

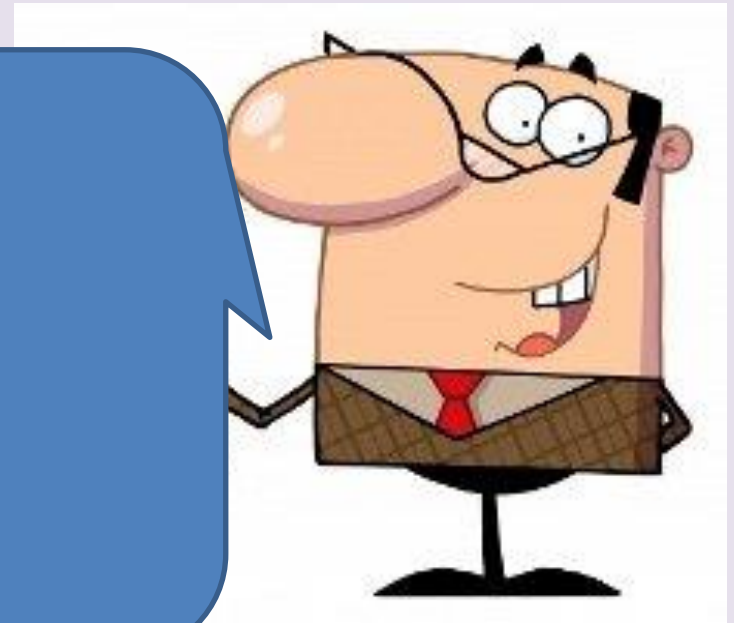


Chancel Primary School, supported by Staffordshire Local Education Authority ensure that all pupils, regardless of their specific needs, make the best possible progress in school. Our school is an all inclusive school, with the needs of pupils with a Special Educational Need(s) and or disabilities being met.



Who are the best people to talk to in this school about my child's difficulties with learning/ -Special Educational Need or Disability ?

You can ask:  
Your Class Teacher  
The Teaching Assistant  
The SENDCo  
The Pupil Support Officer  
The Headteacher  
The SEND Governor





**What are the different types of support available for children with SEN and /or disabilities in this school?**

- Class teacher input via outstanding classroom teaching.
- Specific small group work.
- Specialist groups run by outside agencies e.g. Speech and Language Therapy OR Occupational Therapists who are supported by the Pupil Support Officer

**Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENDCo and PSO as needing a particularly high level of individual and small group teaching (more than 20 hours a week), which cannot be provided from the resources already delegated to the school.**

# How will we support your child with identified special needs when starting school?

- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a Team Around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts.
- We may suggest adaptations to the settling in period to help your child to settle more easily.



# How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCo and PSO or Headteacher.
- If you are still not happy you can speak to the school SEND Governor.



## How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCo and PSO.
- Schools also have meetings every half term between each class teacher and a senior staff member in the school to ensure all children are making good progress
- If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you.
- If your child is still not making expected progress the school will discuss with you:
  - o any concerns you may have
  - o any further interventions or referrals to outside professionals to support your child's learning
  - o how school and home can work together, to support your child.



# Who are the other people providing services to children with SEN in this school?

- Counselling
- Family Support Worker
- Educational Psychology Service
- Autism Outreach Service
- Local Support Team (LST)
- Specialist Learning Difficulties (SPLD)
- Special Educational Needs Specialist Service Team (SENS)
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (SALT) provided by Health but paid for by the Local Authority.
- Occupational Therapy
- Physiotherapy
- School Nurse
- Children and Adolescents Mental Health Team (CAMHS)
- Parent Partnership Service



# How are the adults in school helped to work with children with a SEND and what training do they have?

- The SENCo's job is to support the class teacher in planning for children with SEN.



- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, and Sensory service or medical /health training to support staff in implementing care plans.



- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.



**How will the teaching be adapted for my child with learning needs (SEN/ and or disabilities)?**



# What support do we have for you as a parent of child with an SEN/and or disabilities?

- The class teacher, SENCo, PSO and Headteacher are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.



# How have we made this school physically accessible to children with SEND?

- The school is accessible to children with physical disability via ramps, widened door ways, slow closing doors.
- We ensure that equipment used is accessible to all children regardless of their needs.



## In Year 6

- The SENCo and PSO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCO AND PSO of their secondary school, and the specialist session for students with an ASD, as appropriate.
- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include creating a 'Personal Passport' which includes information about themselves for their new school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

## If your child is moving to another school:

- **We will contact the new school's SENCO AND PSO and ensure he/she knows about any special arrangements or support that need to be made for your child.**
- **We will make sure that all records about your child are passed on as soon as possible.**

## When moving classes in school:

- **Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher.**
- **If your child would be helped by a book to support them understand moving on then it will be made for them if suitable.**

**How will we support your child when they are leaving this school? OR moving on to another class?**