

# CHESELBOURNE VILLAGE SCHOOL

## SEND INFORMATION REPORT

DECEMBER 2018

The school provides support for pupils across the 4 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

The school currently provides support for the following types of Special Educational Needs and disabilities:

- Dyslexia
- Literacy learning difficulties, such as Visual Perception difficulties
- Developmental dyspraxia
- Attachment trauma
- Developmental delay
- Speech and Language difficulties
- Social and emotional difficulties
- Delay with fine and gross motor skills due to cerebral palsy

**Information about the school's Policies for identification and assessment of pupils with SEND.**

In the classroom, your child will receive learning that is appropriately levelled for them as part of the class teacher's planning. If the teacher feels that your child would benefit from extra support, they will discuss your child's needs with the SEND Leader, who may decide to provide them with some small group or individual intervention learning.

The school's SEND Policy details these procedures.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

School staff use a wide range of tools to assess the amount and level of SEN support required. These include:

- Using information passed on from an early years setting or previous school
- Continuous assessment during lessons by class teachers
- Termly liaison meetings between individual staff and the SEND Leader
- Termly tracking of children's progress by teachers and the SEND Leader
- Termly Progress checks between the SEND Leader and Intervention group leaders
- Reading and Spelling tests
- Informal progress tests
- providing details on referrals made to outside agencies during assessments
- Parental feedback from Parent Discussions or additional contact

The SEND Leader will then consider if any additional intervention may be necessary.

If it is agreed that additional support would be beneficial, a Provision Map is drawn up and this is shared with parents to inform them of the needs that have been identified and to discuss ways of addressing them. This may sometimes involve a referral to outside agencies such as the Speech and Language Therapy Service (SALT), the Special Educational Needs Specialist Service (SENSS) or the County Psychological Service, which will be discussed with parents to ensure their full agreement.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). The majority of children with special education needs or disability will have their needs met by the school

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as

having special educational needs an individual learning plan will be set up and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the [child's] parents / carers **must** be informed that special educational provision is being made.

### **Evaluating the effectiveness of provision for pupils with SEND.**

At the beginning of the Autumn term, the SEND Leader meets with each of the class teacher and visits classrooms to observe and discuss any children that teachers have identified as raising concerns with their learning and progress. A plan of action is then agreed for each child.

Outcomes have included further focused differentiation in class learning or additional small group learning provided by the class teacher.

The SEND Leader recommended two referrals for EHCP assessments for two children in Year 4.

Children with in-school support have a **Provision Map**, with targets that are reviewed every term, and up-dated, as appropriate.

Some children have an **Individual Learning Plan**. These are for children who need more focused targets with smaller steps. They are reviewed every half term, with targets up-dated, as appropriate.

We currently have no children with an Education, Health and Care Plan (EHCP) but are pursuing getting two Year 4 children assessed for one. The paperwork for this will be completed in January 2019. If this is successful it will form a big part of those children's transfer to Middle School in July and Sep.

All children's progress is tracked and analysed at the end of each term.

Children with a SENSS programme are reviewed by SENSS every 6 months. Progress with Reading Accuracy, Reading Rate, Reading Comprehension and Spelling is assessed and Learning Programme targets are then up-dated.

Numeracy intervention begin with using a Baseline assessment from the Sandwell Early Numeracy test as a starting point. Children are then re-assessed following targeted support.

**The End of Year SEND Progress Report (July 2018) identified the following areas for focus:**

- For pupils making slower progress, continue to record the number of objectives achieved to indicate smaller steps of progress.
- It continues to be vital that appropriately differentiated learning is planned for pupils who need to 'close the gaps' to make at least average progress.
- Continue focus on appropriate intervention provision for those pupils making below expected progress.
- Ensure regular delivery of intervention programmes to support accelerated progress; little and often is key.
- Half term / end of term review of intervention programmes to assess impact.
- Impact of interventions needs to be evidenced fully; Baseline data / Mid-term and/or Exit data / comments / examples of learning completed.
- Continue to monitor SENSS provision to ensure accelerated progress.
- Continue to ensure SENSS recommendations are transferred into classroom practice.

### **The school's approach to teaching pupils with SEND.**

Children are given learning activities which are appropriate to their level and ability. These are built into the teacher's planning and will be based on the 'next steps' that they need to achieve. The teacher takes into account any learning needs highlighted by outside specialists such as SENSS; any behaviour targets that need to be included and any learning environment factors that need to be considered. It is an important focus of Teaching and Learning across the school to make our classrooms easy to learn in for ALL children. This means that strategies suggested for children with SEND will often be used for all children so that everyone can be included and benefit from them.

### **How the school adapts the curriculum and learning environment for pupils with SEND?**

Any child who presents a need will be able to access assessment and support if it is required. It is the class teacher's responsibility to provide learning activities at different levels appropriate for all children in the class and to use available adults to support groups during writing, reading and maths activities. It is also important that children learn to be as independent as possible from supporting adults.

Each class team is always aware of individual children with any additional need including emotional and social issues.

The school is committed to ensuring that all aspects of learning are fully accessible to all children. Every child will have the opportunity to take part in the full range of learning activities, including off-site trips and after school clubs. Any medical requirements will be

taken into account (such as use of inhalers), with an adult responsible for administering these as required. Any needs or requirements can be discussed with the trip leader in advance and the appropriate plans put in place.

**We are able to offer the following types of support for children with SEND:**

Quality-first teaching

Appropriate and targeted differentiation, according to individual need

Daily/Weekly extra Individual reading with Teaching Assistant/Teacher

Reading Intervention (group)

Writing Intervention (group)

Maths intervention (group)

Additional Phonics

School Nurse

Small group fine motor activities

Small group handwriting activities

Referral to the Special Educational Needs Specialist Service (SENSS) / SENSS Learning Programmes delivered by an experienced Teaching Assistant.

Referral to the Speech and Language Service / Speech & Language programme from SALT delivered by an experienced Teaching Assistant

Language and Communication Support through Thomas Hardy School Outreach (Sue Brazier)

Learn to Move, Move to Learn programme for gross motor support

**How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs.**

The school is committed to ensuring that all aspects of learning are fully accessible to all children. Every child has the opportunity to take part in the full range of learning activities, including off-site trips and after school clubs.

Any medical requirements are taken into account, such as use of inhalers, with an adult responsible for administering these.

Any needs or requirements are discussed with the trip leader in advance, and the appropriate plans are put in place.

More detailed arrangements are outlined in the school's Accessibility Plan and the policy for 'Supporting Pupils with Medical Conditions and managing medicines'.

Cheselbourne Village School plans, over time, to increase the accessibility of all provision for all pupils, visitors and staff to the school.

The Accessibility Plan has highlighted actions to:

- To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.
- All out of school activities are planned to ensure the participation of the whole range of pupils.
- To ensure classrooms are optimally organised to promote the participation and independence of all pupils.
- Training for Governors in terms of awareness of SEND support across the school.

### **Support that is available for improving the social emotional and mental health of pupils with special educational needs.**

It is our aim at Cheselbourne Village School that all children should feel safe, secure and nurtured. Our Personal, Social and Health Education curriculum is delivered weekly with a whole school PSHE theme introduced in our New Week Assembly followed by a bi-weekly PSHE specific whole school assembly and weekly classroom based PSHE sessions continuing on with the weekly theme. This provides the children with the opportunity to consider and discuss issues surrounding topics such as Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, and Healthy Relationships.

In addition, staff constantly monitor the wellbeing of all children so that they can be aware of any individuals who may need further social and emotional support. During the past year, we have provided ELSA support, as necessary, which has focused on raising self-esteem and confidence and providing an opportunity to share anxieties. The school has an identified member of staff who is trained as Emotional Literacy Support Assistant (ELSA). ELSA intervention supports children with a variety of needs, such as improving social interaction skills, bereavement or illness in the family, raising self-esteem and confidence or providing an opportunity to share anxieties. We currently have two children undertaking a six-week ELSA programme of one hour long session per week. Our ELSA also attends regular ELSA

supervision training to keep up-to-date with developments in this field as well as maintain links and shared good practice with other ELSAs in schools within our local area.

The school also has a school nurse who visits regularly to deliver sessions for the younger children on a variety of topics such as healthy eating and nutrition etc. The school also offers parents regular opportunities for a drop-in appointment to speak to her.

The school can also make a referral to the Child and Adolescent Mental Health Services (CAMHS) after discussion with, and agreement of, parents if it is required.

**Name and contact details of Acting Headteacher and school SEND Leader:**

Mary See (Acting Headteacher) [marysee@cheselbourne.dorset.sch.uk](mailto:marysee@cheselbourne.dorset.sch.uk) and Julia Bishop [office@cerneabbas.dorset.sch.uk](mailto:office@cerneabbas.dorset.sch.uk)

**Information about the expertise and training of staff in relation to children and young people with SEND, including how specialist expertise will be secured.**

An audit of staff expertise in SEND is undertaken annually.

Relevant training and Professional Development are provided according to current needs in the school.

Knowledge and expertise is often up-dated in staff meetings and in-service training sessions. The school may arrange for specialist professionals to provide up-dates about the latest requirements and approaches which teachers can use in their classroom teaching.

The SEND Leader (Julia Bishop) has studied and passed the National Award for Special Educational Needs Coordination. She attends courses on issues relating to children with SEND and passes on information and advice to the rest of the staff during staff meetings, in-service training and meetings with individual teachers. She also visits classrooms during learning sessions to see the children in their learning environment and provide ideas and support with activities and strategies.

Miss Fiona McIntyre is our trained Emotional Literacy Support Assistant.

Specialist expertise is engaged from external services, as required:

This may include:

- the Educational Psychological Service
- Special Educational Needs Specialist Service (SENS)

- Children’s Therapy – Occupational Therapy and Physiotherapy
- Dorset Speech and Language Therapy Service,
- Outreach support from Sue Brazier who is based at the Thomas Hardy School and can advise on Communication skills and ASD
- the Dorset Virtual School
- Child and Adolescent Mental Health Services

This year, referrals have been made to the Speech and Language Therapy Service, Hearing Impairment Service, Occupational Therapy and SENSS. The headteacher has also had a planning meeting with our Educational Psychologist.

Sue Brazier from Thomas Hardy Outreach supported individuals and a group of two children by developing their communication skills, and also preparing a number of children for transition to Middle School.

**A current key area of staff development at Cheselbourne Village School is for staff to access further training to support children with SEND.**

**Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

The school consults with the Physiotherapy and Occupational Therapy Services regarding any equipment that may be needed to support children with their physical and learning needs.

ICT referrals can also be made to Local Authority, as required.

**The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.**

The school has general Parent Discussions scheduled for the Autumn and Spring terms where parents can discuss their child’s progress and any concerns and future learning needs. Class teachers also offer an additional meeting in the Autumn term to share with parents a Provision map or Individual Learning Plan which details any extra provision that has been put in place for your child this meeting allows for ample opportunity to discuss this during this additional meeting.

Teachers are always happy to arrange a mutually convenient time to discuss any concerns that you might have about your child’s progress in addition to these set times.



An appointment can be made by speaking to teachers during drop off/pick up times or by contacting the School office by e-mail: [office@cheselbourne.dorset.sch.uk](mailto:office@cheselbourne.dorset.sch.uk) or phone 01258 837306.

The headteacher and SEND Leader also meets parents regularly and can arrange extra appointments, as necessary.

General newsletters are sent out weekly and there is an annual questionnaire for parents to share their views on the school.

**The arrangements for consulting young people with special educational needs about, and involving them in, their education.**

Children with an EHC Plan will take part in their annual Person Centred Review. With the support of their 1:1 TA, they complete a Child Contribution questionnaire which will be discussed in the Review and submitted with the paperwork.

Children will also have the opportunity to make their own comments during the Review with the support of their parents or TA.

It is planned that, as part of the school's monitoring arrangements in 2017-18, the SEND Leader will visit children during their intervention sessions. As a follow-up to this, the SEND Leader will talk to pupils about their learning and discuss their views on the support that they are receiving and any further input that they think might help them.

In the Summer term, as part of a review of present provision, the SEND Leader will work with selected children to complete a more formal Children's Learning questionnaire.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

**Informal Complaints**

The school takes any concerns or informal complaints very seriously. The school will endeavour to resolve issues informally wherever possible to prevent matters escalating to the formal procedure. If you would like to raise concerns, please start by telling the class teacher about your concern. This is usually the best and quickest way of resolving issues.

It is recommended that you speak to the class teacher as soon as possible, as this will give all parties the opportunity to discuss your concerns.

The purpose of this discussion should be to establish the issues and to seek a realistic resolution, if possible.

### **Formal Complaints Procedure - overview**

If it is not possible to resolve the complaint informally, the complainant should be advised to make a formal complaint.

There are three stages to this procedure:

Stage 1 – Complaint heard by the Headteacher

Stage 2 – Complaint heard by Chair of Governors

Stage 3 – Complaint heard by Governing Body Review Panel

### **How to make a complaint:**

Formal complaints should be made in the first instance to Mrs Mary See, Acting Headteacher and School Complaints Co-ordinator.

A complaint can be made in person, in writing or by telephone, and you will be asked to complete a complaints form. The Complaints Co-ordinator will record the date the complaint is received and will acknowledge in writing (letter or e-mail) receipt of the complaint within 3 school days.

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organizations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.**

The Governing Body assumes the duty of monitoring the effectiveness of SEND provision within the school, in consultation with the SEND Leader and the Headteacher.

They also assist in the effective allocation of funds and ensure that SEND provision gives value for money.

During the academic year 2017-18, the school has welcomed the support and expertise of a variety of agencies and organisations.

The school has the opportunity to buy in expertise and advice from the **Special Educational Needs Specialist Service (SENSS)**. A report is acted on by class teachers who put in place additional support for children as recommended.

One child with physical needs has a Physiotherapy Report which is supported in school. This child also accesses daily, the Learn to Move, Move to Learn programme with a teaching assistant.

Another child also receives support from the Hearing Service.

The school also liaises with **Social Services** as required.

**The following is a list of contact details of support services available for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.**

**Speech and Language Therapy Service:**

The Children's Centre,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254743

**Occupational Therapy Service:**

Children's Therapy,

Dorset County Hospital NHS Foundation Trust,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254744

**Physiotherapy Service:**

Children's Therapy,

Dorset County Hospital NHS Foundation Trust,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 254744

**School Nurse:** Karen Caine contact the School Office for details

**Child and Adolescent Mental Health Services (CAMHS):**

Dorchester Children's Centre,

Damers Road,

DORCHESTER,

Dorset,

DT1 2LB

Tel: 01305 255705

**Early Intervention Service:**

30 Maiden Castle Road,

DORCHESTER,

DT1 2ER

Bridport and Dorchester: 01305 214500

Weymouth and Portland: 01305 21400

**Educational Psychology Service:**

It is important to talk to the Special Educational Needs Coordinator (SENCo) of your school about your concerns. Schools and settings have the expertise to meet the needs of the majority of children and young people. If your child's needs are complex, the school's SENCo can discuss with you the possibility of involving an Educational Psychologist.

### **SEND Information, Advice and Support Service (SENDIASS)**

SENDIASS Monkton Park,

Winterborne Monkton,

DORCHESTER<

Dorset,

DT2 9PS

e-mail: [sendiass@dorsetcc.gov.uk](mailto:sendiass@dorsetcc.gov.uk) Tel: 07748 624609

### **Family Information Outreach Team**

e-mail: [familyinfo@dorsetcc.gov.uk](mailto:familyinfo@dorsetcc.gov.uk)

Tel: 01305 221066

### **Global Mediation- Special Educational Needs**

Website: <http://www.globalmediation.co.uk/our-services/education/special-education-needs>

e-mail: [sen@globalmediation.co.uk](mailto:sen@globalmediation.co.uk)

Tel: 0800 064 4488

### **The school's arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living.**

If your child moves to another setting, we liaise with their new setting verbally and inform them about your child's needs and provision.

We make sure that we pass on all documentation relating to your child and inform any relevant outside agencies about the move.

When your child moves to a new phase/school within their current school system (eg. from First to Middle school), the class teacher and the SEND Leader meet with your child's future class teacher and SEND team to discuss your child's needs so that the necessary provision can be put in place. Your child will also have regular contact with the Middle School liaison contact to help them become familiar and secure with their new setting. They will have several opportunities to visit their new setting before they transfer. There is also the opportunity for parents to attend a SEND transition meeting prior to your child starting school. All of this is arranged through St Mary's Middle School Puddletown which most of our children transfer to.

The SENCO at St Marys Middle is Mel King

The KS2 leader and transition contact is Clare Tantrum

Contact details are below:

St Marys Church of England Middle School  
Coombe Road  
Puddletown  
Dorset  
DT2 8SA  
Tel: 01305 848293  
Email: [office@stmaryscemiddle.uk](mailto:office@stmaryscemiddle.uk)

**Information on where the local authority's local offer is published.**

The school's Local Offer is published on the school website:

[www.cheselbourne.dorset.sch.uk](http://www.cheselbourne.dorset.sch.uk) and on the **Family Information Directory**.