

Charlestown Community Primary School



School SEND and Local Offer

2017 - 2018

Charlestown Primary School

School SEND Offer 2017 - 2018



This Special Educational Needs and Disabilities (SEND) Information Report provides information about the identification of and provision for pupils with Special Educational Needs or Disabilities, paying regard to the SEND Code of Practice 2014 (updated January 2015).

Charlestown Community Primary School seeks to develop the full potential of each child, recognising the uniqueness of each individual. We promote and celebrate a love of learning with high aspirations for all. For some children additional help or support may be needed and a Special Educational Need may be identified. Children with SEND have learning difficulties and / or physical disabilities which makes it significantly harder for them to learn than most children of the same age.

Provision for pupils, including those with SEND

All pupils at Charlestown Community Primary School receive Quality First Teaching - this means that every child accesses a curriculum that matches their needs. Teachers ensure that planning is differentiated and appropriate learning objectives and activities are set for all the children. The majority of classes are also supported by teaching assistants (TAs), who are able to support children individually or in groups and are trained to offer small group or 1 to 1 interventions where needed. Children will have access to our Acorn Room, for social and emotional support and to our non-class based learning mentors in class and around school for support when needed.

Identification of Pupils with SEND

Children may be identified as having SEND in a number of ways, including:

- Close liaison with parents or carers and listening to their concerns.
- Concerns raised by a teacher, especially when a child is not responding well to in class differentiation.
- Monitoring of assessment results and identifying if a child is consistently performing below age related expectations.

- Monitoring of progress and identifying if a child is making slower than expected progress, especially when compared with other children at the same age or stage of development.
- Continued difficulties after extra support has been put into place.
- Additional observations or assessments, including use of standardised tests by class teacher or SENCo.
- Observation and assessment by other professionals, such as Speech and Language Therapist or Educational Psychologist.

If a parent or carer is concerned about their child's learning or progress, or thinks they may have a special educational need then we would first encourage them to speak to the class teacher, who will pass on the concern to the SENCo, Gemma Stewart.

Involving families and pupils

If the class teacher and SENCo consider a child may have a Special Educational Need they will ask the parents / carers to come into school to share concerns and to ask parental view of the situation. If everyone agrees the child will be placed on the SEND list in school. This ensures that the SENCo closely monitors progress and starts the Assess, Plan, Do, Review approach. Some children will need support which is different from the support other children need for a short period of time; others may need this extra provision right through school and into the next stage of their education. Parents / carers, class teacher and the SENCo will meet to review the child's progress three times each year.

The Assess, Plan, Do, Review approach

Assess – This stage looks at a child's strengths and areas of needs and will draw on the views and experiences of the family and the child. The child's development in comparison to peers will be considered alongside information on progress, attainment, behaviour and attendance. If relevant, advice will be sought from external support agencies.

Plan – If it is decided to provide the child with SEN Support, in consultation with parents, then the teacher and SENCo will agree the interventions and support to be put into place, as well as the expected impact on progress, development or behaviour. At Charlestown Primary, this information is recorded on our Provision Map for Inclusion.

Do – The class teacher remains responsible for each child's attainment and progress while additional support or interventions are taking place. Class teachers, TAs and the SENCo work very closely together to ensure teachers are involved in planning and assessing the impact of interventions.

Review – The effectiveness of the support provided and the impact on the child's progress and attainment will be reviewed in line with agreed date. Impact, along with the views of the family and the child will feedback into the Assess stage.

Including All

At Charlestown Primary School we provide support for pupils across the four areas of need as laid out in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

Some children may have needs which cross two or more of these areas.

Where necessary adaptations to the curriculum and the learning environment will be made for children with SEND, whenever reasonable and practicable. For example seeking and acting upon advice from the Visual Support Service, adding grab bars into toilets.

Charlestown Community Primary aims to ensure that any children with SEND are able to participate fully in their learning and to join in with activities available to children without SEND. This may be through use of additional staff, careful risk assessment and management or through adaptations to the activity.

In School Services

We have a highly experienced, trained team of staff who may be involved in supporting children at Charlestown Primary School.

These include:

- Your child's class teacher who is responsible for your child's learning and will ensure learning is appropriate and accessible for all.
- Teaching Assistants support all pupils in class. Most also support groups and individual children by delivering interventions.
- The SENCo, Gemma Stewart.
- The Acorn Room team, Alice Giles, Vikki Fox and Shelly Griffin, providing therapeutic support for any child needing emotional or social development support. Also providing support and advice to parents and carers, often working with the whole family, the family support worker, Caroline Morrison
- TAs trained to deliver a number of interventions and to help children improve their reading, writing, maths or social skills.
- A specialised Reading Recovery teacher who works with pupils in Year 1 and Year 2 to accelerate their progress in reading, aiming to catch up to the average attainment for their age, as well as having a wider role in school supporting development of reading.

Specialised Services

To ensure that children are appropriately supported school works in close partnership with a number of other professionals.

These include:

- Our School Nurse who can advise and assess any medical needs. If a care plan is required this would be done in conjunction with parent / carer and school nurse and reviewed annually.
- A fully qualified Speech and Language Therapist is in school full time, providing assessment, advice and direct work with children.
- Our Educational Psychologist, from OneEducation, offers expert advice about more complex learning need.
- A specialist Dyslexia and Specific Literacy Difficulties (SpLD) teacher supports the identification and provision for children with difficulties in phonics, reading and writing.

School holds regular multi-agency meetings where we discuss the needs of individual children and plan together the best use of advice and support from other agencies. If your child is to be discussed parental permission will be sought. Sometimes an Early Help Assessment will be used to help assess and support a child's needs; this involves regular multiagency meetings to discuss the child, all of which parents / carers will be involved in.

Moving to a new class or moving on

Transition to a new class within school is planned for children with SEND on an individual basis. It begins as early as possible in the summer term in preparation for September. Some children are given a booklet to look at over the summer with information about their new class. Transition arrangements may include visits from the new teacher to the class in their current setting and a series of visits to the new classroom both with and without their current teacher. Transition from Year 6 to High School is planned on an individual basis with the High School and pupils and parents. Charlestown Primary School are able to provide accompanying adults and transport for some High School visits.

Evaluating the effectiveness of provision for pupils with SEND

Pupils with identified SEND have their attainment, progress and development closely monitored in a variety of ways, including:

- Learning walks and learning observations.
- Tracking of attainment levels, including small steps of progress. We have a three tiered system of assessment, which at the highest level uses very small steps to measure attainment and progress.
- Entry and exit data for any interventions.
- Termly Pupil Progress meetings involving the Headteacher, SENCo and class teacher.
- Discussion with class teacher, TA and any other professional providing support.

- Discussion between the SENCo and school's SEND Governor.
- Gathering the views of the child.
- Gathering the views of the family
- Attendance data.
- Behaviour records.
- Use of the Assess, Plan, Do, Review model.

Additional Information

If a parent / carer has a question or concern about school's provision for their child then we would ask them to contact their child's class teacher or the SENCo. If they still have concerns then they may contact the Headteacher.

The majority of children will have their needs met within school however if a child's needs are complex or severe we may suggest we ask the Local Authority to complete a statutory assessment which may lead to an Education Health and Care Plan (EHCP) for the child. An ECHP usually involved the Local Authority providing extra resources to help the child and will be reviewed annually.

Further information about services for children in Manchester with SEND can be found within the Manchester Local Offer at

<https://manchester.fsd.org.uk/kb5/manchester/directory/directory.page?directorychannel=1-7>

You may also access the Information, Advice and Support (IAS) Manchester Service (formerly Parent Partnership Service) on 0161 209 8356 or by email to parents@manchester.gov.uk