

SEN Information Report

Which SEND do we provide for?

At Charlestown we can provide for all areas of SEND – SEMH, Cognition and Learning, Communication and Interaction and Physical Disability and Hearing or Visual Impairment. We work alongside Lancasterian Outreach Intervention Service and as variety of professionals to be able to offer appropriate resources to meet individual needs.

How do we identify children with SEND?

Concerns about a child's progress and/or presenting behaviours around school/home may be raised by the class teacher, the child's parent or carer or through the systematic analysis of assessment data.

Teaching staff will make adjustments to the curriculum, personalise their teaching and set up interventions. If adequate progress is not made, they will be identified as having SEND Support.

The class teacher will produce an IEP (Individual Education Plan) which outlines the child's difficulty, the intervention that is additional to and different from others in the class they will receive and how that will be implemented (strategies, staff and frequency). This is a working document that can be reviewed at any time. A child will have a minimum of three IEPs per academic year. The document is shared with parents/carers.

If appropriate, school will make referrals to outside agencies for advice and support for a child where their needs cannot initially be met by quality first teaching.

Advice and support may be an appointment with a clinician, an observation in school, a meeting with Parents/School. Strategies will be adopted and included within their IEP.

If a child's needs are such that they require long-term and specialist intervention, school will consider applying for an Education, Health and Care Plan (EHCP) through the Local Authority.

School will gather the information and evidence according to the EHCP application guidelines.

Involving Parents and Carers

Parents and Carers are involved at every step. Once their needs are identified, they will be placed on the school SEND register. The IEP and subsequent reviews will be shared by the class teacher through the EDUKEY system. If external professionals are involved, Parents and Carers will be invited to make their contribution to the meeting and any reports that are prepared. Parents and Carers can contact school at any time if they have any concerns around their child's learning.

Involving the Child

For children who have an EHCP, their views will be gathered formally as part of their Annual Review process. For children having an intervention, the member of staff working with them will, in language appropriate to their age and need, share with them the purpose of them working together.

How do we Assess and Review Progress?

Children are assessed using PiXL – the whole school assessment system. If they are working on a specific intervention programme, progress is tracked and reviewed through this system. For children with an EHCP, depending on their need, they may be assessed against the Pre-Key Stage targets rather than end of year tests.

Progress is monitored through the IEP targets together with regular and less formal assessments according to the needs of the child.

What happens when a child has to move to another setting?

If a child moves mid-year, the SENDCo will make contact with the receiving school and share information verbally. Files will then be shared securely through the electronic system.

In the case of Year 6-Year7 a transition programme will be planned that is individual to the needs of the child and shared with Parents.

If a child moves to a Specialist provision, all professionals involved with the child will meet to plan the transition programme.

Our approach to teaching SEND.

All children receive Quality First Teaching within their classroom. Once a child has been identified as requiring something that is additional to and different from their peers, it will be planned into their school day. It may be a whole class intervention, a small group or a 1:1 with either a Teacher, Teaching Assistant or Learning Mentor. The intervention will be monitored and reviewed and recorded as part of the whole school Provision Map.

How do we adapt our curriculum and learning environment?

Teachers will assess the needs of their whole class as well as individuals and adapt their classroom to meet the needs of as many children as possible. Where children have sensory needs, staff may be advised to change their environment or children may work in an area that is less stimulating for them. Areas will be designed that are age or need appropriate. Charlie's ARC is specifically for children with High Needs and the Learning Environment reflects the needs of the children who access it.

Additional Support for SEND children.

If a child has High Needs and finds it difficult to be a part of their mainstream class, they will be offered a place in Charlie's ARC (Additional Resource Centre). This is an "Alternative Provision" within the school and can support the children in a smaller, more nurturing environment for some of their school day. Here they have, if appropriate to their need, access to 1:1 learning for English and Maths and can be part of the continuous provision environment to develop their independent learning skills. Charlie's ARC is led by the SENDCo and a team of 4 highly skilled Teaching Assistants with a passion for children with SEND.

The Charlestown Staff

The SENDCo is Sharon Peters. She has the NASENCO award and has been at Charlestown since January 2019. She is non-class based and is also a member of the Safeguarding Team.

Charlestown has an amazing team of Teachers and Teaching Assistants who work alongside our pupils with SEND. They regularly attend training relevant to whole school and individual needs.

Equipment and Facilities at Charlestown

Charlestown is a one storey building with a separate Early Years building. It is accessible to all. There are disabled toilet facilities in the EYFS building for adults and pupils. In the main building there are two disabled facilities for pupils and adults together with a facility within the medical room. Children who require additional resources to meet their needs have them within their learning area.

Ways that we evaluate our effectiveness.

We analyse in terms of academic progress and we listen to what our Parents, Children and External Agencies and Professionals tell us. Post COVID-19, the SENDCo will hold parent forums to gather their views on the provision for the SEND children at Charlestown.

Social and Emotional support at Charlestown

All staff are responsible for the emotional well-being of the children in school but we have a team of 3 highly experienced Learning Mentors who are allocated to phases within school. Their work may involve a quick daily check-in, a 1:1 therapy or support for their learning in class. Learning mentors work alongside the Safeguarding Team which includes the SENDCo and the Home/School Liason Officer (Caroline Morrison).

How we work with outside agencies to support our SEND children and their families.

At Charlestown we have strong relationships with a number of external agencies that we work with. The School Nursing Team take referrals from us and work with us with families who require Early Help or Children's Services. Our Educational Psychologist is Amy Burns from One Education. Erica Budd is our Physiotherapist; she visits school to complete programmes of therapy or assessments with children who have a Physical Disability. LOIS work alongside us to train staff to work with children with specific needs such as a Hearing Impairment.

Complaints procedure

Support services for families of SEND children

IAS (Information and Support Manchester)

Email: parents@manchester.gov.uk

0161 209 8356 (10-3 Mon-Fri) answer machine available when closed

Who should I contact at School?

Child's Teacher – email or via school office 0161 740 3529

SENDCo: Sharon Peters senco@charlestown.manchester.sch.uk 0161 740 3529 Option 7

The Local Offer

Search on line for “Manchester Local Offer” or via IAS (above)