



Frodsham CE Primary School SEN Information Report

SENCO at Frodsham CE: Mrs H. Griffiths, School Contact via school office: 01244 981180

Introduction

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

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

What is the Local Offer?

The Children and Families Bill was enacted in September 2014. From this date, Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

What is the Special Education Needs Information Report?

Schools utilise the LA Local Offer to meet the needs of SEND pupils as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs Information Report'.

SEN Code or Practice 2014	Provision at Frodsham CE Primary School
What kinds of special educational needs do Frodsham CE make provision for?	<p>We have provision for children who can be accommodated effectively within a mainstream primary school with the four areas of need identified within the code</p> <ul style="list-style-type: none"> . Communication and interaction . Cognition and Learning . Social, Emotional and Mental Health difficulties . Sensory and/or Physical needs
What are the arrangements for the admission of pupils with disabilities?	<p>The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish. Steps are taken to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical</p>

	resources within the school to increase access to learning and participation by all pupils.
Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?	<p>The Class teacher Responsible for:</p> <ul style="list-style-type: none"> . Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the Special Education Needs/Disabilities Coordinator (SENDCo) know as necessary. . Writing Learning Goals and sharing and reviewing these with parents at least once each term and planning for the next term. Personalised teaching and learning for your child as identified on school's provision map. . Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>The SENDCo – Mrs H Griffiths Responsible for:</p> <ul style="list-style-type: none"> . Developing and reviewing the school's SEND policy . Coordinating all the support for children with special educational needs or disabilities (SEND) . Ensuring that you are; <ul style="list-style-type: none"> i) involved in supporting your child's learning ii) kept informed about the support your child is getting iii) involved in reviewing how they are doing. . Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. . Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept. . Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible. <p>The Headteacher – Mrs L Kirby Responsible for:</p> <ul style="list-style-type: none"> . The day to day management of all aspects of the school, this includes the support for children with SEND. . The Headteacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met. . The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND. <p>The SEND Governor – Mrs J Cawley Gelling Responsible for:</p> <ul style="list-style-type: none"> . Making sure that the necessary support is given for any child who attends the school, who has SEND.
How do you identify children with SEN and assess their needs?	<p>The SENDCo (current post holder Mrs Griffiths), will liaise closely with families, children and staff to identify any children within the school who have barriers impacting on their progress and achievement.</p> <p>The SENDCo consults with class teacher and external agencies to assess their needs.</p>

What are the different types of support available for children with SEND in our school?

a) Class teacher input via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress

Specific group work

Intervention which may be:

- . Run in the classroom or outside.
- . Run by a teacher or a Teaching Assistant (TA).

b) Specialist groups run by outside agencies e.g .Speech and Language therapy

SEN Code of Practice 2014: School Support (SS)

This means they have been identified by the SENDCo /class teacher as needing some extra specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Education Psychology Service (EPS).

What could happen:

You may be asked to give your permission for the school to refer your child to a specialist professional e.g . a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

c) Specified Individual support

This type of support is available for children whose learning needs are, severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from:

- . Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- . Outside agencies such as the Speech and Language Therapy (SALT) Service

For your child this would mean:

- . The school (or you) can request that Local Authority

	<p>Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.</p> <ul style="list-style-type: none"> . After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support. . After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. . The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. . The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.
<p>How do you consult parents of children with SEN and involve them in their child's education?</p>	<p>We offer:</p> <ul style="list-style-type: none"> . Twice yearly parent consultation meetings with class teachers. . Children with Termly Learning Goals are asked to evaluate targets termly with class teacher. . SENDCo meets regularly with parents on a formal and informal basis. . Annual reports provided to parents at end of summer term. . Parents invited to attend and share views at annual and interim review meetings.
<p>How do you consult with young people with SEN and involve them in their education?</p>	<p>We offer:</p> <ul style="list-style-type: none"> . Children are involved in setting personal targets, and evaluating progress towards them. . Children are involved and consulted in the writing of Termly Learning Goals (formerly known as IEPs or IBPs). . Children are invited to share views for interim and annual and reviews, and we ask them to come and share their opinions if appropriate

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<p>How do you assess and review children's progress towards outcomes, including opportunities available to work with parents and children as part of this assessment and review?</p>	<p>Your child's progress is continually monitored by his/her class teacher.</p> <ul style="list-style-type: none"> . His/her progress is reviewed formally every term in reading, writing and numeracy. . At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed

	<p>using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.</p> <ul style="list-style-type: none"> . Children may have Termly Learning Goals which will be reviewed, and a future plan made. . Teachers meet with SENDCo/Headteacher on a termly basis as part of SEND pupil progress meetings. . The progress of children with an EHC Plan is formally reviewed at an Annual Review, with all adults involved with the child's education. . The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in through Learning Walks and regular monitoring. . The SENDCo and class teachers track the progress of individual children in reading, writing and numeracy using the current system of APS/NC levels and baseline assessments. Children who are identified as not making at least satisfactory progress from their starting points and taking into account their specific needs, are highlighted and provision put in place to address areas of concern. This is then formally reviewed by HT, SENDCo and class teacher at least termly.
<p>How do you support children in moving between phases of education?</p>	<p>The SENDCo consults with nursery staff prior to children starting school in EYFS to ensure a smooth transition and consistency of approaches used to support identified SEN children.</p> <p>The SENDCo consults with SENDCos and Inclusion managers at High School to ensure a smooth transition and consistency of approaches used to support identified SEN children.</p>
<p>Which approaches do you use to teach children with SEN?</p>	<p>The school uses a wide range of strategies to support individual SEN children, so strategies and support can be tailored and differentiated to meet their specific needs e.g. training of staff in using different learning strategies and understanding of specific needs, differentiated resources in settings, timetable accommodation,</p>
<p>How do you adapt the curriculum and learning environment for children with SEN?</p>	<p>Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.</p> <ul style="list-style-type: none"> . Specific resources and strategies will be used to support your child individually and in groups. . Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. <p>The SENDCo and class teacher consult with external agencies (e.g Occupational Therapists, visual/hearing specialists, S & L), to ensure that learning environments are adapted to meet specific needs. Examples include setting out furniture, quiet space within a setting for children with sensory difficulties, specialist equipment.</p>
<p>How do you train staff to support children with SEN, including how specialist expertise will be secured?</p>	<p>Staff training is arranged to ensure that staff are confident in working with children with SEN. Examples include the following:</p> <ul style="list-style-type: none"> . SENDCo delivering staff meetings on specific conditions e.g. dyslexia and dyscalculia . SENDCo holds register of all SEN related training . Provision in budget to provide for SEN training . SENDCo carries out annual audits with TAs that includes identification of training needs

	<ul style="list-style-type: none"> . SENDCo organises external training for staff e.g. work with behaviour consultant, autism team, medical needs training, Positive Handling Training, S & L . SENDCo attending regular cluster meetings for SENDCos
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How do you evaluate the effectiveness of the provision made for children with SEN?	<p>As noted above this includes tracking, evaluation and setting of individual targets, discussion with children and families.</p> <p>Additional evaluation relating to provision includes</p> <ul style="list-style-type: none"> . Regular monitoring by SENDCo to look at implementation of agreed strategies and practice in the classroom by teachers and TAs . Regular meetings with the Head teacher and other key staff involved in delivery of provision
What support is available for improving emotional and social development?	<p>We recognise that pupils with SEND may well have Emotional and Social Development needs that will require support in school.</p> <p>The school has number of systems in place to support children's social and emotional development. These include:</p> <ul style="list-style-type: none"> . The Emotional Health and well-being of all our pupils is very important to us. . We have a robust Child Protection Policy in place; we follow National & LA Guidelines. . We have a robust Behaviour and Discipline Policy in place. . The Head teacher, Deputy Head teacher and all staff continually monitor the Emotional Health and well-being of all our pupils. . We are an Anti-bullying school. . SENDCo liaising with specialist support agencies to provide targeted support eg. CAHMS, autism team, behaviour consultants, educational psychologist, school health . Each class receiving curriculum time in Personal, Social, Health and Citizenship Education that includes topics of personal health and well-being, anti-bullying work and E-Safety. External groups may also come in to run workshops for information sessions for children and families.
How does the school involve other bodies in meeting children's SEN and supporting their families?	<p>The SENDCo liaises with a range of external advice for advice, and involvement in delivering personalised programmes of need. E.g. health and social care, LA support services, voluntary sector organisations</p> <p>The school also signposts families to other local services to support families. The Local Authority Offer also provides a useful link that is linked on our website.</p>

	Date	Received by	Notes / Person Responsible
Report received	Nov 16	Full Governors	Helen Griffiths
Report received	Nov 17	Full Governors	
Report received			