



How does the school know if the children need extra help and what should I do if I think my child may have SEN?

Information about the child's strengths and needs will be received in school from the child's previous educational setting, where applicable.

Special educational provision is provision that is different from or additional to that which is normally available to pupils of the same age.

The progress of all pupils is monitored regularly by class teachers and the senior leadership team, through the use of formal and informal assessments. When a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents/carers and the pupil concerned.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our Special Educational Needs Coordinator (SENCO) where appropriate.

If you wish to discuss a specific area of Special Educational Need or Disability then please contact our SENCO, Mrs R Palmer.

How will the school staff support my child?

Class teachers plan lessons which are differentiated to meet the needs of all children in their class. They will organise the class into small groups in order to focus the teaching and learning potential. Groups may be supported by a key adult, either the class teacher or learning support assistant, where appropriate, to foster effective, independent learning.

Class teachers may liaise with the SENCO for additional advice or support.

If school and parents agree that further advice is needed, a referral will be made to a specific outside agency such as the Educational Psychologist, Speech Therapist or Specific Learning Difficulties Advisory Teacher. A referral will not be made without parental permission.

The SEND Governor works closely with the school to help monitor provision. The SENCO and SEND Governor meet regularly to enable this process.

SEND provision, including interventions, is recorded on a Whole School Provision Map. Progress is monitored closely to measure the impact of interventions.





How will I know how my child is doing?

We believe in working closely with parents/carers in sharing ideas and information to encourage children to aspire to achieve their best in their learning and their self-esteem.

If a child needs a more bespoke programme of support, targets may be recorded on an Individual Support Plan. These targets may be related to an area of the academic curriculum or to develop social or emotional skills. Their progress at meeting these targets will be shared regularly with parents/carers and the child, where appropriate.

In addition to formal parent/carer consultation evenings, information can be shared via email, telephone, home/school liaison book or face to face, where an appointment may be necessary.

All parents/carers will receive a termly and end of year written report detailing their child's progress across the curriculum.

How will the learning and development provision be matched to my child's needs?

All teachers use information about the strengths and needs of individual pupils so they can plan the learning within the curriculum to ensure that all pupils are able to make progress.

Lessons are appropriately differentiated for groups or individuals to enable access to learning and foster greater independence.

Additional provision is coordinated by the school's SENCO and is designed and implemented by teaching staff, ably supported by learning support assistants.

The progress of identified groups of children, including those with SEND, is also closely monitored by the SEND Governor who feeds back at regular Governing Board meetings.

The use of specific resources and materials will further aid access and independence.

Advice sought from outside agencies will be incorporated into the child's provision.

Regular assessment will inform where amendments to provision may be required.





What support will there be for my child's overall wellbeing?

The well-being of all pupils is of primary concern at Chancel Primary School. We strive to build positive relationships whereby parents, pupils and teachers can share ideas and information together to make school a safe and happy place for everyone.

Children are supported with their social and emotional development throughout the school day through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE), Relationships Education, Anti-Bullying and Online Safety is an integral part of our curriculum which help enhance the children's awareness of how to stay safe.

Children's views are sought via Pupil Voice, School Council and other forums. Their ideas are listened to and valued.

Additional support from specialist staff can be accessed via a referral process with parental request.

Our Behaviour Policy, which includes guidance on expectations is fully understood and implemented by all staff.

The well-being of all pupils is monitored regularly.

We regularly monitor attendance and take appropriate steps to encourage punctuality and prevent unauthorised absence.

What training have the staff, supporting children with SEND had or are having?

Teachers, and TAs (Teaching Assistants) access external training to enable their Continued Professional Development.

In-house and external training will also be accessed to help staff develop and build the skills and knowledge they require to meet the needs of all pupils, including those with SEND.

Our SENCo is a qualified teacher, with more than 18 years of experience in the teaching profession. Mrs Palmer has been in this role for more than 4 years and receives ongoing SEN training in specific areas.

What specialist services and expertise are available at or accessed by the school?

Our SENCO can offer advice and training for a range of SEND. If further advice and support is required, Mrs Palmer will make a referral, with parental permission, to an appropriate outside agency or service. This may include the Educational Psychology Service, Speech & Language, Autism Advisory Service or the Children's Centre. Services like Occupational Therapy or Camhs (Child and Adolescent Mental Health Service) may be contacted via the School Nurse/GP. There is an extensive range of services within Staffordshire who will only be accessed with parental permission.





How will you help me to support my child's learning?

At Chancel Primary, we value communication and the sharing of ideas and information between home and school. There are regular opportunities to discuss your child's progress and how you can best support them at home. Formal parent/carers' consultation meetings take place in the Autumn and Spring terms, with a final Open Evening in the Summer Term to view your child's current progress and achievements.

Our SENCO will also be available, via a pre-arranged meeting, if you would like to discuss your child's strengths and needs with her and explore further ways in which you can support your child's learning.

In addition to the formal meetings, you will be signposted to a variety of parental workshops that are on offer through 'Staffordshire Parent Partnership' and other network groups, enabling you to gain a fuller understanding of SEND. This is a great facility which is able to offer advice to parents/carers as well as a substantial range of quality resources to support many areas of learning.

How will I be involved in discussions about and planning for my child's education?

In addition to formal parent/carers consultation meetings, you can also discuss your child's education with their class teacher, SENCO or Head Teacher. If you need an appointment, this can be made through the school office.

Where a child needs more focused, individualised differentiation, a Learning Programme may be introduced to enable closer monitoring of small steps of progress. Ideas and information will be shared, reviewed and recorded through this planning. Advice from outside professionals will be included and followed in the plan where there is involvement. It is important that as a parent you fully engage and liaise with school staff and external agencies in order to support your child's development.

At times where a child's needs are more complex and they may need support from a number of outside agencies, it may be beneficial to initiate a CAF (Common Assessment Framework). This will enable a team of professionals and family members to meet regularly to offer help and support to meet the needs of one or more of the family. This is called a TAF (Team Around the Family) or TAC (Team Around The Child). If a CAF is considered, the SENCO will meet with the parents/carers to explain about the process. A CAF will only be initiated with parental consent.

If your child's needs are significant, it may be appropriate to undertake a statutory assessment of his/her needs. During this process you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process. The assessment may lead to the issue of an EHCP (Education and Health Care Plan), which replaces the previous Statement of Special Educational Needs. Once an EHCP is in place, regular review meetings will be organised and the Plan will be fully reviewed annually.





How will my child be included in activities outside the classroom including school trips?

At Chancel, children have a wide range of extra-curricular activities to enjoy. Some clubs are run by school staff, some by external professionals, all with appropriate qualifications and DBS clearance. All children, regardless of their level of ability, are encouraged to take advantage of these activities. Every effort will be made to reduce barriers to participation.

Pupils may also have the opportunity to attend enrichment events both on and off the school site. Where necessary, risk assessments will be undertaken and reasonable adjustments made to enable inclusion regardless of need or disability.

School trips, including residential, are a regular feature at Chancel Primary. These experiences are hugely enriching both from a learning and social aspect. All children are encouraged to participate. A risk assessment would be carefully considered and shared with parents/carers well in advance of the trip to ensure all children can be confidently and safely included regardless of their level of SEND. It may be necessary to make some reasonable adjustments to the trip's events and activities to enable as much participation as possible. This would be discussed with parents/carers prior to the trip.

How accessible is the school environment?

Chancel Primary is listed as a 'fully accessible' school on Staffordshire's SEND Provision and Local Offer. We have an Accessibility Plan in place and, where feasible, make reasonable adjustments to improve the accessibility to our environment to meet individual needs. Our policy and practice adheres to the Equality Act 2010. Please refer to the Accessibility Plan in our Policies section of the school website.

Who can I contact for further information?

In the first instance, parents/carers are encouraged to contact their child's class teacher. For pupils with SEND, further information and support can be sought from our SENCO, Mrs Palmer. Parents/carers can discuss their child's strengths and needs in person, by telephone or email, if preferred. Parents/carers are also able to contact the Head Teacher or SEN Governor.

If you need more information about the assessment process, contact the SEND Family Partnership:

Phone: 01785 356921

Email: sfps@staffordshire.gov.uk

National organisations that can also provide information and advice on SEND include:

Coram Children's Legal Centre at www.childrenslegalcentre.com

Contact a Family at www.cafamily.org.uk

IPSEA at www.ipsea.org.uk





How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The first day at school for all children can be both exciting and/or stressful. We would always encourage children new to the school to make visits beforehand to enable them to become familiar with their new setting. Initially, the class teacher will set up a “buddy” to support the new pupil and make them feel welcomed.

Prior to starting in Nursery, home visits (where appropriate) will also be arranged to allow key school staff to meet parents/carers and children in their home environment first.

As children progress through the school, they will all participate in a transition day, where they will have the opportunity of spending part of the day in their new classroom with their new teacher. The current class teacher will pass on important information about the child’s education and welfare to their new teacher. The SENCO may also become involved during this transition.

When transferring from one primary to another, all electronic and paper records will be sent to the receiving school within 15 days of the child leaving.

“Moving on” (transition) can be difficult for all children but especially those with SEND. To aid a smooth transition, a carefully planned programme supports each child. When transferring to secondary school, additional visits can be organised to help the child feel more confident about their next setting. Meetings between parents/carers, key primary and secondary school staff and the pupil can be arranged to enable effective information-sharing and important questions to be addressed.

How are the school’s resources allocated and matched to children’s special educational needs?

The school’s budget is decided by the Head Teacher and Governing Board.

Human Resources and interventions are closely monitored to ensure value for money.

Within the budgetary constraints, support is allocated according to the level of need.

Additional funding can be applied for where needs are judged to be exceptional for individuals or small groups. Parents/carers would be consulted prior to an application being made for Additional Needs Funding.

How is the decision made about how much support my child will receive?

At Chancel, we strive to provide a stimulating and inclusive education alongside quality first teaching. Sometimes, pupils need support which is different or additional to that of their peers. Any adjustments or interventions put in place for a child will be clearly detailed and shared with relevant staff, parents/carers and the pupils, as necessary. Every effort will be made to continue to foster independent learning.

