regarding provision for their child's SEN, they can follow the school's complaints procedure which can be obtained through the school office or on the school website.</p> <p>Parents can also seek advice from SENDIASS (formerly Parent Partnership) who can be contacted on 01865 810516 or through their website</p> <p><a href="https://www.oxfordshire.gov.uk/cms/content/contact-sendiaass-formerly-parent-partnership">https://www.oxfordshire.gov.uk/cms/content/contact-sendiaass-formerly-parent-partnership</a></p>
<p>How the Governing body involves other bodies including Health and Social Services bodies, LA support services and voluntary organisations in meeting the needs of pupils with SEN and in supporting the families of such pupils.</p>	<p>The Governing Body supports the work of the school staff and their referrals to appropriate outside agencies including Social Services and Health Care. A named Governor supports and monitors the SEN provision in school.</p>
<p>Contact details of support services for the parents of pupils with SEN, including those for arrangements made in accordance with clause 32. (See appendix 1)</p>	<p>The Local Authority publishes details of all support services on offer for pupils with SEN. This information can be found on the following website</p> <p><a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a></p> <p>There is also a link from the school website to this Local Offer.</p>
<p>The school's arrangements for supporting pupils with SEN in</p>	<ul style="list-style-type: none"> <li>• We offer support for children who need it for transition.</li> <li>• We liaise with local secondary schools and offer</li> </ul>

transferring between phases of education and preparing for adulthood.	<p>additional meetings, visits and preparation for children who find transition more difficult.</p> <ul style="list-style-type: none"> <li>• Through discussions with the children and parents, we identify short/medium/long-term desired outcomes and consider their long-term aspirations.</li> <li>• In-school transition days for pupils to meet their new teacher</li> <li>• Transition meetings for parents of new EYFS children to support them as they start school.</li> <li>• Meet the teacher event at the beginning of each academic year.</li> <li>• Use of Social Stories and visual prompts and cues to support children on the Autistic Spectrum.</li> </ul>
Information on where the local authority's local offer is published.	<p>The Local Authority publishes details of all support services on offer for pupils with SEN. This information can be found on the following website  <a href="https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer">https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer</a>  There is also a link from the school website to this Local Offer.</p>
Contact of SENCo	<p>Sara Bailey  SENCo &amp; Assistant Headteacher  Alchester Road,  Chesterton,  Bicester  Oxon  OX26 1UN</p> <p>01869 252498</p>

Chair of Governors:

Date:

## Appendix 1

### Advice and information for parents and young people

(1) A local authority in England must arrange for the parents of children for whom it is responsible, and young people for whom it is responsible, to be provided with advice and information about matters relating to the special educational needs of the children or young people concerned.

(2) The authority must take such steps as it thinks appropriate for making the services provided under subsection (1) known to—

(a) the parents of children in its area;

(b) young people in its area;

(c) the head teachers, proprietors and principals of schools and post-16 institutions in its area.

(3) The authority may also take such steps as it thinks appropriate for making the services provided under subsection (1) known to such other persons as it thinks appropriate.