

SEND Information Report

Which SEND do we provide for?

At Charlestown Community Primary School, we provide all of the 4 areas of need: Cognition and Learning, Communication and Interaction, Physical Disability and/or Sensory Needs and Social, Emotional and Mental Health. We work alongside a variety of professionals to be able to support our children to ensure they have the 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 staff, a 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 added to the SEND register. The class teacher will write an IEP (Individual Education Plan) which outlines the child's difficulty, the intervention/additional support that is place and how it will be implemented (by who, when and frequency). This is a working document that can be reviewed and updated at any time. A child will have three IEPs per year. This document will be shared with home. 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. This advice and support may be a meeting with a clinician, an observation of the child and/or a meeting with school and home. The Educational Psychologist may also be asked to be involved. Any strategies discussed will be included in the IEP. If a child's needs are such that they require long-term and/or specialist intervention, school will consider a Request for Statutory Assessment by the Local Authority which may lead to the child being issued with an Education Health and Care Plan. School will gather information and evidence according to the EHCP application guidelines.

Involving Parents and Carers

Parents and Carers are involved at every step. Once 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. School can be contacted at any time if they have any concerns around their child's learning.

Families of children with SEND will have the information from Manchester's Local Offer shared with them electronically.

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 the child, share with them the purpose of the work being done.

The SEND team (SENDCo and two assistants) and/or members of the Senior Leadership Team will carry out learning walks to evaluate the learning across a variety of subjects.

How Do We Assess and Review Progress?

Children at Charlestown 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.

For children identified through PiXL as B2 (working significantly below), they will be Teacher Assessed using PIVATs; this allows for the smaller steps of progress to be identified.

For children in the EYFS and/or with a significant level of need, they will be assessed using the Cherry Garden Assessments.

What happens when a child moves to another setting?

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

For children moving from Year 6-7, a transition programme will be planned to meet the individual needs of child, in discussion with home.

If a child moves to a Specialist setting, a handover meeting will be held to plan the transition.

Our Approach to Teaching Children with 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 1:1 with either a Teacher, Teaching Assistant or Learning Mentor. The intervention will be monitored, 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 complete some of their work in an area that is less stimulating for them. Areas will be designed that are age or need appropriate. Our curriculum is planned by subject leaders to enable all children to access learning both academically and physically regardless of their need; this includes children who have been screened for Dyslexia and ADHD.

Additional Support for SEND Children

We have a class in school for those children with a significant level of need called the Additional Resource Class (ARC). These children may not be able to access their mainstream class on a full-time basis or may be on a waiting list to transfer to a Specialist Provision.

The ARC has a full-time Teacher (Mrs Ingram) and 4 Teaching Assistants (including a HLTA) that work either 1:1 or in small groups in a quieter, less stimulating environment. The children follow the curriculum in a more personalised way to meet their needs. It is the long term aim that these children will increase their time in their mainstream class with their peers.

The Charlestown Team

The SENDCo is Sharon Peters, she has the NASENCO award and has been in post since January 2019. She is also the Deputy Head for Inclusion which includes Designated Safeguarding Lead.

We have two SEND Assistants – Jenny Clare and Lisa McConnell who work alongside the SENDCo to ensure that referrals are completed, information is gathered and screenings are completed.

Karen Ingram (Lead Teacher in the ARC) is completing her NASENCO qualification.

The Teachers and Teaching Assistants at Charlestown attend training relevant to the pupils in the school.

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 facilities in the Early Years building for both adults and pupils. In the main building there are three disabled facilities (including the medical room). These facilities are spread across the building. The Accessibility Plan details this further.

Ways that we evaluate our effectiveness

We analyse in terms of academic progress, we listen to what the children, Parents, Carers and Professionals tell us. We also look at specialist funding levels and the pathways that our children take.

Nurture Support

All staff are responsible for the emotional well-being of the pupils at Charlestown. We have two experienced Learning Mentors who work across school. Their work includes check-ins, specialist nurture group work, 1:1 work or support to learn in their classroom. Both Learning Mentors are part of the Safeguarding Team.

Outside Agencies

We have strong links with a number of outside agencies and professionals. The School Nursing Team take referrals from us, we work with Early Help to get early intervention and support for our families as well as Children's Services.

Our Educational Psychologist is Dr Amy Burns and our Physio is Erica Budd.

Manchester Sensory Support Service work with individuals in school to support the children who have a Hearing Impairment.