

SEN/D Information Report 2020-21

As a school, we work within the Wandsworth guidance on provision for children with SEND in mainstream schools which explains the ways children with different additional needs are provided for within the school. We also follow our Equality and Disability policy and we also have an Accessibility plan.

At Chesterton Primary School we are committed to ensuring equality of education and opportunity for all children. All our staff work together to ensure children make the best possible progress and are valued as an important part of our community. Our provision provides children with support in a range of areas including, communication and interaction, cognition and learning, social, mental, health, sensory and physical needs.

At Chesterton Primary School our Deputy Head for Inclusion is Alex Green and her email is agreen@chesterton.wandsworth.sch.uk

Our SENCO is Sam Keyte and his email is: SENCO@chesterton.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

Come and talk to us. In the first instance, talk to your child's class teacher. They will reassure you and make sure you have all the information you need. If further help is needed, they will work alongside you to make sure your child's needs are addressed quickly. As high quality teachers, they will be able to offer differentiated lessons to support your child, offer high levels of challenge and put in place interventions if necessary to eliminate any barriers to learning. For further assistance, contact the school SENCO (see details above) and for additional support, please contact our Deputy Head for Inclusion.

How does Chesterton decide if my child has a special education need or disability and what extra help they need?

If a child has a previously identified need, we will liaise with the services currently involved and request all relevant information. If the school has a concern about a child, we will follow the SEN identification process as detailed in **Appendix A**. If a parent or carer has a concern, we will liaise with you to identify the best way to support your child and support them.

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

Whenever possible, class teachers are available to speak to you at the beginning and end of each day. Parents' evenings take place each term. These meetings give you an opportunity to discuss your child's progress and find out about ways to support your child. You will get an individual report at the end of the year which will be discussed during parents' evening. If your child is on the SEN register they will have individual outcomes which we will review and discuss with you termly, we welcome your input when writing these outcomes. Termly meetings are also held for children when you and/or teachers would like to review progress and attainment alongside other professionals, such as our Educational Psychologist. Children with an education and health care plan (EHCP) have annual reviews once per year (6 monthly for children in Early Years), in addition to termly or half termly meetings. These meetings provide an opportunity for parents/ carers and teachers to review progress and attainment and discuss ways to provide continued support for your child. We run regular parent workshops and also hold half termly SEND coffee mornings. We also run more specific training for individual children in collaboration with outside agencies.

How will my child be involved and consulted?

Teachers look at each child as an individual learner. Each pupil has a writing target which is referred to on a daily basis. Children in the Early Years and Key Stage 1 also complete transition passports to help their new teachers get to know them and to support them in the holidays with their transition. Children with more complex needs have a one page profile. The profiles describe all the ways that staff at school can help your child to learn and feel happy and secure at school, children are fully involved in writing these profiles. Your child will also be asked to contribute to their termly targets. If your child has an EHCP, your child will be invited to contribute ideas about how they can continue to develop and progress.

How do you assess and review my child's progress?

Teachers assess your child's attainment and progress continuously. Each half term teachers review this alongside the Senior Leadership Team and discuss it at pupil progress meetings. If additional support is required, we put it in place at these meetings. Regular moderation meetings take place as a school and with other schools. In addition to this, our SENCO meets with other schools to ensure we are consistent in our approach to meeting the needs of pupils with SEND. If an intervention is put in place, we will review this half termly in line with **Appendix A** to ensure it is effective.

How is teaching and the curriculum adapted to my child's needs?

Chesterton is an inclusive school that constantly strives to ensure that all pupils, regardless of their personal differences, are taught using a range of strategies and are able to access the curriculum and reach their full potential. Every class teacher is committed to providing quality first teaching. Pupils are supported through careful planning, differentiation and assessment. Staff adapt resources and approaches according to the needs of the pupils. Pupils who are not making expected progress will be supported through additional interventions. Pupils with an EHCP are supported through additional interventions and a learning support assistant. Staff have been trained to use a multi-sensory approach to ensure all pupils are able to fully access the curriculum. Where necessary, pupils are provided with a personalised curriculum and resources e.g. visual resources to enhance their learning.

How we support children with Speech, Language and Communication needs:

- Pupils who display a speech, language and communication need are referred to the speech and language therapy service (SALT).
- Providing their needs meet the SALT criteria, they will be assessed by a speech and language therapist and given specific language targets set in their care plan.
- A member of staff, who has been trained by the speech and language therapist, will conduct weekly sessions focusing on these targets.
- The speech and language therapist will review pupil progress and update their care plans regularly.
- Children in the Early Years will be supported through an early intervention language program before being referred to SALT.

How we support children with their handwriting and fine/gross motor skills:

Pupils with occupational therapy needs work on their fine/gross motor skills in class where necessary, during individual or group sessions.

What support is there for my child's emotional well-being?

Personal, social, health and citizenship education (PSHCE) is taught in class and in daily assemblies. Chesterton is a Gold Rights Respecting school, we all follow a school charter and each class has an individual charter which supports and promotes our strong believe in the United Nations rights of the child. Chesterton has two Learning Mentors who work closely with children in and out of class. A weekly family group is run by a mental health professional here at school to support children and families.

How do you promote positive behaviour?

Positive behaviour is consistently promoted. Our 3 values (pride, resilience and kindness) are well embedded into all aspects of school life. Children at Chesterton have a number of positive incentives which include house points, values certificates and 'green all week' stickers. Children who require additional guidance during the school day are supported by our learning mentors. We also have children in year 5 who are trained as peer mentors and young leaders in year 6.

What training and specialist skills do the staff supporting children with SEND have or are having?

Staff who work with pupils with special needs are given a range of training opportunities. This is run by both specialist teachers within school and by external specialists where appropriate. For staff working with pupils with specific need, additional training will be provided to ensure they can best support these pupils.

How do you make the school environment accessible for all children?

All reasonable adjustments are made to ensure physical accessibility in line with our accessibility plan. Environmental adaptations are made for learners with ASD/sensory needs. Children are given access to a personal space or workstation in the classroom. Pupils are also provided with equipment such as move 'n' sit cushions, sensory boxes and dyslexia friendly books to enable them to access lessons. All pupils have access to laptops, tablets with specialised apps appropriate to their identified need. In some circumstances, the school is able to apply for support or extra time during formal examinations. The majority of our classrooms also have soundfield systems fitted to support children with a hearing impairment.

How will my child be included in activities outside of the classroom?

Chesterton has a specialist P.E teacher who carefully plans differentiated lessons to ensure all children are fully included and additional support is provided where appropriate. Every pupil can access the full range of after school clubs and educational visits that are available.

How will my child be prepared for joining the school or transfer to a new school?

If your child is joining the school, we ensure they have a tour of the school, are introduced to significant staff and are provided with a 'buddy' in class to support them in class and in the playground. When children transition from one class to the other, they have an opportunity to spend time with their new teacher and teaching assistant. Detailed information is passed on to the new teacher and they are given an opportunity to meet to discuss the needs of each child. One page profiles are also discussed and handed to the new teacher for specific pupils with SEND. For children with an EHCP, transition is discussed as part of the regular meetings with all professionals involved. In year six we liaise closely with secondary schools and can build in additional transition support if necessary. If a child is leaving the school to attend another primary school, all records are passed on and the specific needs of the child are discussed in a pre-transfer meeting.

What external specialist services does the school use to help meet children's needs and how do you work together?

We work with lots of other agencies and professionals to provide the best support possible for each child. This can include:

- Educational Psychologist
- Speech and Language Therapists
- Occupational Therapists
- Visual Impairment Services*
- Hearing Impairment Services
- Child and Adolescent Mental Health Services
- Outreach services within specialist Schools
- Moderate Learning Difficulty service

* Wandsworth Vision Support Service provides support to any children within our school who have a visual impairment. Support content is dependent on need but is likely to include assessment and advice to school staff as well as direct work with children. For more information, please visit: www.wandsworthvisionsupportservice.org.uk.

Support varies according to the needs of the child, specialist services may come in to support the child in class or support with staff with training, they may also support children during 'team around the child' meetings.

What will you do if my child has medical needs?

All medical needs are discussed in detail with the school nurse and other relevant professionals that are involved in the care of the child. Pupils with significant medical needs are given a care plan which is shared with significant adults working with the child. Each class has a medical and dietary register. Children with significant medical or dietary needs e.g. epilepsy or severe allergies are known to all adults so that we ensure their safety at all times. The school has trained first aiders. Specific adults are also trained in the management of Anaphylaxis, Diabetes, Epilepsy and other more specific needs. Medical needs are reviewed and monitored by the SENCO and the Senior First Aider in collaboration with the school nurse.

What should I do if I am unhappy with the support my child is getting or with their progress?

Please talk to the class teacher in the first instance. If you have further concerns, contact the SENCO. For additional support, contact the Deputy Head. If you would like to discuss the matter with the Head of School, please make an appointment with the school office. If you would like to contact the Local Academy Committee, please do so in writing. Complaints to the local authority can be made via this website:

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/advice.page?id=X47cpi4u4DM>

Where can I go for further advice and support?

- [Wandsworth Information Advice and Support Service \(WIASS\)](http://www.wandsworth.gov.uk/wiass) provide an impartial, free and confidential service to all parents of children with SEND and young people with SEND. Visit their website at <http://www.wandsworth.gov.uk/wiass> email wiass@wandsworth.gov.uk or telephone 020 8871 8065
- [Contact - Independent Support](https://contact.org.uk/wandsworth) Contact at Wandsworth provide impartial, free and confidential, independent support services to provide information and support for Wandsworth families who are going through the process of getting an Education, Health and Care Needs Assessment. Visit <https://contact.org.uk/wandsworth> for more information.
- The Wandsworth Parents' Forum "[Positive Parent Action](http://www.positiveparentaction.org.uk)" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk telephone 020 8947 5260 or email info@positiveparentaction.org.uk

More information about Wandsworth's local offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Local Offer website at www.thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/home.page . THRIVE Online (previously The Family Information Service) helpline is open from 9am to 5pm, Monday to Friday on 020 8871 7899. Or email thriveonline@wandsworth.gov.uk .

Feedback This offer is intended to give you clear, accurate and accessible information. We regularly review and make changes to what we offer and keep this information as up to date as possible. If you would like to comment on the content of the offer or make suggestions to improve the information, please contact office@chesterton.wandsworth.sch.uk

Policy Sign off – SEND Information Report

| | Reviewer | Date | Approver | Date |
|----------------------------|--------------------|-------------|----------------------------------|-------------|
| Reviewer / approver | SENCO | Autumn 2020 | LAC- Standards and Pupil Welfare | |
| | Next Review | | | Autumn 2021 |

Appendix A: SEND Support Identification Process

