

Chaucer Primary School



SEND Information Report 2020

Review July 2021

SENCo: Miss Catherine Lea

SENCo Governor: Position Vacant

Chair of Governors: Fr John Hall

Headteacher: Mrs Claire Murphy

The intention of Lancashire's local offer is to improve choice and transparency for families. All schools in Lancashire are expected to identify and support pupils with Special Educational Needs to make the best possible progress. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen. Lancashire's Graduated Approach provides guidance on expectations of what should usually be available within school's resources.

1. What kinds of special educational needs does the school provide for?

Fleetwood Chaucer Primary School is a mainstream primary school that makes provision for children with SEN within each of the four categories identified in the 2014 Code of Practice.

Communication and Interaction

Some pupils experience difficulties when communicating and interacting with others. This can take several forms, for example, difficulties in sound production; limited use and understanding of words and phrases and/or underdeveloped skills in communicating with others.

Cognition and Learning

Some pupils face difficulties when learning. There are a number of reasons why some children find aspects of learning more challenging ranging from specific difficulties eg dyslexia or dyscalculia to more wide ranging difficulties that can affect all areas of development such as poor memory skills, or processing difficulties. Each child is treated as an individual and needs are met accordingly.

Social, Mental and Emotional Health

Some pupils require additional support with their personal development to overcome various social, emotional and behavioural barriers to their learning. We value a nurturing philosophy at Chaucer which underpins the way we understand and support each pupil.

Physical and Sensory

Some pupils have physical and/or sensory needs which require the curriculum and environment to be adapted in order that they can fully access learning opportunities.

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

At Fleetwood Chaucer Primary School, the attainment and progress of all children is carefully tracked and monitored by class teachers and the Senior Leadership Team. On a daily basis class teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.

When concerned about an individual child's progress, teachers will raise concerns with the SENCO by completing an initial concern form, and arranging a meeting to discuss the needs of the child to plan next steps. Parents are contacted so that school can share their concerns and gain the parent's perspective before finalising a next steps plan. Ideally this would be an in person meeting, but during the Covid-19 pandemic meetings have been telephone and virtual.

If parents are aware that their child has a special educational need or disability, or concerned that they may have, they are encouraged to arrange a meeting with the child's class teacher or the school SENCO. A graduated approach to overcoming difficulties, and the provision which is required to support the child will be put into action.

The SENCO held weekly parent drop in sessions on a Thursday morning 8:30-9:30am previous to the school closure, as well as being available via appointment, telephone and on the school gate. Since the school closure the SENCO has been available to parents via email and telephone to support home learning and inclusion within the Keyworker and Vulnerable groups in school.

Children's needs are assessed by class teachers, the school SENCO, and sometimes other professionals from outside school such as specialist teachers and speech and language therapists are invited into school to support the assessment and identification of special educational needs.

Pupils are placed on the SEN register when it is agreed that they have area(s) that need support, in addition to needs that can be met by quality first class teaching. Pupils have a support plan which stipulates the support that a child needs to make progress, and any interventions.

Regular dialogue between all staff involved, and parents, ensures support plans are regularly reviewed and progress is accelerated wherever possible. Some children have complex needs and a multi-team approach will be used in requesting an EHC plan and meeting the targets set within it. Parents, and the pupil, are significantly involved during this process.

Who is the school SENCO and how can I contact them?

SENCO: Miss Catherine Lea

Email: c.lea@chaucer.lancs.sch.uk

Telephone: 01253 873795

Parent drop in: Thursday 8:30 am- 9:30 am weekly

3. How will both you and I know how my child/young person is doing?

The school has an 'open door' policy and encourages parents who have any concerns to come into school and discuss these with the class teacher and/or SENDCo.

☑ Class based staff also take children on to the yard after school and can be seen in class in the morning.

☑ The SENDCo is available most days. Just ask at the office.

☑ The SEND team have regular open mornings to allow parents to work alongside their child.

☑ All parents (whether their child has SEND or not) have 2 parent meetings each year – any SEND issues can be discussed and the SENDCo will also be available.

☑ Intervention targets are discussed with the parents during these meetings and are also sent home.

☑ We have at least 3 whole school open days a year where parents can work alongside their child and their teacher.

☑ There is an annual review meeting for any child with an Education Health and Care Plan at which the objectives are reviewed and any additional needs are discussed.

☑ The school website.

☑ The school Facebook page.

☑ Appointments with the class teacher, SENCO, School Home Liaison or Headteacher can be made at any time at the school office.

☑ Parents are asked for their opinions and advice to help school support their child with SEND.

☑ School reports are completed annually.

4. How will the curriculum be matched to my child/young person's needs?

The SEN Code of Practice (2014) recognises that 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.'

Our priority at Fleetwood Chaucer Primary School is to ensure that all children, including those with SEN have access to good or outstanding lessons which are appropriately differentiated and personalised to meet the needs of individual children. Differentiation can be observed in a range

of ways such as, but not limited to, the use of additional resources, a personalised task, or extra adult guidance.

We strive to accommodate all learning styles and provide appropriate resources, often with the advice of other agencies for the children with special educational needs. The curriculum and the engagement of SEN students who are working below National Curriculum levels is regularly reviewed in accordance with the DFE's Engagement Model.

Pupil's SEN support plans will identify the barriers that a child faces to learning, the strategies and resources that support the removal of this barrier, the people who help and other key information that staff need to know. These are regularly reviewed in order to reflect the changing needs of each child.

Teaching assistants are allocated carefully according to their skills and experience.

5. How will school staff support my child/young person?

As previously stated, Chaucer Primary understands that it is the responsibility of all teachers to cater for the special needs of our children within their classes on a daily basis. The Class Teacher will cater for the child's needs through the delivery of the curriculum throughout the day. Differentiation can be applied through many forms, depending on the specific needs of pupils. The Class Teacher, along with the class Teaching Assistant as well as any support staff are responsible for overseeing and planning the child's education programme and this will be monitored frequently. Teaching assistants and support staff can work with children in discreet, small group settings during lesson time offer one-to-one support where appropriate and sometimes can provide intervention groups outside of the classroom.

Every staff member working with the child will have an important role to play. There is a school governor with the key responsibility of SEN. They are aware of the school's policies and procedures and they are updated where appropriate. (Although the governor won't directly support children, they, along with the Head Teacher, will oversee that suitable procedures are in place.)

During parent review meetings, discussions will be held between appropriate members of staff and parents concerning the support their child is receiving. This is a great opportunity for any opinions and concerns to be shared and any queries explained.

6. How is the decision made about what type and how much support my child/young person will receive?

Chaucer Primary School believes that a decision surrounding the type and amount of support received is most successful when a holistic approach is adopted. All those working with the child will consider results from assessments, National Curriculum levels achieved and any other fundamental influences. Outside agencies may also be involved, especially when further assessment is required, for example an Educational Psychologist, Speech and Language Therapists etc. Parents will be involved at all stages of the decision process – whether it be concerning in house support from school or greater support as suggested by Lancashire, the local authority. Support is monitored regularly, as previously discussed, and any concerns can be raised with those appropriate staff involved.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Children will be included in activities outside the classroom including physical activities and school trips where possible. Arrangements will be made to cater for the physical and medical needs in relation to transport, access to medication and support provided during residential trips. Chaucer Primary School adopts an inclusive ethos and therefore aims to embrace all opportunities available for every pupil.

8. What support will there be for my child/young person's overall wellbeing?

Chaucer Primary School has a number of members of staff responsible for managing medicines. Action plans have been produced for medicines such as epi-pens to ensure they are used safely use around school. In some circumstances, a child may need a designated person to administer procedures and this will be dealt with as the need arises and full training will be given.

Class teachers follow Chaucer Primary School's Behaviour Policy and such strategies will be amended as and where needed to cater for children with behavioural needs. Members of our Senior Leadership Team have the overall responsibility of overseeing the management of behaviour across the school and they will be made aware of such needs. As a school, we believe that behaviour management is a crucial factor surrounding the on going progress of all children, including those with special educational needs. The school works closely with the Education Welfare Officer to monitor and respond to issues with attendance and again those on the SEN register will be included within this process.

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

Chaucer Primary School is able to access a number of specialist services through the National Health Service and Lancashire County Council, upon demand. For example – Speech and Language Therapists, Occupational Therapists and an Educational Psychologist. At our school, we also have close links with the school nurse and paediatricians, speech and language providers and other agencies that are involved with families and children. The role of our Family Support Worker, Adele Regan is to work alongside children and families who may be experiencing parenting difficulties, on going educational or social issues or temporarily experiencing family troubles, such as bereavement.

10. What training have the staff supporting children/young people with SEND had?

In recent years, all teaching and support staff have had in-house training on a variety of Special Educational Needs. Whilst this is general training, the courses provided many practical suggestions of how to cater for such needs within the classroom and how to identify such characteristics. A number of named staff are first aid trained.

Training and CPD is highly regarded at Chaucer Primary School and this is seen as an on going process.

11. How accessible is the school environment

The school is accessible for those with wheelchairs or those with physical walking aids; although we have three levels to our school, there is a lift to ensure accessibility. Toilet facilities are easily available to those who require larger amenities.

In the case of pupils with physical disabilities attending Chaucer, we work alongside parents, Occupational Therapists and Physiotherapists to ensure we provide the necessary facilities, equipment and support. Teaching assistants are trained to run specific programmes eg physio by the relevant medical professionals.

12. How are parents and young people themselves involved in the school

Home-school communication is regarded highly at our school. Appointments can be made with the class teacher/head teacher when required and the school SENCo is able to meet with parents too, when needed. There is a Parents' Evening each year, which allows teachers and parents to discuss progress and any issues. If a child has a Statement or EHC Plan, an Annual Review meeting will be held with all those involved in the child's education/progress. This ensures, the school is catering for the child in the best ways possible, as well as an opportunity for different professionals and parents to discuss thoughts and ideas. As the children advance through the school, they are more aware of their own goals, how to achieve them and the level of progress they are making. It is seen as valuable to involve children in their own learning as much as possible.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Referrals can be made where it is felt necessary to a variety of different agencies and specialists. Again, the parents are involved during the whole process and once a referral has been sent, updates are given regarding appointments or assessments that are consequently given.

14. Who can I contact for further information?

If you have concerns regarding your child, the first point of contact should be the class teacher. If you have any concerns surrounding SEN, the class teacher may refer you (sometimes along with themselves) to the school SENCo. Contact can be made by phoning the school office or by written communication. If you feel these issues need to be discussed with the Head Teacher, Mrs Claire Murphy, then again an appointment can be arranged by contacting the school office.

Lancashire also provides other services that may be of use to you, for instance, Parent Partnership Service, SENAS team and Educational Psychologist. A list of these can be found through the Lancashire Services directory website.

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

Chaucer Primary School will make preparation accordingly upon entry to the school. Transition meetings are arranged for between Key Stages / secondary school; with parents, teachers and other appropriate professionals to attend. This is to ensure a smooth transition for both children and parents. Any issues will be discussed and support will be amended where appropriate, through the Local Authority. It is our aim to equip children effectively for later life by helping them to become as independent as possible in both the short and long term.

16. What other support is available?

Find out more about the local offer of support, which is available for disabled children and young people and those who have SEN on the Lancashire Education Services web site. More details can be found on the NASEN website or our SENCo will only be too happy to help.